

KIDZONE FAMILY DAY CARE

Affordable+ Quality Care

POLICY AND PROCEDURE 2024

TECHNOLOGY POLICY

Digital technologies and computers have become an integral part of many children's daily lives. For this reason, it is important that Kidzone Family Day Care (FDC) educators are not only familiar with the use of digital technologies, but are able to guide children's understanding of, and ability to interact, engage, access and use a range of digital technology in a child safe environment. Technology and media items will only be used as an extension to the daily program assisting in the 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, help to celebrate diversity and assist in providing an inclusive and equitable educational program.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational Program
76	Information about educational program to be given to parents
84	Awareness of child protection law
149	Volunteers and students
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
181-184	Confidentiality of records and storage of records

RELATED POLICIES

Child Protection Policy	Dealing with Complaints Policy

Child Safe Environment Policy	Educational Program Policy
Code of Conduct Policy	Photograph Policy
Cyber-Safety Policy	Privacy and confidentiality policy
	Social Media Policy

PURPOSE

Kidzone Family Day Care (FDC) will ensure FDC educators implement responsible behaviour and limit screen time when using technology, respecting the children, and the privacy of families and educators. Educators will exercise appropriate judgement and behave in a professional and ethical manner when using technology. At all times, FDC educators will provide a child safe environment and supervise children when using technology to minimise the opportunity for abuse or other harm to occur.

SCOPE

This policy applies to the educators, educator assistants, children, families, approved provider, nominated supervisor, volunteers, students and visitors (including contractors) of the FDC 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 our 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. FDC educators are diligent in ensuring children are only able to access age-appropriate technology on any device provided at the FDC service/residence or approved venue.

DEFINITION OF TERMS

App:	An abbreviation of the term 'Application' - refers to small programs that can be downloaded or installed on mobile phones
Coding:	Process of creating and inputting messages that can be understood by others or a digital device such as a computer robotic toy or app
Digital data:	Information that is transmitted digitally, including (but not limited to) text, audio, images and video
Digital technology:	Enables large amounts of data to be stored and shared so it can be accessed, created and used by people anywhere and at any time

Digital documentation: Recording and analysing children’s engagement and learning using digital tools. (Includes photos, text and video and may be communicated via an online program).

Interactive whiteboard: A digital screen that projects content for groups of children to view or co-view or co-engage. Incorporates touch sensitive or responsive controls so the user may engage via the screen rather than a mouse or keyboard

(Source: ECA Statement on young children and digital technologies, 2018.)

EXAMPLES OF TECHNOLOGY FOR EARLY CHILDHOOD EDUCATION MAY INCLUDE:

- touchscreen devices- tablets (iPads)
- programs that develop literacy or numeracy skills with ICT such as word processing, desktop publishing
- internet and information literacy skills
- Robotic toys- such as bee bots
- scanners
- Interactive whiteboards/data projectors

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR OF THE FAMILY DAY CARE SERVICE WILL:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Technology Policy*
- promote and support a child safe environment
- embed the National Child Safe Principles into the organisational structure and operations [or state specific Child Safe Standards]
- ensure all staff, educators, volunteers and students are aware of current child protection law, National Child Safe Standards and their obligation to protect children from harm
- record WWCC/vulnerable people checks of volunteers and students
- provide professional learning to educators in response to the ECA- *Statement on young children and digital technology*
- provide professional development, information to educators related to the [e-Safety Commissioner- Early Years Program](#)
- provide regular training for all FDC educators on reporting obligations (including mandatory reporting) and child safe practices

- report any breach of child protection legislation to relevant authorities- police, regulatory authority through NQA ITS portal (see: *Child Safe Environment, Child Protection Policies*)
- identify technology training needs of FDC educators for provide professional development
- ensure risk assessments of FDC residence and/or venue reflect on the physical environment to ensure it supports child safe practices
 - consider the location of digital technology/equipment to ensure FDC educators can supervise children when children are using digital technologies
 - ensure all devices used in a FDC residence or venue are set up safety- with controls, filters and safe search settings
 - ensure all devices are password protected with access for FDC educator/educator assistant only
- ensure the Service *Privacy and Confidentiality Policy* is adhered to at all times by FDC educators, educator assistants, families, visitors, volunteers and students
- ensure there is no unauthorised access to the FDC Service's technology facilities (programs, software program etc.)
- ensure all FDC educators and educator assistants have appropriate login details to provide secure usage
- ensure all technological devices have current virus protection software installed
- develop guidelines about how technology will be used by FDC educators in the residence/venue
- provide information to parents about technology use within the FDC Service
- seek permission from families to use digital documentation including photographs of children via social media and/or other forms of documentation platforms (see: *Social Media Policy*)
- ensure children, FDC educators and parents are aware of our service's complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter (see: *Dealing with Complaints Policy*)
- discuss with educators terms regarding sharing personal data online; ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online
- must ensure that no breaches of copyright eventuate if screening/viewing DVDs

FAMILIES DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- comply with current legislation and Service policies
- keep passwords confidential
- model appropriate use of digital devices and online services for learning purposes

- identify and minimise risks to children in physical and online environments
- only permit children to use devices in open areas of the service to ensure close monitoring and supervision
- log out of computer and software programs after each use
- only access and modify files and data for which they have authorisation
- not harass, slander, intimidate, embarrass, defame, or seek to offend another person, group of people, or organisation via technological devices
- not make copies of, transmit, steal, or loan copies to other persons of Service documents
- not use personal mobile devices to take photos, access social media whilst providing education and care to children or breach children and families' privacy
- ask permission before taking photos of children on any device so children begin an understanding of how photos of them can be used and where they will be published
- ensure they are aware of their mandatory reporting requirements and respond and report any concerns related to child safety including inappropriate use of digital technology to the Approved provider or nominated supervisor
- ensure privacy levels are set on electronic devices when in use by young children
- participate in professional development opportunities about online safety and digital technology
- ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online

IN RELATION TO CHILDREN, EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- support children's natural curiosity for technology
- provide children with access to age-appropriate technologies to help develop their computer literacy skills
- introduce concepts to children about online safety at age-appropriate levels
- only provide programs or apps that they have viewed and assessed prior to introducing to children
- build on children's learning and inspire the ongoing and enthusiastic acquisition of knowledge through technology
- use technology to build on current projects and document children's learning
- limit the amount of time spent on screens as per recommended screen times
- support children in turn-taking and learning to share when using digital technologies in collaboration with others

- provide a child safe environment to children- reminding them if they encounter anything unexpected that makes them feel uncomfortable, scared or upset, they can seek support from the FDC educator or educator assistant
- teach children to 'ask before they tap' or do anything new on a device
- limit experiences involving screen use to those which have an educational component or include movement and gross motor activity
- discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation
- model appropriate screen behaviours and self-regulation to the children
- encourage productive sedentary experiences for rest and relaxation that are not technology reliant
- ensure that an appropriate balance between inactive and active time is maintained each day.
- ensure that under no circumstances the screen is used as a reward or to manage challenging behaviours
- educate and support children to begin to develop skills to critically evaluate sources of information on the internet.

GUIDELINES FOR USE OF TECHNOLOGY WITHIN OUR FDC SERVICE

- implement risk management strategies to ensure children are always supervised when using any digital device
- use of digital technologies are used to promote social interactions between children, peers and adults
- programs must be carefully selected and be suitable to the needs and development levels of each child using or watching various types of technology or media
- programs and apps will be chosen to support and promote children's cognitive investment
- all online devices have appropriate filtering and monitoring in place with safe settings activated
- all devices are password protected with access for educator/educator assistant only
- postural awareness will be promoted when using devices
- technology is used to assist in expanding the content of the daily program and appropriate current affairs (e.g., the Olympic Games, environmental resources).
- technology is predominantly used where play-based and 'hands-on' experiences cannot provide the same information (e.g., investigating planets or dinosaurs). It will not replace appropriate experiences nor professional pedagogy.

- programs are chosen that are engaging and age appropriate to children: Only 'G' rated television programs and movies will be viewed at the FDC residence or venue
- the use of TV and watching DVD's will be kept to a minimum. When used:
 - programs depicting violence and/or inappropriate content (including graphic news reports) will not be shown
 - TV programs or videos will only be shown that have positive messages about relationships, family and life
 - information about programs to be viewed will be shared with families beforehand to ensure that they approve of the content. This may include:
 - title
 - synopsis of program
 - rating
 - length of program
 - all content will be socially and culturally considerate and appropriate.
- timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:
 - Children birth to one year should not spend any time in front of a screen.
 - Children 2 to 5 years of age should be limited to less than one hour per day.
 - Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.
- children will be taught responsible concepts of digital use and citizenship as children are '*growing up digital*'
- only quality developmentally appropriate interactive media will be used.

IN RELATION TO FAMILIES OUR SERVICE AND EDUCATORS WILL:

- create shared understandings between families and educators about digital technology use, by adults, in front of children
- provide information regarding online safety to families [eSafetyparents](#)
- provide families with information about the digital technology used by the Service and FDC educator
- request written consent from parents/families to collect and share personal information, images or videos of their children online (Website, Facebook, Instagram or any other application)
- provide information to parents and families about how to make a complaint and what to expect from our complaints handling processes (*see: Dealing with Complaints Policy*)

- provide information and advice to families about the selection of digital media content, apps and games that are appropriate for use by young children
- provide information about the apps and programs used by the FDC educator
- support families to understand that negative effects of exposure to disturbing or arousing content and screens before sleep time.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Technology Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

ACECQA. (2023). [Embedding the National Child Safe Principles. NQF 2019 Review](#)

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

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Australian Government Department of Health and Aged Care. (2014). [Australia's Physical Activity and Sedentary Behaviour Guidelines:](#)

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Fair Work Act 2009 (Cth).

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Revised National Quality Standard. (Amended 2023).

The Australian Council on Children and the Media for the Australian Research Alliance for Children and Youth. (2011). *Television and young children: Quality, choice and the role of parents: What the experts and parents say*.

Victoria Government. (2023). [The Child Safe Standards-Early childhood services](#).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/10/2023
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024

VERSION NUMBER	V5.10.23	
MODIFICATIONS	• annual policy review • inclusion of National Child Safe principles- ACEQCA • sources updated where required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
OCTOBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text	OCTOBER 2023
OCTOBER 2021	• policy reviewed to include recommendations for the implementation of the Child Safe Standards relating to the use of technology • additional related policies included • sources checked and updated	OCTOBER 2022
OCTOBER 2020	• Minor edits to introduction to policy • Related regulations amended • Added content to support ECA Statement on young children and digital technologies • Definition of terms and examples of technology • Additional section- Families Source- updated	OCTOBER 2021
OCTOBER 2019	New policy drafted	OCTOBER 2020

EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them. The United Nations Convention on the Rights of the Child (the convention) (United Nations 1989) states *'that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.'* (EYLF, V2.2, 2022, p.5).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3	Information for families	Families are informed about the program and their child's progress.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

EDUCATION AND CARE SERVICES LAW AND NATIONAL REGULATIONS	
Sec.168	Offence relating to required programs
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
127	Family day care educator qualifications
168	Education and care service must have policies and procedures
274A	NSW- Programs for children over preschool age

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Cyber Safety Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion Policy Family Communication Policy	Interactions with Children, Family and Staff Policy Multi-Cultural Policy Photograph Policy Physical Activity Policy Physical Environment Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy Respect for Children Policy Supervision Policy Transition to School Policy

PURPOSE

Our Family Day Care Service aims 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 the Early Years Learning Framework (EYLF) (V2.0) and My Time, Our Place: Framework for School Age Care in Australia (MTOP) (V2.0). 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, supporting children’s holistic development. We support the vision of the EYLF, V2.0 to ensure *‘all children experience learning that is engaging and builds success for life.’*

SCOPE

This policy applies to the approved provider, nominated supervisor, children, families, students, volunteers, visitors, coordinator, educators, and educator assistants of the FDC Service.

IMPLEMENTATION

Under the National Law and National Regulations, approved Family Day Care 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 two nationally approved learning frameworks in Australia which outline practices that support and promote children’s learning:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
- [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

There is also a jurisdiction-specific approved learning frameworks for Victoria which is currently under review. [Victorian Early Years Learning and Development Framework](#)

OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORKS; (EYLF) and (MTOP) (V2.0)

The approved learning frameworks include 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.

In compliance with the EYLF, MTOP (V2.0) and Education and Care Services National Regulations, the program will contribute to the following outcomes for each child:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have strong sense of wellbeing
- Children are confident and involved learners

- Children are effective communicators

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure FDC educators, educator assistants, coordinators, nominated supervisors, staff, students and visitors have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- the staff record includes the name of the person designated as the educational leader
- the Educational Leader accepts the position of Educational Leader in writing (Reg. 118).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/EDUCATIONAL LEADER WILL:

- ensure that a high-quality program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- ensure the program contributes to the five learning outcomes for each child
- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, critical reflection, assessment, evaluation and critical reflection
- work in partnership with children and families, communities, teachers in schools and other professionals to inform educational practices that are place-based and relevant to that community
- ensure Aboriginal and Torres Strait Islander perspectives are embedded in the program
- ensure educators are intentional in all aspects of their professional practice
- ensure all children have the access to a quality and inclusive educational program that celebrates and makes visible children's diversity (EYLF, V2.0)
- ensure adaptations/adjustments are made in the environment for children with disability and additional needs. The approved provider will assist with making appropriate, professional referrals where necessary with family permission.
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds

- document family input with the educational program to strengthen connections and partnerships
- ensure each FDC educator plans for a balance between indoor and outdoor experiences with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences (See: *Physical Activity Policy*)
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow and/or *Munch and Move (NSW)*
- support families through positive, respectful and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families (reg. 75)
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child's participation within the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded (Reg. 74), including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program
 - assessments of the child's progress against the outcomes of the educational program
- for children over preschool age attending the FDC Service, provide evidence of the development of the program (Reg.74A)

FDC EDUCATORS WILL:

- collaborate with the educational leader for curriculum direction and guidance
- collaborate with children to influence the development of the program in response to their own strengths, ideas, abilities and interests
- act deliberately, thoughtfully and purposefully to support children's learning through play-based learning
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child

- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- implement an ongoing cycle of planning, documenting, responding to and supporting children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why
- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing
- take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour
- document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators and families
- respect children's growth mindset and acknowledge children as competent and capable learners
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate
- encourage children to act intentionally and with agency in play as they make decisions
- ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- intentionally promote learning about a child's culture, country and community through dance, music, language and dialect, stories, art and craft
- respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages
- use children's play and learning experiences to build and develop each child's individual learning profile to record their learning journey. This may include Learning Stories, portfolios, observations, photographs with captions and annotations, children's feedback and other documentation demonstrating strengths and development. The evidence is recorded and shared with families through Harmony software.
- ensure information about the child's participation in the program is available for families

- utilise families feedback for creating children's assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children's role in assessing their learning
- explore ideas and theories using imagination and creative play
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- intentionally plan and implement learning experiences using information about a child's interests, curiosities and funds of knowledge
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child and young person
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- use the learning outcomes, practices and principles to guide planning for children's learning and play and to encourage development of their self-worth, uniqueness and positive view of themselves helping frame their personal and social identity of children and identities of Aboriginal and Torres Strait Islanders children
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety
- provide children with ongoing encouragement and positive reinforcement
- make use of spontaneous 'teachable moments' to extend children's learning
- respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- further extend critical thinking skills through provocations
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- seek opportunities within the routine for spontaneous play and experiences
- ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning
- use a variety of methods to assist reflection on children's experiences, thinking, and learning
- ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- assist children to develop daily habits, understanding, and skills that support health and wellbeing.

(ACECQA, 2023)

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Assessment and Planning Cycle Guide and Procedure	Assessment and Planning Cycle Audit
Educational Program and Practice Procedure	Management Programming Audit
	Observation Record

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education, (2009) [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

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Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Cragieburn, Victoria: Curriculum Kids.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	[DATE]
POLICY REVIEWED	April 2024	NEXT REVIEW DATE	April 2025
VERSION NUMBER	V9.01.24		
MODIFICATIONS	- major edits in policy to align with principles, practices and outcomes of EYLF V2.0, 2022 - removed Physical Activity section- covered in <i>Physical Activity Policy</i> - sources updated		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2023	- Update of Department name from Department of Education, Skills, and Employment to Department of Education - additional regulation information included (Reg. 74, 75, 76, 118) - annual policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required - continuous improvement/reflection section added - Childcare Centre Desktop Related resources section added - link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024
JANUARY 2022	- additional related policies added (edited change of name for some policies) - additional information related to cultural competence - collaboration with families and children added - reference to new policy added (Physical Activity Policy)	JANUARY 2023
JANUARY 2021	- additional information and regulations related to role of educational leader - minor editing - sources and links checked for currency/edited where required	JANUARY 2022
JANUARY 2020	- Sources checked for currency and updated as required - Western Australian curriculum amended - Additional links added	JANUARY 2021
JANUARY 2019	- Checked & updated editions & referenced correctly. - Additional information added to points. - Rearranged the order of points for better flow. - Points added (Highlighted). - Sources/references corrected, updated, and alphabetised.	JANUARY 2020
APRIL 2018	Programming policy created for Family Day Care Services, inclusive of changes to the National Quality Standards and Education and Care National Regulations	JANUARY 2019

ADDITIONAL NEEDS POLICY

Supporting children with additional needs requires Family Day Care (FDC) educators to extend upon the strategies they already use in providing quality care for children. It is imperative for FDC educators to develop a comprehensive understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

Inclusion is stipulated in the Early Years Learning Framework as *'taking into account all children's, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.'* Belonging, Being and Becoming (V2.0, 2022, p.66).

Kidzone Family Day Care (FDC) Service will work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with additional needs access and participation and achieve positive learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Management Policy Code of Conduct Policy Early Childhood Intervention Practitioner Management Policy Enrolment Policy	Educational Program Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Orientation of New Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

Our FDC Service understands and meets our obligations under the Disability Discrimination Act (DDA)

to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully participate in its education and care at our Family Day Care approved residences and/or venues. FDC educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DEFINITIONS

According to the [Inclusion Support Program Guidelines](#) (Australian Department of Education September 2023), there is no national definition of ‘*additional needs*.’ This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care service.

Additional needs may include children who:

- have a disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder
- are presenting with challenging behaviours and/or behavioural or psychological disorders
- have a serious medical or health condition
- are presenting with trauma-related behaviours

Meeting the needs and requirements of:

- Aboriginal or Torres Strait Islander children
- children from refugee or humanitarian backgrounds
- children from culturally and linguistically diverse background
- may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes

[source: Inclusion Support Program Guidelines. 2023. p. 6]

WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal

diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes:

Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly because every child is unique.

IMPLEMENTATION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR AND FAMILY DAY CARE EDUCATORS WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ~~we meet our~~ obligations under the *Disability Discrimination Act 1992* (DDA) are met
- all staff, educators, students and visitors have knowledge and adhere to this policy and understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- all new employees are provided with a copy of this policy as part of their induction process
- support is provided to educators to make reasonable adjustments to ~~support~~ enable children with disability access and participate in the Service on the same basis as others
- children's social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education
- completed enrolment forms are used to gather information about children's additional needs and supports that may be required
- equitable access is provided to support children with additional needs
- communication with families is consistent and supportive

- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- that any barriers preventing a child's inclusion are identified and strategies to make improvements implemented
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: [Inclusion Development Fund Manager](#) (IDFM) for your state/territory organisation)
- they develop a *Strategic Inclusion Plan and Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program
- families are encouraged to meet with the FDC educator who may be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child before confirming a placement
- the FDC Service works in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with the FDC educator and copies filed in the child's individual record
- children are encouraged to feel safe and secure during their education and care at the Service by developing trusting relationships with educators, other children, and the community.
- inclusive strategies and practices are embedded in the delivery of quality education and care
- the FDC Educator is meeting the needs of each individual child, by providing targeted professional development and opportunities to network with professional agencies
- the privacy and confidentiality for children and families is maintained
- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:
 - portable ramps

- use of standing frames and support swings
- specialised inclusion toys such as sensory or switch toys
- specialised furniture such as chairs, tables and positioning equipment
- communication charts and Auslan dictionaries
- resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
- children's sensory sensitivities to pressure, texture, smell, noise, or colour ~~is~~ are considered within the environment.

EDUCATOR/EDUCATOR ASSISTANTS WILL:

- treat children equally and fairly and with respect
- create an inclusive program and environment, which is adaptable and supportive of all children
- develop an Inclusion Support Plan (ISP) in collaboration with Early Childhood Intervention (ECI) professionals, FDC Coordinator, other allied health professionals and parents for each child requiring additional support
- advocate for children's rights
- conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings
- work with all families to meet children's developmental needs in order to build strengths and capabilities
- work with other professionals who play a role in supporting the child's development
- create a flexible environment, which can be adapted to each child's needs within the FDC Service to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate

- listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance.
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child's development with another
- talk to children about differences and acceptance
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

INCLUSION SUPPORT PROGRAM (ISP)

To assist in the provision of an inclusive environment for children with additional needs, our FDC Service may apply for additional support through the [Inclusion Support Program \(ISP\)](#) if the eligibility requirements are met.

The Coordinator and FDC educator will refer to the Inclusion Support Guidelines and consult with families to submit an application. The objectives of the Inclusion Support Program include:

- supporting Early Childhood Education and Care Services to increase their capacity and capability to provide quality inclusive practices for all children
- to address access and participation barriers
- support the inclusion of children with additional needs
- provide parents or carers of children with additional needs with access to appropriate ECEC services

(See: [Guide to Strategic Inclusion Plan](#))

HIGH POTENTIAL AND GIFTED CHILDREN

Our FDC Service will collaborate with families to support the needs of high potential and gifted children.

We will:

- respect the uniqueness of each child
- acknowledge the characteristics of high potential and gifted children
- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging

- develop our capacity to cater for the needs of gifted children through professional development
- support children's transition to school
- assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children

ENHANCED TRANSITION TO SCHOOL PLANNING

Our FDC Service will promote and support enhanced transition to school programs for children with additional needs by:

- starting the planning for transition to school aged care early and in collaboration with all key stakeholders
- involve the child in making choice during the transition process
- liaising with key representatives at the school and other support services to ensure key dates for applications for support are noted
- sharing information about the child's strengths and completing *Transition to School Statements*
- supporting reciprocal visits to strengthen the transition to school for children and families
- provide continuity of learning between our FDC Service and school aged care.

FAMILIES WILL:

- work collaboratively with our FDC Service
- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals
- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
- help to identify possible barriers for inclusion and reasonable adjustments that may be required
- consent to our Service accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child
- collaborate with external professional support agencies and educators to implement plans to support inclusion
- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Additional Needs Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Guide to Strategic Inclusion Plan

SOURCES

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

Australian Children's Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources.](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0.](#)

Australian Government Department of Education (2014) *Continuity of Learning: A resource to support effective transition to school and school aged care.*

Australian Government Department of Education. (2022) [Inclusion Support Program \(ISP\) Guidelines.](#) Version 2.5 July 2023.

Catholic Education Office Melbourne (2013) *Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools*

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [Position statement on the inclusion of children with disability in early childhood education and care.](#)

Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention*

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

New South Wales Department of Education *High Potential and Gifted Education Policy.* (2019).

Raising Children *Supporting gifted and talented learning* <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	22/04/2024
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V7.4.24		
MODIFICATIONS	- annual policy maintenance - updated Inclusion Support Program guidelines (2023) - sources checked and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2023	• annual policy maintenance • inclusion of Disability Discrimination Act (1992) referencing/recommendations for compliance • additional definitions added- disability/reasonable adjustments • minor formatting edits within text • hyperlinks checked and repaired as required • EYLF/MTOP sources updated to V2.0 • Continuous Improvement/Reflection section added	APRIL 2024
APRIL 2022	• policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required	APRIL 2023
APRIL 2021	• Review of policy- Moved Families will.... to end of policy • sources checked for currency • Updated information for Inclusion Support Program- PRODA • Reference to resource- <i>Guide to Strategic Inclusion Plan</i> added	APRIL 2022
APRIL 2020	• Additional information for Approved provider and educators added • Adjustments for inclusion added - Family responsibilities - Inclusion Support Program - High Potential and Gifted children - Transition to School • New references added	APRIL 2021
APRIL 2019	• Wording contextualised to FDC. • Rearranged the order of points for better flow • Points added (Highlighted). • Sources/references checked, corrected, updated, and alphabetise	APRIL 2020
SEPTEMBER 2018	• New Policy created for Family Day Care Service	APRIL 2019

EARLY CHILDHOOD INTERVENTION PRACTITIONER MANAGEMENT POLICY

Research has shown us that providing high quality intervention to children with diagnosed disabilities, developmental delays or children under assessment not only assists in ensuring the child can participate in everyday activities and family and community life but may substantially reduce the assistance and support required later in life. We also know that children learn best when participating in normal routines and activities with familiar people. Kidzone Family Day Care Service therefore welcomes the support of Early Childhood Intervention Practitioners.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

155	Interactions with children
156	Relationships in groups
157	Access for parents

RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

RELATED POLICIES

Additional Needs Policy	Educational Program Policy
Anti-Bias and Inclusion Policy	Interactions with Children, Family and Staff Policy
Child Safe Environment Policy	Orientation of New Families Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
COVID-19 Management Policy	Respect for Children Policy

PURPOSE

We aim to provide an inclusive learning environment and adopt flexible and informed practices that supports and optimises access, participation and engagement for each child to fully participate in the daily routines and activities of the FDC service. This includes providing procedures that enable us to

maintain the daily schedule of children requiring visits from Early Childhood Intervention Practitioners that minimise disruptions to the child, other children, and educators. To ensure a child safe environment and our commitment to the Child Safe Standards, any ECIP visiting FDC educators will be made aware of our FDC Service's *Code of Conduct, Child Protection and Child Safe Environment* policies including the Reportable Conduct Scheme **legislated in our state/territory**.

SCOPE

This policy applies to the approved provider, nominated supervisor, educators, educator assistants, children, families, and Early Childhood Intervention Practitioners (ECIP) visiting the Family Day Care Service.

IMPLEMENTATION

Our Philosophy

[Service to add a relevant statement]

~~The Early Years Learning Framework (EYLF) recognises that 'Partnerships ... involve educators, families and support professionals working together to explore the learning potential in every day events, routines and play so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences...' (DEEWR, 2009, p. 12).~~

Educators work in partnership with children, families, communities and other professionals and continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve Learning Outcomes and flourish. (EYLF, V2.0. 2022, p. 17).

SCHEDULING VISITS

- Visits to a child must be scheduled by the ECIP in negotiation with the FDC educator, with consideration given to the special circumstances of educators working without an educator assistant.
- The ECIP will be advised of the most appropriate times of day to schedule a visit in regard to minimising disruption to the child, and the FDC routine. The individual age-appropriate routine of the child is also to be considered.
- ECIPs will not be permitted access to the child if they arrive without a scheduled appointment.
- When scheduling visits, time must be included for communication between the educator and the ECIP after and/or before time spent with the child.

- If the ECIP has not attended the FDC service on a prior occasion they will be advised that they must bring a current WWCC and original *or* certified copies of qualifications. The Coordinator or Nominated Supervisor will take copies of this information to keep on record at the principal office. The Nominated Supervisor will verify the WWCC prior to the ECIP coming into direct contact with children.
- ECIPs will be advised that they are visiting a Sun Safe service and must bring a hat.
- ~~ECIPs visiting our FDC service will be required to complete a COVID-19 health declaration upon arrival stating that they are not currently experiencing any fever at or above 37.5°C, acute respiratory infection, cough, shortness of breath, lethargy, sore throat, loss of sense of smell/taste and that they have not recently been in close proximity to a suspected or confirmed case of COVID-19.~~

MAINTAINING ACCURATE RECORDS OF ECIP VISITS

- Upon arrival ECIPs must sign the Visitor's sign-in book, and/or the *ECIP Record of Visit* for the individual child being visited.
- Upon conclusion of the visit ECIPs must sign out in both the Visitor's sign-in book, and/or the *ECIP Record of Visit* for the individual child being visited.
- Information to be provided by the ECIP on the *ECIP Record of Visit* will include:
 - date
 - ECIP's name and contact details
 - scheduled appointment time
 - the company/business the ECIP is representing and their contact details
 - the purpose of the visit (observation, one-on-one activity etc.), and
 - the arrival and departure time.
- Upon conclusion of the visit the *ECIP Record of Visit* will be filed in the child's confidential records.

CHILD PROTECTION / DUTY OF CARE

- On the initial ECIP's visit he/she will provide evidence of a current WWCC, which will be photocopied, verified and placed on file.
- The Coordinator/Nominated Supervisor or Responsible Person will ensure the ECIP is made aware of the service's commitment to the Child Safe Standards and be provided access to the relevant Child Protection and Child Safe Environment Policy.
- Qualifications and WWCC documents may either be submitted by the governing agency (prior to ECIP visit) OR in the case of individual therapists (NDIS relevant), therapists are to provide

relevant documentation. The FDC Educator/ Educator Assistant will ensure these have been sighted prior to allowing entry to the premises.

- All interactions between the ECIP and the child will be conducted within sight and/or hearing of the FDC educator or educator assistant.
- At no time will a child be removed from the group: Children must remain within sight of the FDC Educator/Educator Assistant at all times.

CONCLUSION OF VISIT

- At the conclusion of the visit a private space will be provided for the ECIP to have a conversation with the FDC educator, providing an educator assistant is available to maintain supervision of other children. If this is not possible the ECIP and FDC educator will seek out an area where they can conduct the discussion whilst maintaining supervision of children in attendance but minimising other children overhearing the conversation.
- A summary of what has occurred will be provided by the ECIP including observations, outcomes of activities, and strategies to be implemented by the FDC educator and educator assistant.
- To ensure accountability is embedded into the process 'next moves' and 'actionable time-lines' should be employed.

PRIVACY AND CONFIDENTIALITY

- Prior to conversations about the child, it will be ensured that the family has given written consent to speak about their child.
- Discussions/conversations about the child will not take place in front of other children or families.
- All records of the visit will be placed in the child's confidential file in a locked cabinet.

OUR FAMILY DAY CARE SERVICE WILL ENSURE:

- all visitors to the FDC Service adhere to strict hygiene measures as implemented within the residence or venue (handwashing, temperature checks, physical distancing, ~~use of PPE~~)
- appointments are scheduled with ECIPs with regard to minimising the disruption for the child and the FDC routine
- at the time of making appointments ECIPs are advised that appointment times are not flexible as an educator assistant may be required to replace the educator
- appointment duration allows adequate time for the ECIP to consult with the educator both before and after time spent with the child

- the ECIP is notified in a timely manner if the child being visited is not in attendance at the service on the nominated visit day.
- that the Educator and Educator Assistants in the service receive the appropriate and relevant training required to support children with disabilities and/or developmental delays.

ECIPS WILL ENSURE:

- they adhere to all hygiene measures implemented within the FDC residence or venue [including wearing appropriate PPE if required]
- all relevant information is shared with the FDC educator
- a working partnership is maintained with the FDC educators, educator assistants (if applicable), families, and all other ECIPs assigned to the child's case
- thoughtful and considered scheduling of appointments are made to minimise disruption to the child's routine, including
 - the times and duration of booked visits are respectful of the service's needs.
 - scheduled appointment times and durations are strictly adhered to.
- FDC educators and educator assistants are provided with information and strategies to support the child's learning and development
- FDC educators and educator assistants are informed of resources that are available to support the child's learning and development
- any required documentation (such as observations) is requested prior to the visit to ensure FDC educators and/or educator assistants have reasonable time to prepare
- the service is notified in a timely manner of any cancellation of appointments
- if running late to an appointment the ECIP will contact the service to ascertain if a later time is practical or if another appointment must be scheduled.

FAMILIES DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

- feedback is provided to the ECIP regarding strategies and reasonable adjustments implemented with the child
- documented observations are provided to the ECIP as requested
- information is shared with the child's family [consider if translation of information is required]
- reasonable consideration is given to the timing of ECIP visits
- a working partnership is maintained with colleagues, families, and all ECIPs assigned to the child's case

- professional development is maintained in order to provide full support for children with disabilities and/or developmental delays.

CONTINUOUS IMPROVEMENT

Our *ECIP Management Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Government Department of Education. [Inclusion Support Program](#).

Department of Education and Early Childhood Development. (2011). Intervention reform project:

<https://www.education.vic.gov.au/Documents/childhood/providers/needs/ecislitreviewexecsum.pdf>

Early Childhood Intervention Australia: <https://re-imagine.com.au/>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Moore, T.G. (2012). Rethinking early childhood intervention services: Implications for policy and practice *Pauline McGregor Memorial Address* presented at the 10th Biennial National Conference of Early Childhood Intervention Australia, and the 1st Asia-Pacific Early Childhood Intervention Conference, Perth, Western Australia, 9th August.

Raising Children Network: <https://raisingchildren.net.au>

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	26/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V6.9.23		
MODIFICATIONS	• annual policy review • deleted information re: COVID/PPE requirements • updated information from EYLF V2.0 • sources checked for currency • continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	• regular policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required		SEPTEMBER 2023

	• Removal of QR code sign in requirements for visitors	
SEPTEMBER 2021	• Inclusion of Child Safe Standards commitment • inclusion of requirement to check in using QR code for visitors • sources checked for currency	SEPTEMBER 2022
SEPTEMBER 2020	Additional information added for COVID safe practices Sources checked for currency Minor editing	SEPTEMBER 2021
SEPTEMBER 2019	New policy drafted for Family Day Care services	SEPTEMBER 2020

EMERGENCY AND EVACUATION POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises educators are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children's coping mechanisms and resilience.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period

Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions “multi-storey building” and “storey”
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator
373A	Telephones or other communication equipment at family day care residences and approved family day care venues (WA services only)

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Bush Fire Policy Child Safe Environment Policy Delivery of Children to, and collection from Education and Care Service Premises Enrolment Policy	Family Communication Policy Health and Safety Policy Incident, Illness, Injury and Trauma Policy Lockdown Policy Record Keeping and Retention Policy Sun Safety Policy Supervision Policy

PURPOSE

Kidzone Family Day Care (FDC) Service has a duty of care to maintain the safety and wellbeing of each child, the educator, and all persons residing or visiting the FDC residence during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually planning for further risk minimisation and improvement to our policy and procedures.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to the FDC Service's premises. Emergency situations may pose a risk to an individual's health and safety. It is important that FDC Services identify potential emergencies that may be specific to their location and environment. Severe heat or heatwaves, also pose an immediate risk to babies and young children and require risk mitigation strategies to be implemented. [See: *Sun Safety Policy*]

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)

Circumstances under which an emergency evacuation will occur may include:

- Fire within the residence/building or surrounding garden/backyard
- Fire in the surrounding area where the residence or venue may be in danger
- Flood
- Cyclone, severe storm or dust storm or other natural weather event
- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
 - gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).

[Our Bushfire Policy contains specific information about Bushfire Risk Management Plans and evacuation plans for Bush Fires.]

The approved provider, in conjunction with educators of the FDC Service, will conduct a comprehensive risk assessment in order to identify any risk/s or hazards associated with potential emergencies that may affect the safe evacuation of children from the FDC residence or approved venue.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our FDC Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved

provider must update the *Emergency and Evacuation Policy* and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action during emergencies like bushfire, flood, storm, extreme heat and severe weather. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red) : An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

When there is an Emergency Warning, educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the FDC Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

- obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, management, staff, educators and educator assistants comply with this policy
- emergency and evacuation policies and procedures are available for inspection at the FDC residence/venue at all times
- the approved provider and FDC educator conduct a risk assessment to identify potential emergencies that are relevant to the approved residence/venue annually
- the approved provider will review the risk assessment after becoming aware of any circumstance that may affect the safe evacuation of children from the FDC Service
- an Emergency Management Plan (EMP) is developed and updated

- all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- the [Bureau of Meteorology \(BOM\)](#) will be checked regularly to monitor emergency situations and warnings relevant to our Service location
- FDC educators are assisted to develop evacuation plans and procedures and to identify a safe area in the residence or venue in case of a situation that would require a 'lockdown emergency'
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (police, fire, parents/families)
- consideration is made to evacuate infant/s and non-ambulant children evacuating the premises resulting in enhanced ratios
- additional consideration is made for FDC Services operating in multi-storey residence or buildings (assembly areas, stairwells, non-ambulant children, supervision) [Reg. 97(1)(b)]
- emergency evacuation plans are displayed in prominent positions near each exit and in rooms occupied by the children
- the plan includes a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes in case of an emergency
- the emergency and evacuation procedures include instructions for what must be done in the event of an emergency
- emergency evacuation rehearsals (drills) will be practiced and reviewed **every three months** by the FDC educator, educator assistant, students, volunteers, and children present on the day
- FDC educators, educator assistants, coordinators and volunteers are aware of emergency evacuation procedures and regulatory requirements
- FDC educator and educator assistants are aware of their responsibilities and roles in the event of an emergency situation- including evacuation and lock downs
- there is an induction process in place to inform educators, educator assistants, coordinators, students and volunteers of the emergency and evacuation policy and procedure
- each drill is documented, and records kept at both the FDC residence and principal office
- in the case of Bush Fire emergency, the FDC principal office maintains a current data base of all residences and their locations living in bushfire prone areas (see *Bush Fire Policy*)
- a risk assessment is conducted following any emergency evacuation to ensure the FDC residence is safe to continue to provide education and care to children
- an emergency telephone list (located next to the telephone) includes the numbers for:
 - Police
 - Local fire station

- Rural Fire Service
- State Emergency Services (SES)
- in the event of a telephone service not operating or no other means of communication with FDC educators, management may consider closure of the FDC Service (See *Closure of Service* below)
- ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)
- ensure the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence/approved venue is required to close for a period of time as a result of a local emergency (Reg.175 (2)(b))
- ensure the Department of Education is notified within 24 hours if the FDC Service is temporarily closed via CCS Software or PEP
- submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children.

EDUCATORS WILL:

- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or nature disasters (bush fire, flooding) (reg 176A)
- maintain an up-to-date register of emergency telephone numbers for all children and provide a copy to be kept at the principal office
- ensure a copy of the register of emergency telephone numbers is kept in an *Emergency Evacuation Bag* along with a portable first aid kit, copy of the emergency procedure
- ensure they are contactable whilst children are in attendance by emergency services (i.e.: have a mobile phone charged and accessible)
- display emergency telephone numbers prominently in the kitchen, office and each room that is occupied by children in the residence/or venue
- ensure medical management plans for children are able to be accessed easily
- rehearse, document and evaluate emergency evacuation procedures **every 3 months**. **To ensure best practice we will conduct emergency evacuation drills in a weekly block every 3 months so that all children experience an evacuation on a regular basis**
- ensure spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures

- time the planned or spontaneous emergency evacuation drill and document in the *Emergency Evacuation Rehearsal Record*
- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss with the approved provider/nominated supervisor and implement strategies to make continuous improvement to procedures which will be documented in the Service's Quality Improvement Plan (QIP).
- consider how to safely evacuate infant/s and children with any disabilities (include in your procedure)
- keep children calm during evacuation drills
- ensure all exits have exit signs displayed clearly
- ensure there are no obstructions in hallways, stairways prevent access to exits
- ensure the sign-in book is completed daily to be used as an attendance roll
- keep a written record of all visitors to the FDC residence
- ensure all children, family members and any visitors are accounted for during the day
- communicate with families when evacuation drills have taken place to discuss with children
- ensure assembly area is clearly identified and checked regularly (update plan if an alternative location may be required- depending on the reason for evacuation)
- ensure all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the residence are inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- ensure extinguishers are emptied, pressure tested, and refilled every five years
- ensure all tests performed on emergency equipment and the date on which it was tested is recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed and provided to the principal office of the FDC service
- ensure smoke detectors are regularly tested and batteries replaced annually
- ensure educator assistants and visitors to the FDC Service are familiar with the *Emergency Evacuation Policy* and procedure

Once an emergency situation is over, the educator will collaborate with the approved provider to conduct a thorough evaluation of the emergency procedure, actions and communication implemented to determine if any changes need to be made.

EMERGENCY AND EVACUATION PROCEDURE GUIDELINES

In the event of an emergency, the FDC educator will make the decision to evacuate. The FDC educator may be notified of the need to evacuate by: Emergency Services if an emergency situation is announced (bush fire, flood, damaging winds/storm).

As per regulation 97, the emergency and evacuation procedures must set out-

- a) instructions for what must be done in the event of an emergency; and
- b) an emergency and evacuation floor plan; and
- c) if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area—
 - I. all possible evacuation routes from each storey on which the premises is located; and
 - II. the evacuation routes that are proposed to be used in an evacuation; and
 - III. how all children will be safely evacuated from the premises, including non-ambulatory children; and
 - IV. the stages in which an evacuation will be carried out; and
 - V. the identity of the person in charge of an evacuation; and
 - VI. the roles and responsibilities of staff members during an evacuation; and
 - VII. the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

THE EDUCATOR WILL:

- calmly inform children and visitors and other residents of the FDC residence to evacuate
- move all children to evacuation assembly location taking emergency evacuation bag (ensure sign in book/record, gather medication, visitor sign in sheets)
- request assistance to move infants or children with disabilities from other adults in the home/ educator assistant or emergency services if unable to complete the evacuation on their own
- check that all children and adults registered in attendance book are accounted for
- once children are safely evacuated, administer first aid if required
- call 000 and provide their name, address and nearest cross street, reason for emergency, mobile phone contact number, number of children evacuating
- notify the approved provider/coordinator of the evacuation (only if children's safety is not compromised)
- if the identified evacuation assembly area is not accessible, identify an alternative area where children and other adults will be safe. Communicate with emergency services to confirm your assembly area

- remain calm and reassure children
- once emergency services arrive, request assistance with supervision and contact parents/emergency contacts
- notify FDC approved provider/coordinator of the evacuation
- once area is confirmed to be safe by emergency services, return to the residence with children and visitors
- ensure attendance is checked against register
- In the event of a fire within the FDC residence/approved venue resulting in damaged phone lines, the educator may evacuate the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan
- Following the emergency evacuation, or an incident that poses a risk to the health and safety of children attending the service, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*.

FAMILIES WILL:

- ensure contact details are kept up to date
- provide emergency contact details on their child's enrolment form and advise the FDC educator and principal office of any change of name or phone number
- ensure the attendance record for their child is completed each day
- ensure they are aware of the service's *Emergency and Evacuation Policy* and procedures
- follow the directions of the FDC educator or coordinator in the event of an emergency or evacuation

CLOSURE OF THE SERVICE:

There may be times where the normal operation of the FDC Service is disrupted, and a FDC residence or approved venue is required to close temporarily during a planned or unplanned emergency occurrence. Situations that affect the normal operation include a local emergency which poses a risk to the health and safety of children attending the service, or where the service is inaccessible or is unsafe for children or staff or the emergency services/authority have directed the service to close. Situations where the FDC Service may consider closure of a FDC residences/approved venues may include:

- A period of local emergency, or emergency event
- Flooding
- Health emergency (i.e., pandemic)

- Bushfire
- Cyclone
- Unexpected absence of staff where ratios are unable to be met
- Severe outbreak of illness or disease
- Lack of access to operating phone/communication means
- Damage or vandalism to the service
- Chemical hazard
- Earthquake
- The approved provider or nominated supervisor will consult with emergency services/ local authorities regarding the closure of the service
- Our FDC Service will ensure families are informed of emergency closures as soon as practicable to ensure immediate collection of children
- In the event of a planned closure, management will advise families as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure including the period of closure
- Our FDC Service will notify the regulatory authority of the service closure within 24 hours of an incident
- Our FDC Service will notify the Department of Education through CCS Software or PEP of the service closure within 24 hours.

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for FDC educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will the service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education - [Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

JURISDICTION SPECIFIC WEBSITE DETAILS FOR EACH STATE

AUSTRALIAN CAPITAL TERRITORY (ACT)

- ACT Police: www.police.act.gov.au
- ACT Rural Fire Service: <http://esa.act.gov.au/actrfs/>
- ACT State Emergency Service: <http://esa.act.gov.au/actses>

NEW SOUTH WALES (NSW)

- NSW Police: www.police.nsw.gov.au
- NSW Rural Fire Service: www.rfs.nsw.gov.au
- NSW State Emergency Services: www.ses.nsw.gov.au

NORTHERN TERRITORY (NT)

- Northern Territory Police, Fire and Emergency Services: www.pfes.nt.gov.au

QUEENSLAND (QLD)

- Queensland Police: www.police.qld.gov.au
- Queensland Fire and Emergency Services: <https://www.qfes.qld.gov.au>

TASMANIA (TAS)

- State Emergency Service Tasmania: www.ses.tas.gov.au
- Tasmanian Fire Service: www.fire.tas.gov.au
- Tasmanian Police: www.police.tas.gov.au

VICTORIA (VIC)

- Country Fire Authority Victoria: www.cfa.vic.gov.au
- Victoria Police: www.police.vic.gov.au
- Victoria State Emergency Service: www.ses.vic.gov.au

WESTERN AUSTRALIA (WA)

- Department of Fire and Emergency Services: www.dfes.wa.gov.au
- State Emergency Service: <https://www.dfes.wa.gov.au/about-us/operational-information/ses>
- WA Police: www.police.wa.gov.au

SOUTH AUSTRALIA (SA)

- Country Fire Service: www.cfs.sa.gov.au
- South Australia Police: www.police.sa.gov.au
- South Australian State Emergency Service: www.ses.sa.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

The *Emergency and Evacuation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Bag Audit	Emergency Support Services Template
Emergency Evacuation Incident Report	EMP evacuation diagrams-images
Emergency Evacuation Procedure	Extreme Weather Procedure
Emergency Evacuation Rehearsal Record	Multi-Storey Building Emergency and Evacuation Procedure
Emergency Management Plan (EMP)	Multi-Storey Building Risk Assessment

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [Multi Storey Buildings: Evacuations and Approvals](#)

Australian Government Department of Education. (2023). [Help in an emergency](#)

Australian Government Department of Home Affairs. [Emergency Management](#)

Australian Government. National Emergency Management Agency. Australian Warning System.
<https://www.australianwarningsystem.com.au>

Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Regulations](#). (Amended 2023).

Fire Protection Association Australia: www.fpa.com.au/

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

NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#)

NSW Rural Fire Service: www.rfs.com.au

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011.

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	24/03/2024
POLICY REVIEWED	JANUARY 2024/ SEPTEMBER 2023	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V13.01.24		
MODIFICATIONS	JANUARY - annual review of policy - additional information added re: closure of a service due to an emergency or evacuation situation SEPTEMBER - review of policy to include additional considerations for multi-storey buildings (NQF review) - new resources from CCD added - sources updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	- annual policy maintenance - additional information Australian Warning System (AWS) - broken links repaired where required - continuous improvement/reflection section added - link to Western Australian Education and Care Services National Regulations added in 'Sources' - update of DESE to Department of Education	JANUARY 2024	
NOVEMBER 2021/ JANUARY 2022	- Policy reviewed and included suggested guidelines from ACECQA <i>Emergency and Evacuation Policy Guidelines</i> (June 2021) - Additional legislative requirements added - Additional related policies - Additional section added- <i>Families will</i> - Reviewed as part of annual review cycle	JANUARY 2023	
JANUARY 2021	- minor editing - additional regulations and related policies added - definition of emergency section moved to beginning of policy	JANUARY 2022	
SEPTEMBER 2020	additional sections added to assist FDC educators in planning, rehearsing and conducting an emergency evacuation -Procedures for Evacuation and Lock Down -Dealing with Trauma -resources to assist with trauma added	JANUARY 2021	

JANUARY 2020	• Additional information added to introduction • Purpose modified • Additional information added to content • Sources checked for currency- small edits highlighted	JANUARY 2021
JANUARY 2019	• Places to insert emergency phone numbers deleted & point added to ensure these numbers are on the emergency phone list by the phone • Rearranged the order of some points for better flow. • Points added (highlighted). • Sources/references corrected, updated, and alphabetised. • Sources/references alphabetised. • Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.	JANUARY 2020
JANUARY 2018	• Minor adjustment in Education and Care Services National Regulations section • Added related policy section • Adjustment on page two in respect of revised NQS	JANUARY 2019
OCTOBER 2017	• Updated the references to comply with revised National Quality Standard	JANUARY 2018
JANUARY 2017	• updated and included Emergency Evacuation requirements outlined in the National Regulations	JANUARY 2018
AUGUST 2017	• Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes.	

EMERGENCY AND EVACUATION POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises educators are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children's coping mechanisms and resilience.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period

Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions “multi-storey building” and “storey”
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator
373A	Telephones or other communication equipment at family day care residences and approved family day care venues (WA services only)

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- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
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[Our Bushfire Policy contains specific information about Bushfire Risk Management Plans and evacuation plans for Bush Fires.]

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The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our FDC Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved

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- the nominated supervisor, management, staff, educators and educator assistants comply with this policy
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- the approved provider will review the risk assessment after becoming aware of any circumstance that may affect the safe evacuation of children from the FDC Service
- an Emergency Management Plan (EMP) is developed and updated

- all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- the [Bureau of Meteorology \(BOM\)](#) will be checked regularly to monitor emergency situations and warnings relevant to our Service location
- FDC educators are assisted to develop evacuation plans and procedures and to identify a safe area in the residence or venue in case of a situation that would require a 'lockdown emergency'
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (police, fire, parents/families)
- consideration is made to evacuate infant/s and non-ambulant children evacuating the premises resulting in enhanced ratios
- additional consideration is made for FDC Services operating in multi-storey residence or buildings (assembly areas, stairwells, non-ambulant children, supervision) [Reg. 97(1)(b)]
- emergency evacuation plans are displayed in prominent positions near each exit and in rooms occupied by the children
- the plan includes a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes in case of an emergency
- the emergency and evacuation procedures include instructions for what must be done in the event of an emergency
- emergency evacuation rehearsals (drills) will be practiced and reviewed **every three months** by the FDC educator, educator assistant, students, volunteers, and children present on the day
- FDC educators, educator assistants, coordinators and volunteers are aware of emergency evacuation procedures and regulatory requirements
- FDC educator and educator assistants are aware of their responsibilities and roles in the event of an emergency situation- including evacuation and lock downs
- there is an induction process in place to inform educators, educator assistants, coordinators, students and volunteers of the emergency and evacuation policy and procedure
- each drill is documented, and records kept at both the FDC residence and principal office
- in the case of Bush Fire emergency, the FDC principal office maintains a current data base of all residences and their locations living in bushfire prone areas (see *Bush Fire Policy*)
- a risk assessment is conducted following any emergency evacuation to ensure the FDC residence is safe to continue to provide education and care to children
- an emergency telephone list (located next to the telephone) includes the numbers for:
 - Police
 - Local fire station

- Rural Fire Service
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- in the event of a telephone service not operating or no other means of communication with FDC educators, management may consider closure of the FDC Service (See *Closure of Service* below)
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- ensure the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence/approved venue is required to close for a period of time as a result of a local emergency (Reg.175 (2)(b))
- ensure the Department of Education is notified within 24 hours if the FDC Service is temporarily closed via CCS Software or PEP
- submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children.

EDUCATORS WILL:

- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or nature disasters (bush fire, flooding) (reg 176A)
- maintain an up-to-date register of emergency telephone numbers for all children and provide a copy to be kept at the principal office
- ensure a copy of the register of emergency telephone numbers is kept in an *Emergency Evacuation Bag* along with a portable first aid kit, copy of the emergency procedure
- ensure they are contactable whilst children are in attendance by emergency services (i.e.: have a mobile phone charged and accessible)
- display emergency telephone numbers prominently in the kitchen, office and each room that is occupied by children in the residence/or venue
- ensure medical management plans for children are able to be accessed easily
- rehearse, document and evaluate emergency evacuation procedures **every 3 months**. **To ensure best practice we will conduct emergency evacuation drills in a weekly block every 3 months so that all children experience an evacuation on a regular basis**
- ensure spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures

- time the planned or spontaneous emergency evacuation drill and document in the *Emergency Evacuation Rehearsal Record*
- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss with the approved provider/nominated supervisor and implement strategies to make continuous improvement to procedures which will be documented in the Service's Quality Improvement Plan (QIP).
- consider how to safely evacuate infant/s and children with any disabilities (include in your procedure)
- keep children calm during evacuation drills
- ensure all exits have exit signs displayed clearly
- ensure there are no obstructions in hallways, stairways prevent access to exits
- ensure the sign-in book is completed daily to be used as an attendance roll
- keep a written record of all visitors to the FDC residence
- ensure all children, family members and any visitors are accounted for during the day
- communicate with families when evacuation drills have taken place to discuss with children
- ensure assembly area is clearly identified and checked regularly (update plan if an alternative location may be required- depending on the reason for evacuation)
- ensure all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the residence are inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- ensure extinguishers are emptied, pressure tested, and refilled every five years
- ensure all tests performed on emergency equipment and the date on which it was tested is recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed and provided to the principal office of the FDC service
- ensure smoke detectors are regularly tested and batteries replaced annually
- ensure educator assistants and visitors to the FDC Service are familiar with the *Emergency Evacuation Policy* and procedure

Once an emergency situation is over, the educator will collaborate with the approved provider to conduct a thorough evaluation of the emergency procedure, actions and communication implemented to determine if any changes need to be made.

EMERGENCY AND EVACUATION PROCEDURE GUIDELINES

In the event of an emergency, the FDC educator will make the decision to evacuate. The FDC educator may be notified of the need to evacuate by: Emergency Services if an emergency situation is announced (bush fire, flood, damaging winds/storm).

As per regulation 97, the emergency and evacuation procedures must set out-

- a) instructions for what must be done in the event of an emergency; and
- b) an emergency and evacuation floor plan; and
- c) if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area—
 - I. all possible evacuation routes from each storey on which the premises is located; and
 - II. the evacuation routes that are proposed to be used in an evacuation; and
 - III. how all children will be safely evacuated from the premises, including non-ambulatory children; and
 - IV. the stages in which an evacuation will be carried out; and
 - V. the identity of the person in charge of an evacuation; and
 - VI. the roles and responsibilities of staff members during an evacuation; and
 - VII. the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

THE EDUCATOR WILL:

- calmly inform children and visitors and other residents of the FDC residence to evacuate
- move all children to evacuation assembly location taking emergency evacuation bag (ensure sign in book/record, gather medication, visitor sign in sheets)
- request assistance to move infants or children with disabilities from other adults in the home/ educator assistant or emergency services if unable to complete the evacuation on their own
- check that all children and adults registered in attendance book are accounted for
- once children are safely evacuated, administer first aid if required
- call 000 and provide their name, address and nearest cross street, reason for emergency, mobile phone contact number, number of children evacuating
- notify the approved provider/coordinator of the evacuation (only if children's safety is not compromised)
- if the identified evacuation assembly area is not accessible, identify an alternative area where children and other adults will be safe. Communicate with emergency services to confirm your assembly area

- remain calm and reassure children
- once emergency services arrive, request assistance with supervision and contact parents/emergency contacts
- notify FDC approved provider/coordinator of the evacuation
- once area is confirmed to be safe by emergency services, return to the residence with children and visitors
- ensure attendance is checked against register
- In the event of a fire within the FDC residence/approved venue resulting in damaged phone lines, the educator may evacuate the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan
- Following the emergency evacuation, or an incident that poses a risk to the health and safety of children attending the service, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*.

FAMILIES WILL:

- ensure contact details are kept up to date
- provide emergency contact details on their child's enrolment form and advise the FDC educator and principal office of any change of name or phone number
- ensure the attendance record for their child is completed each day
- ensure they are aware of the service's *Emergency and Evacuation Policy* and procedures
- follow the directions of the FDC educator or coordinator in the event of an emergency or evacuation

CLOSURE OF THE SERVICE:

There may be times where the normal operation of the FDC Service is disrupted, and a FDC residence or approved venue is required to close temporarily during a planned or unplanned emergency occurrence. Situations that affect the normal operation include a local emergency which poses a risk to the health and safety of children attending the service, or where the service is inaccessible or is unsafe for children or staff or the emergency services/authority have directed the service to close. Situations where the FDC Service may consider closure of a FDC residences/approved venues may include:

- A period of local emergency, or emergency event
- Flooding
- Health emergency (i.e., pandemic)

- Bushfire
- Cyclone
- Unexpected absence of staff where ratios are unable to be met
- Severe outbreak of illness or disease
- Lack of access to operating phone/communication means
- Damage or vandalism to the service
- Chemical hazard
- Earthquake
- The approved provider or nominated supervisor will consult with emergency services/ local authorities regarding the closure of the service
- Our FDC Service will ensure families are informed of emergency closures as soon as practicable to ensure immediate collection of children
- In the event of a planned closure, management will advise families as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure including the period of closure
- Our FDC Service will notify the regulatory authority of the service closure within 24 hours of an incident
- Our FDC Service will notify the Department of Education through CCS Software or PEP of the service closure within 24 hours.

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for FDC educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will the service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education - [Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

JURISDICTION SPECIFIC WEBSITE DETAILS FOR EACH STATE

AUSTRALIAN CAPITAL TERRITORY (ACT)

- ACT Police: www.police.act.gov.au
- ACT Rural Fire Service: <http://esa.act.gov.au/actrfs/>
- ACT State Emergency Service: <http://esa.act.gov.au/actses>

NEW SOUTH WALES (NSW)

- NSW Police: www.police.nsw.gov.au
- NSW Rural Fire Service: www.rfs.nsw.gov.au
- NSW State Emergency Services: www.ses.nsw.gov.au

NORTHERN TERRITORY (NT)

- Northern Territory Police, Fire and Emergency Services: www.pfes.nt.gov.au

QUEENSLAND (QLD)

- Queensland Police: www.police.qld.gov.au
- Queensland Fire and Emergency Services: <https://www.qfes.qld.gov.au>

TASMANIA (TAS)

- State Emergency Service Tasmania: www.ses.tas.gov.au
- Tasmanian Fire Service: www.fire.tas.gov.au
- Tasmanian Police: www.police.tas.gov.au

VICTORIA (VIC)

- Country Fire Authority Victoria: www.cfa.vic.gov.au
- Victoria Police: www.police.vic.gov.au
- Victoria State Emergency Service: www.ses.vic.gov.au

WESTERN AUSTRALIA (WA)

- Department of Fire and Emergency Services: www.dfes.wa.gov.au
- State Emergency Service: <https://www.dfes.wa.gov.au/about-us/operational-information/ses>
- WA Police: www.police.wa.gov.au

SOUTH AUSTRALIA (SA)

- Country Fire Service: www.cfs.sa.gov.au
- South Australia Police: www.police.sa.gov.au
- South Australian State Emergency Service: www.ses.sa.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

The *Emergency and Evacuation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Bag Audit	Emergency Support Services Template
Emergency Evacuation Incident Report	EMP evacuation diagrams-images
Emergency Evacuation Procedure	Extreme Weather Procedure
Emergency Evacuation Rehearsal Record	Multi-Storey Building Emergency and Evacuation Procedure
Emergency Management Plan (EMP)	Multi-Storey Building Risk Assessment

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [Multi Storey Buildings: Evacuations and Approvals](#)

Australian Government Department of Education. (2023). [Help in an emergency](#)

Australian Government Department of Home Affairs. [Emergency Management](#)

Australian Government. National Emergency Management Agency. Australian Warning System.
<https://www.australianwarningsystem.com.au>

Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Regulations](#). (Amended 2023).

Fire Protection Association Australia: www.fpa.com.au/

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

NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#)

NSW Rural Fire Service: www.rfs.com.au

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011.

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	24/03/2024
POLICY REVIEWED	JANUARY 2024/ SEPTEMBER 2023	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V13.01.24		
MODIFICATIONS	JANUARY - annual review of policy - additional information added re: closure of a service due to an emergency or evacuation situation SEPTEMBER - review of policy to include additional considerations for multi-storey buildings (NQF review) - new resources from CCD added - sources updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	- annual policy maintenance - additional information Australian Warning System (AWS) - broken links repaired where required - continuous improvement/reflection section added - link to Western Australian Education and Care Services National Regulations added in 'Sources' - update of DESE to Department of Education	JANUARY 2024	
NOVEMBER 2021/ JANUARY 2022	- Policy reviewed and included suggested guidelines from ACECQA <i>Emergency and Evacuation Policy Guidelines</i> (June 2021) - Additional legislative requirements added - Additional related policies - Additional section added- <i>Families will</i> - Reviewed as part of annual review cycle	JANUARY 2023	
JANUARY 2021	- minor editing - additional regulations and related policies added - definition of emergency section moved to beginning of policy	JANUARY 2022	
SEPTEMBER 2020	additional sections added to assist FDC educators in planning, rehearsing and conducting an emergency evacuation -Procedures for Evacuation and Lock Down -Dealing with Trauma -resources to assist with trauma added	JANUARY 2021	

JANUARY 2020	• Additional information added to introduction • Purpose modified • Additional information added to content • Sources checked for currency- small edits highlighted	JANUARY 2021
JANUARY 2019	• Places to insert emergency phone numbers deleted & point added to ensure these numbers are on the emergency phone list by the phone • Rearranged the order of some points for better flow. • Points added (highlighted). • Sources/references corrected, updated, and alphabetised. • Sources/references alphabetised. • Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.	JANUARY 2020
JANUARY 2018	• Minor adjustment in Education and Care Services National Regulations section • Added related policy section • Adjustment on page two in respect of revised NQS	JANUARY 2019
OCTOBER 2017	• Updated the references to comply with revised National Quality Standard	JANUARY 2018
JANUARY 2017	• updated and included Emergency Evacuation requirements outlined in the National Regulations	JANUARY 2018
AUGUST 2017	• Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes.	

LOCKDOWN POLICY

Under the *Education and Care Services National Regulations* the approved provider must ensure that policies and procedures are in place for emergency and evacuation situations (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170) (ACECQA 2021). Kidzone Family Day Care Service (FDC) is committed to the ongoing safety and wellbeing of children, staff, students, families and visitors. To achieve this, we will implement our Emergency Management Plan (EMP) which provides a clear plan to manage all emergency situations, including a plan for emergencies that may require our FDC educators to go into lockdown. We will ensure our FDC educators and educator assistants, are well equipped with the knowledge and expertise to respond effectively when required. FDC educators and children will regularly rehearse emergency procedures, including different lockdown measures to ensure their safety and wellbeing.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service

4	Definitions “multi-storey building” and “storey”
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Child Safe Environment Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency and Evacuation Policy Family Communication Policy	Health and Safety Incident, Injury, Trauma and Illness Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

We aim to minimise the risk of harm, ensuring the safety of children, FDC educators, educator assistants, families and visitors of the Family Day Care Service in the event of a threatening or emergency situation.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service’s Emergency Management Plan (EMP) outlines emergency management arrangements. Within the EMP we have set procedures for FDC educators to follow in the event of any emergency requiring evacuation or lockdown. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure an efficient, safe, and calm procedure for all children, educators, educator assistants, families, visitors and family members residing at the FDC residence.

DEFINITIONS

Within education and care services there are three types of lockdowns that may be required to be implemented in an emergency situation. During an emergency, it may be necessary to implement a combination of measures. [Emergency and evacuation- Policy guidelines](#) - ACECQA 2023

Lockdown: a security measure taken during an emergency to prevent people from **leaving or entering** a building or premises (FDC residence or approved venue) until the threat or risk has been resolved. This may be implemented when an external and immediate danger is identified and children, FDC educators and staff (if applicable) should be kept safely inside the building/residence. For example:

- Potentially dangerous unwanted or uninvited intruder
- Potentially dangerous person due to intoxication or substance abuse
- Receiving an emergency services warning about a reported incident or civil disturbance

Lockout: a security measure taken during an emergency to prevent people from **entering** a building or premises (FDC residence or approved venue) until the threat or risk has been resolved. This may be implemented when an internal or immediate danger is identified and it is determined that children and FDC educator are to be **excluded** from the residence/approved venue for their safety. The FDC educator will evacuate children, visitors and families to a pre-identified evacuation point as identified in the EMP. For example:

- Internal fire or flood damage to the FDC residence/approved venue
- severe storms
- extreme smoke from a local or distant bushfire
- gas leak
- Chemical or hazardous substance spill

Lock in- (Shelter in place): a security measure taken during an emergency to prevent people from **leaving** a building or premises (FDC residence or approved venue) until the threat or risk has been resolved. This may be implemented when an incident occurs outside the FDC residence/approved venue and emergency services determine the safest course of action is to keep children and FDC educator inside a designated area of the FDC residence/approved venue until it is safe to return to normal operation. For example:

- unidentified dangerous animal or insects
- natural disaster (severe storm)
- aggressive visitor or person within the community.

THE APPROVED PROVIDER, COORDINATOR AND FDC EDUCATOR WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators, educator assistants and staff
- ensure the nominated supervisor, management, staff, FDC educators and educator assistants comply with this policy
- ensure students and educator assistants are provided with information and training about lockdown procedures upon induction
- engage relevant stakeholders/authorities to improve risk mitigation strategies for lockdown situations as part of an Emergency Management Plan (EMP) for each FDC educator's residence/venue (fire, police, families, FDC coordinator, approved provider)
- develop, and annually review, a risk assessment to identify potential emergencies that may require a FDC educator to go into lockdown, lock out or lock in emergency response (a risk assessment is required for each FDC educator's residence or venue)
- review the risk assessment annually or after becoming aware of any circumstance that poses a risk to the safety and well-being of children attending the FDC Service
- identify a safe area in the residence in case of a situation that would require a 'lockdown emergency'
- ensure capacity to lock internal doors within the FDC residence/venue
- consider procedures for non-ambulant children and implications for the FDC educator in the event of a lockdown (especially for a multi-storey setting)
- ensure emergency evacuation floor plans and instructions/procedures are displayed in prominent positions near each exit and outdoor learning environments (Reg. 97(4))
- ensure that educator assistants (if applicable) and family members living in the residence, are aware of the alert signal and procedure for lockdowns
- design a movement and wellbeing plan to follow
- develop an effective strategy for checking the roll and communicating with children, educator assistants, visitors and other family members at the residence/venue
- document roles and responsibilities of self and educator assistant (if applicable)
- plan to maintain children's safety
- ensure lockdown drills are practiced *every three months* at different times to ensure all children have the opportunity to participate
- ensure lockdown drills are reviewed and reflected upon each time they occur and are adequately documented including any improvements
- communicate with families about lockdown procedures and drills whenever these occur

- submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- refer to the *Emergency and Evacuation Policy* for steps to be followed when the FDC Service needs to close in response to an emergency
- ensure the regulatory authority is notified via the [National Quality Agenda IT System \(NQAITS\)](#) if the service is required to close for a period of time as a result of a local emergency (evacuation due to cyclone, or to repair damage caused by a cyclone) (Reg.175 (2)(b))
- ensure the Department of Education is notified if the service is temporarily closed via CCS Software or PEP

IN THE EVENT OF A LOCKDOWN THE FDC EDUCATOR WILL:

- contact emergency services (000) for assistance
- calmly move children inside the residence to a designated area (as indicated in the Emergency Plan).
- alert educator assistants, visitors and other family members at the residence/venue using agreed signal for immediate lockdown
- move infants and children to a secure designated lockdown location where doors can be locked or barricaded securely (as per EMP)
- conduct a head count and check attendance against sign in register
- **Remove the evacuation plans from the walls of the FDC Service once all staff and children are in the lockdown position**
- gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)
- lock external doors, windows and close blinds and turn off lights
- turn mobile phone onto silent/vibrate
- ensure children remain out of sight during the lockdown period
- reassure children
- ensure children remain calm with quiet activities to engage them
- ensure a telephone line is kept free
- administer first aid if necessary
- continue to liaise with emergency services and other relevant agencies
- remain in lockdown until the all-clear signal is given by emergency services
- ensure all families are notified of the incident as soon as practicable after the lockdown has ended

- ensure a record of all actions/decisions and times is maintained
- the approved provider will complete a serious incident notification to the regulatory authority within 24 hours via the [NQA IT System](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- the approved provider will provide opportunities for debriefing and counselling to families, children and staff.

DURING A LOCKOUT EDUCATORS WILL:

- contact emergency services (000) for assistance
- decide which of the FDC Service's pre-identified evacuation point/s is most appropriate to the emergency situation (as stated in the EMP)
- assemble children, educator assistant, visitors and any family members present at the evacuation point if children have already arrived at FDC Service
- if emergency situation occurs before usual operating hours of the FDC Service, divert families from accessing the Service due to the emergency if possible- (app; email)
- follow the *Emergency Management Plan*, including *Emergency Evacuation Procedure*
- conduct a head count and check attendance against sign in register
- check the premises to ensure no one is left inside
- lock external doors to prevent entry to the FDC residence or approved venue
- gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)
- continue to liaise with emergency services and other relevant agencies
- confirm with emergency services when it is safe to return to the FDC residence or approved venue
- alert families that the emergency lock out has been resolved and children are able to return to the FDC residence or approved venue or be reunited with families
- ensure a record of all actions/decisions and times is maintained
- the approved provider will complete a serious incident notification to the regulatory authority within 24 hours via the [NQA IT System](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- the approved provider will provide opportunities for debriefing and counselling to families, children and staff.

DURING A LOCK IN- SHELTER IN PLACE, EDUCATORS WILL:

- contact emergency services (000) for assistance if required
- move children and visitors to a pre-determined shelter-in place location (as indicated in EMP) as quickly as possible if safe to do so
- conduct a head count and check attendance against sign in register
- gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)
- lock external doors, windows and close blinds or curtains where possible and turn off lights.
- ensure a telephone line is kept free
- keep children away from windows if the emergency involves an extreme weather event
- use any available linen to block gaps around doors or window to minimise the entry of smoke/hazardous chemicals
- continue to liaise with emergency services
- ensure the nominated supervisor/coordinator contacts families or emergency contacts to notify them of the emergency situation. If advised by emergency services, they will arrange for the child/ren's collection from the FDC residence/approved venue
- ensure children remain in a confined area, or out of sight for a 'full lockdown'
- administer first aid if necessary
- implement the Service's *Emergency Management Plan* including *Emergency Evacuation Procedure* If advised by emergency services
- remain in 'lock in' until the all-clear signal is given by emergency services
- ensure a record of all actions/decisions and times is maintained
- the approved provider will complete a serious incident notification to the regulatory authority within 24 hours via the [NQA IT System](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- the approved provider will provide opportunities for debriefing and counselling to families, children and staff

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Lockdown Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency lockdown rehearsal record Emergency Lockdown Rehearsal Procedure and Guide	Lockdown Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education (2020). Help in an emergency

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Revised National Quality Standard. (2018)

Victoria State Government Department of Education and Training (2018). *Responding to Intruder Threat Guidelines for Early Childhood Services and Schools*.

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	24/03/2024
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V7.01.24		
MODIFICATIONS	- major review of policy to incorporate 3 types of lockdown measures as per ACECQA key terms – lock down; lock out; lock in - additional information added re: notification to regulatory authority if service needs to be closed in response to an emergency - sources checked for currency and repaired where required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	- policy maintenance - no major changes to policy - Additional section added for Continuous Improvement - Childcare Centre Desktop - related resources section added - Reference to DESE edited to Department of Education	JANUARY 2024	
JULY 2022	- Content reviewed regarding placement of Lockdown Procedure. Procedure to be displayed in a prominent position near each exit- (as advised by NSW Regulatory Authority) - Link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2023	
JANUARY 2022	- Policy reviewed as part of annual cycle - Sources checked for currency - No major changes	JANUARY 2023	
JANUARY 2021	- Additional points added to various sections as highlighted - Amendments to reflect FDC services/individual FDC educators	JANUARY 2022	

	- Sources updated and additional references added - minor editing throughout	
JANUARY 2020	- Additional information added to points - New content added (highlighted) Sources/references corrected and updated	JANUARY 2021
JANUARY 2019	New policy drafted for Family Day Care services	JANUARY 2020

ACCEPTANCE AND REFUSAL AUTHORISATION POLICY

Under the Education and Care Services National Law and Regulations, early childhood services are required to obtain written authorisation from parents/guardians for some circumstances, to ensure that the health, safety, wellbeing, and best interests of the child are met and upheld. An authorisation is given where a person who has legal responsibility for a child gives permission to another person to do something or to make a decision on that person's behalf. Authorisations are usually authenticated by a signature- either in written form or as an electronic signature. All authorisation and refusals are to be kept in the child's enrolment record.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec. 167	Offence relating to protection of children from harm and hazards
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement- anaphylaxis or asthma emergency

99	Children leaving the education and care service
102	Authorisation for excursions
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider
161	Authorisation to be kept in enrolment record
165	Record of visitors
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Protection Policy Child Safe Environment Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy	Epilepsy Management Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Orientation of Families Policy Record Keeping and Retention Policy Safe Arrival of Children Policy Safe Transportation Policy Sun Safety Policy Water Safety Policy

PURPOSE

Our priority is ensuring the health, safety and wellbeing of children. Kidzone Family Day Care (FDC) Service aims to ensure that all FDC educators and educator assistants are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may

lead to a refusal. Our governance and quality management processes are effective and transparent and meet all regulatory requirements. Decisions around refusing an authorisation will be made on a case-by-case basis in accordance with the nominated supervisor, co-ordinator, Police, regulatory authority or other authorities.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the Kidzone FDC Service.

IMPLEMENTATION

The FDC Service will ensure we comply with the current *Education and Care Services National Regulations*, which require the approved provider to have policies and procedures in place relating to the acceptance and refusal of authorisations. Our FDC service requires parent or guardian authorisation to be provided in matters including:

- Administration of medication to children
- Self-administration of medication for children who are over preschool age
- Administration of medical treatment, dental treatment, and general first aid treatment
- Emergency Ambulance transportation
- Transportation- including regular outings and regular transportation
- Safe arrival of children to the FDC service
- Excursions including regular outings
- Incursion attendance
- Taking of photographs by people other than educators
- Water based activities
- Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment, to collect children from the FDC service, or trips outside the service premises
- Children leaving the premises in the care of someone other than a parent or guardian

THE APPROVED PROVIDER / NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- the *Acceptance and Refusal Authorisation Policy* is reviewed and maintained by FDC Service management and adhered to at all times by educators and educator assistants
- policies and procedures are readily accessible to nominated supervisors, coordinators, FDC educators and staff and available for inspection
- all FDC educators, educator assistants and staff follow the policies and procedures of our Service

- parent/guardians are provided with a copy of relevant policies for our FDC Service or are aware of how they can be accessed
- an enrolment record is kept for each child that includes authorisations signed by a parent or a person authorised
 - to consent to seek medical treatment from a registered medical practitioner, hospital or ambulance service
 - transportation by an ambulance service
 - to authorise the education and care service to transport the child or arrange regular outings for the child
- documentation relating to authorisations contains:
 - the name of the child enrolled in the service
 - date
 - signature of the child's parent/guardian and authorised nominee as named on the enrolment form
- all parents/guardians have completed the authorised person's section of their child's enrolment form including authorised nominees (refer to *Enrolment Policy*), and that the form is signed and dated before the child commences at the FDC Service
- attendance records are maintained for all children attending the FDC Service
- a written record of all visitors to the FDC residence/venue, including time of arrival and departure and reasons for visit is documented (Reg. 165)
- FDC educators/educator assistants do not administer medication without the authorisation of parent/guardian or authorised nominee except in the case of an emergency, including an asthma or anaphylaxis emergency (refer to *Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Asthma Management Policy, Anaphylaxis Management Policy, Diabetes Management Policy, and Epilepsy Management Policy*)
- where a child requires medication to be administered by educators/staff, that an *Administration of Medication Record* is completed, and authorisation provided by the parent/guardian or authorised nominee and included with the child's record (Refer to *Administration of Medication Policy*)
- where a child over preschool age, and is authorised by the parent or guardian to self-administer medication, this is recorded in the Medication Record
- consult with parents/guardians, the child's health practitioner and FDC educator to determine the circumstances that the child could self-administer their medication as per their ASCIA Action Plan for Anaphylaxis or Asthma Foundation Action Plan for Asthma

- determine where self-administered medication should be stored by the FDC service (asthma, anaphylaxis or diabetes medication must be stored in an easily accessible location)
- FDC educators and educator assistants only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record
- FDC educators and educator assistants allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record is received and documented prior to the excursion (refer to *Excursion Policy* and *Safe Transportation Policy*)
- FDC educators/educator assistants allow a child to depart the Service only:
 - with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
 - with a person authorised by a parent or authorised nominee; or
 - in accordance with the written authorisation of the parent; or authorised nominee; or
 - on an excursion; or
 - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*)
- there are procedures in place if an inappropriate person or a person who does not appear to be fit to care for the child attempts to collect the child from the FDC service or poses a risk to the children of educator (for example, an intoxicated person) (refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy*).
- notify families at least 14 days before changing the policy or procedures (Reg. 172)

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- follow the policies and procedures of the FDC Service
- ensure documentation relating to authorisations contains:
 - the name of the child enrolled in the service
 - date
 - signature of the child's parent/guardian and authorised nominee as named on the enrolment form
- only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record
- ensure that parents/guardians sign and date permission/authorisation forms for excursions prior to the excursion being implemented

- allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee
- check that parents/guardians or authorised nominees sign the attendance record as their child arrives and departs from the FDC residence or approved venue
- ensure a written record of all visitors to the FDC residence or approved venue, including time of arrival and departure and reasons for visit is documented
- administer medication only with the written authorisation of a parent/guardian or authorised nominee as per the *Administration of Medication Record*, except in the case of an emergency, including asthma or anaphylaxis emergency
- waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. In accordance with National Regulations (R.93) the FDC educator can administer medication in these circumstances without authorisation. If these situations occur approved provider/management will be required to contact the parent/guardian as soon as practicable after the medication has been administered and emergency services. Notification to the Regulatory Authority is required within 24 hours of a serious incident
- allow a child over pre-school age to self-administer medication under the following circumstances:
 - a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication.
 - medication is stored safely by the FDC educator, who will provide it to the child when required
 - supervision is provided by the FDC educator whilst the child is self-administering.
 - a recording is made in the medication record for the child that the medication has been self-administered
- allow a child to depart from the FDC Service only:
 - with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
 - a person authorised by a parent or authorised nominee; or
 - ~~leaves~~ in accordance with the written authorisation of the parent/guardian; or authorised nominee; or
 - ~~is taken~~ on an excursion; or
 - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- follow procedures if an inappropriate person attempts to collect a child from the Service and poses a risk to the safety of the children or educator (for example, an intoxicated person) (Reg.99)

- exercise the right of refusal if written or verbal authorisations do not comply with National Regulations or Child Protection Legislation. If an authorisation is refused by the FDC Service, it is best practice to document:
 - the details of the authorisation
 - why the authorisation was refused, and
 - 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, the action taken to ensure that the child was collected (Refer to *Refusal of Authorisation Record*).
- inform the family and approved provider when a written authorisation does not meet the requirements outlined in Service's policies.

FAMILIES WILL:

- read and comply with the policies and procedures of the FDC Service
- complete and sign the authorised person section of their child's enrolment form before their child commences at the FDC Service
- ensure that changes to nominated authorised persons are provided to the FDC Service in a timely manner
- advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from the FDC residence/venue
- sign and date permission/ authorisation forms for regular transportation and regular outings
- sign and date permission/ authorisation forms for excursions
- sign the attendance record as their child arrives and departs from the FDC residence/venue
- provide written authorisation on the *Administration of Medication Form* when their child requires medication to be administered by an educator, including signing and dating it for inclusion in the child's medication records
- provide a medical management plan and/or ASCIA Action Plan from their child's health practitioner regarding circumstances by which the child could self-administer their medication (e.g.: Asthma inhaler)
- be familiar with circumstances where authorisations may be refused/not applicable.

REFUSAL OF AUTHORISATIONS

All authorisations which are incomplete or incorrectly recorded are to be returned to the parent or guardian for required adjustments. Written or verbal authorisation may be refused if the authorisation does not comply with National Regulations or Child Protection Legislation. The approved provider or nominated supervisor will

inform the parent or guardian the reason why the written or verbal authorisation does not meet National Regulations or policy procedures.

The parent or guardian will be provided a copy of this *Acceptance and Refusal of Authorisation Policy* and procedure. Management will discuss an alternative arrangement with the family following the refusal of authorisation. If an authorisation is refused by the Service, it is best practice to document details surrounding the refusal (See *Refusal of Authorisation Record*).

Examples when an authorisation may be refused include:

- requests relating to dietary restrictions that are not related to medical reasons
- an authorised person collecting the child appears to be under the influence of drugs or alcohol
- the authorisation breaches a parenting order
- the authorisation breaches a service policy (person under the **age of 16** collecting a child)
- medication to be provided to a child is not in original container or prescribed to the child or other breach of *Administration of Medication Policy*
- a breach of *Excursion/Incursion Policy* where the person providing consent for the excursion is not listed as a parent/guardian or authorised nominee on the enrolment form

AUTHORISATION REQUIREMENTS

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

Administration of medication	• Name of the child • <i>Administration of Medication Record</i> is signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication • Authorisation is provided by a parent or guardian for the child to self-administer medication as per their Action Plan • Name of the medication to be administered • Clearly indicate time and date medication was last administered • Clearly indicate the time and date the medication is to be administered • Dosage of the medication to be administered • Method of dosage (e.g.: oral or inhaled) • Whether the medication is to be self-administered (asthma, diabetes) • Period of authorisation (actual days and dates: from and to) • Parent/Carer name and signature • Date the authorisation is signed • Medication must be in its original container and bearing the correct child's name • Medication is not past its expiry or use-by date

	- Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner - A second person checks the signed <i>Administration of Medication Record</i>, checks the dosage of the medication, and witnesses its administration - The 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 - Supervision is provided by an educator whilst a child is self-administering medication - A recording is made in the medication record for the child that the medication has been self-administered

Medical treatment of the child including transportation by an ambulance service (Included and authorised initially as part of the child's enrolment record)	- 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 - Name, address and telephone number of the child's registered medical practitioner or medical service - Child's Medicare number - Name of the parent or guardian providing authorisation

Emergency Medical Treatment (Included and authorised initially as part of the child's enrolment record or as updates during enrolment)	The Service is able to seek emergency medical assistance for a child as required (i.e. medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian in the case of an emergency, including for emergencies relating to medical conditions noted on the enrolment form.

Collection of children (Included and authorised initially as part of the child's enrolment record or as updated during enrolment)	- Name of the child - Name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation - 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 ~~State relationship to the child of the persons authorised to collect the child from the premises~~ - Signature of the person providing authorisation and date of authorisation

Transportation (other than as part of an excursion)	If the transportation is 'regular transportation' the authorisation is only required to be obtained once in a 12-month period. The authorisation must state: - name of the child - the reason the child is to be transported

	• 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 • a description of the proposed pick-up location and destination • the means of transport • the period of time during which the child is to be transported • the anticipated number of children likely to be transported • the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation • any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported • that a risk assessment has been prepared and is available at the education and care service • that written policies and procedures for transporting children are available at the education and care service

Excursions	The authorisation must state: • name of the child • date of the excursion (unless for a regular outing) • reason for the excursion • proposed destination for the excursion • method of transport to be used • route to be taken to and from the excursion • any requirements for seatbelts or safety restraints • period of time away from premise- include time leaving premise and time returning to premise • proposed activities to be undertaken by the child during the excursion • anticipated number of children likely to be attending the excursion • anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion • number of FDC educators, educator assistants and any other adults who will accompany and supervise the children on the excursion (including parents, students, volunteers) • statement that a risk assessment has been prepared and is available at the service • name of the parent or guardian-providing authorisation • relationship to the child • signature of the person providing authorisation and date of authorisation • details of any water hazards and risks associated with water-based activities (to be included in risk assessment) • items that should be taken on the excursion

Regular outing	A regular outing means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program and where the circumstances relevant to the risk assessment are the same on each outing. Written authorisation only needs to be given once in a specified 12-month period for a regular outing. (Reg. 102(5)). If the conditions of the regular

	outing change, a new authorisation is required. The written authorisation must include: • name of the child • a description of when the child is to be taken on the regular outings • a description of the proposed destination • method of transportation (including walking) • any requirements for seatbelts or safety restraints • proposed activities to be undertaken • proposed time the child will be away from the premises • anticipated ratio of educators to the anticipated number of children • that a risk assessment has been prepared and is available at the FDC Service
Sunscreen and Insect Repellent application (Permission to apply sunscreen is included on enrolment form)	• Name of child • Permission authorised for staff to apply SPF 30 or higher broad-spectrum, water-resistant sunscreen supplied by the service or • Permission authorised for staff to apply SPF 30 or higher broad-spectrum water-resistant sunscreen supplied by parent/guardian (for children who may have allergies) • Parent signature and date • Safety Data Sheet required for all products • Permission authorised for staff to apply insect repellent supplied by the service or • Permission authorised for staff to apply insect repellent supplied by the parent/guardian [adjust for your own service requirements] Note: the use of sunscreen on babies under 6 months is not recommended due to their sensitive skin.
Confirmation of Authorisation	• All authorisation forms received (including the initial enrolment form) are to be checked for completion. • All authorisations (excluding the initial enrolment form) are checked to ensure 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. • Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Acceptance and Refusal Authorisation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Authorisation Form	Enrolment Form Inclusions
Alternative Authorisation Form	Refusal of Authorisation Procedure
Consent to Administer	Refusal of Authorisation Register
Enrolment Form	

SOURCES

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

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. [Acceptance and refusal of authorisations.](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Cancer Council. Preventing cancer: Sun protections: <https://www.cancer.org.au/preventing-cancer/sun-protection/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (2023).

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/03/2024
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V12.01.24		
MODIFICATIONS	• annual policy maintenance • small edits within policy • additional related policies added • new section added- Refusal of Authorisations • additional points added to authorisation inclusions • sources updated and checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	• annual policy maintenance • re-arranged some points in the Approved Provider/Nominated Supervisor section for better flow (grouping authorisations into appropriate situations) • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'		JANUARY 2024

JANUARY 2022	• Policy reviewed as part of review cycle • See below for edits (September 2021)	JANUARY 2023
SEPTEMBER 2021	• Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(June 2021) • Regular outing authorisation information added • insect repellent authorisation- optional and service specific	JANUARY 2022
JANUARY 2021	• additional information added for Safe Transportation of children • written authorisation requirements for regular outings and regular transportation- new section added • sources checked for currency	JANUARY 2022
JUNE 2020	• small edits to align with <i>Arrival and Departure Policy</i> • additional information for refusals of authorisation- Child Protection Legislation • addition of regulations regarding asthma and anaphylaxis and access for parents and self-administration of medication • additional points added for self-administration of medication • additional related policies added	JANUARY 2021
JANUARY 2020	• Small edits to wording as indicated • removal of 'excluding Paracetamol' from administration of medication • Permission for sunscreen and insect repellent guidance added • sources checked for currency	JANUARY 2021
JANUARY 2019	• Additional information added to points. • 'Related policies' added as per those referenced in the document. • Rearranged the order of points for better flow • Points added (Highlighted). • Sources/references corrected, updated, and alphabetised.	JANUARY 2020
JANUARY 2018	• Minor changes made to comply with changes to the Education and Care National Regulations. • Added related policy section	JANUARY 2019
DECEMBER 2017	• Updated policy to comply with new National Quality Standard and Education and Care Regulations	NOVEMBER 2018

MAY 2017	• Modifications made to adhere to Family Day Care Service	TBA

ADMINISTRATION OF FIRST AID POLICY

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for the administration of first aid (Reg. 168) and take reasonable steps to ensure policies and procedures are followed.

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 a Family Day Care (FDC) 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.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases

89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement-anaphylaxis or asthma emergency
97	Emergency and evacuation procedures
101	Conduct a risk assessment for excursions
102C	Conduct a risk assessment for transporting of children by the education and care service
136 (3)	First Aid Qualifications
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
168 (2)(a)(iv)	The administration of first aid
169	Additional policies and procedures for family day care services
174	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy Epilepsy Management Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Responsible Person Policy Safe Transportation Policy Sick Child Policy Sun Safety Policy Supervision Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

Kidzone Family Day Care has a duty of care to provide and protect the health and safety of children, families, educators, and visitors of the Service. As Kidzone FDC educators primarily work alone in their approved residence whilst providing care for children, this policy aims to support educators to:

- Preserve life
- Ensure the environment is safe and other people are not in danger of becoming ill or injured
- Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes
- Relieve pain, if possible
- Monitor ill or injured persons and promote recovery
- Provide immediate and effective first aid to children or adults
- Ensure processes are in place to provide supervision for other children in care whilst first aid is administered

‘First aid can reduce the severity of an injury or illness and in extreme cases, could mean the difference between life and death.’ (Safe Work Australia).

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, students and volunteers of the Kidzone FDC Service.

IMPLEMENTATION

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. Legislation that governs the operation of approved children’s services is based on the health, safety and welfare of children, and requires that children are protected from hazards and harm.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR and COORDINATOR WILL:

- ensure FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure all FDC educators and educator assistants hold a current ACECQA approved first aid qualification, have undertaken current approved anaphylaxis management training and current approved emergency asthma management training [Reg. 136]

- ensure these qualifications meet the requirements of the [Education and Care Services National Regulations](#) and are approved by ACECQA
- ensure all educators and educator assistants complete refresher training in CPR annually
- provide internal training of the administration of an auto-injection device annually and document training on educator and educator assistant's staff records (not mandatory)
- implement training and develop procedures to assist educators know the steps of alerting emergency services, administer first aid and provide supervision to other children in their care
 - ensure information relating to the administration of first aid resulting from an incident, injury or trauma is recorded on the *Incident, Injury, Trauma and Illness Record* as soon as possible or within 24 hours
 - ensure families are notified of any event requiring first aid administration as soon as practicable but no later than 24 hours after the incident, injury or trauma requiring first aid
- in the case of a serious incident, notify the regulatory authority within 24 hours
- ensure FDC educators are offered support and debriefing after a serious incident requiring the administration of first aid
- keep up to date with any changes in procedures for administration of first aid and ensuring that all FDC educators are informed of these changes
- ensure appropriate documentation is being recorded regarding incidents, injury, trauma and illnesses and the administration of first aid
- ensure that each FDC educator has an easily accessible and clearly identified first aid kit in each residence or approved venue
- conduct audits on first aid kits at individual FDC educator's residence /venues
- evaluate risk assessments conducted by FDC educators prior to approving any excursions, regular outings or when providing transport
- ensuring parents/guardians provide written consent (via the enrolment record) for service staff to administer first aid
- ensuring parents/guardians provide written consent for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital [Reg 161(1)(a)]

EDUCATOR/EDUCATOR ASSISTANTS WILL:

- maintain:
 - a current ACECQA approved first aid qualification

- current approved anaphylaxis management training qualifications
- current approved emergency asthma management training qualifications

(Safe Work Australia recommends first aid qualifications should be renewed every three years)

- refresh their CPR skills at least annually
- participate in administration of an auto-injector device training at least annually (not mandated)
- ensure first aid training details are recorded at the Kidzone FDC Service Principal office and kept up to date
- safeguard every reasonable precaution to protect children at the FDC residence/venue from harm and/or hazards that can cause injury
- consider procedures of how they will be able to administer first aid to a child if required whilst they are working on their own in their residence
- discuss possible situations for emergency situations with the coordinator and approved provider and documenting strategies in relevant procedures
- confidently administer first aid as required to incidents involving children enrolled in their service
- ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma
- always act in a respectful manner when administering first aid
- consider if an ambulance is required as soon as possible. Follow directions provided by emergency services
- continue to administer first aid until emergency services arrive and take over treatment
- if possible, call for assistance from the educator assistant 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
- ensure there is an induction process for all new educator assistants, and casual and relief educators that includes providing information on the location of first aid kits and specific first aid requirements and individual children's allergies and individual medical management plans
- ensure that parents/families are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at the service and recording details accurately on the *Incident, Injury, Trauma and Illness Record*
- ensure families are notified of any event requiring first aid administration as soon as practicable but no later than 24 hours after the incident, injury or trauma requiring first aid
- ensure that notification is given to the regulatory authority within 24 hours (via the AP)
- contact families immediately if a child has had a head injury whilst at the FDC Service

- ensure a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the FDC residence/venue
- conduct a risk assessment prior to an excursion, regular outing or when providing regular transportation of children to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]
- ensure authorisation is gained with the approved provider before any excursion, regular outing or transportation of children is made
- provide and maintain a transportable first aid kit that can be taken to excursions and other activities [Reg. 89]
- ensure fully equipped first aid kits (that meet Australian Standards) are recognisable and readily accessible to adults wherever the educator is educating and caring for children as part of a Family Day Care service
- monitor the contents of all first aid kits and arranging replacement of stock, including when the use-by date has been reached
- dispose of out-of-date materials appropriate

Incident, Injury, Trauma and Illness Record must include the following- (Regulation 87)

- name and age of the child
- circumstances leading to the incident, injury, trauma, or illness (including any symptoms)
- time and date
- details of action taken by the service including any medication administered, or first aid provided or
- medical personnel contacted
- details of any witnesses
- names of any person the service notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and time and date of this

FAMILIES WILL:

- sign the FDC *Incident, Injury, Trauma and Illness Record* acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child
- provide the required information for the Kidzone FDC Service's medication record

- notify our office upon enrolment of any specific health care needs of their child- including medical conditions and allergies
- provide our office with a medical management plan for their child if required and ensure these are kept up-to-date at all times
- provide written consent/authorisation (via the enrolment record) for Kidzone FDC educators or educator assistants to administer first aid, seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital
- be contactable, either directly or through emergency contacts listed on the child's enrolment record
- notify educators of any change in condition of their child's health that may impact the child's care and require the administration of first aid (ACECQA, 2021).

FIRST AID KIT

The approved provider of the Service will ensure that first aid kits are kept up to date and in accordance with National Education and Care Service Regulations at each Family Day Care residence or venue. [Reg. 89].

ALL FIRST AID KITS AT THE FDC RESIDENCE OR VENUE MUST:

- be suitably equipped
- not be locked
- not contain paracetamol
- be suitable for the number children and sufficient for the immediate treatment of injuries at the FDC Service
- be easily accessible to the FDC educator and educator assistant
- be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents.
- be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments
- contain a list of the contents of the kit
- be regularly checked using the First Aid Kit Checklist to ensure the contents are as listed and have not degraded or expired
- have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.
- be easily recognisable
- be easy to access and if applicable, located where there is a risk of injury occurring

- be available in the Kidzone educator's vehicle
- be provided on each floor of a multi-level FDC service/venue
- be stocked with precautionary items such as sunscreen and water if using outdoors.
- be taken on excursions and during regular transportation
- be maintained in proper condition and the contents restocked as required.

Our FDC Service will 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.

FIRST AID CHECK LIST/AUDIT

Our FDC Service will refer to the First Aid Kit-Inventory and Checklist from *Childcare Centre Desktop* or refer to the Checklist in Safe Work Australia's *First Aid in the Workplace Code of Practice* as a guide.

The checklist will be completed annually to ensure first aid kits are equipped and maintained.

<https://www.safeworkaustralia.gov.au/doc/model-codes-practice/model-code-practice-first-aid-workplace>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Administration of First Aid Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FDC- RELATED RESOURCES

Administration of First Aid Procedure	First Aid Certificate Register
Dental Accident Procedure	Head Injury Guide and Procedure
First Aid Checklist	Illness Management Procedure
First Aid Kit Fact Sheet Guide	Incident, Injury, Trauma or Illness Record

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines-
[Administration of First Aid Policy Guidelines](#)
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010.
[Education and Care Services National Regulations](#). (Amended 2023)
 Guide to the National Quality Framework. (2018). (Amended 2020 2023).
 Revised National Quality Standard. (2018).
 Safe Work Australia First Aid in the Workplace Code of Practice: [First Aid in the Workplace](#)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Sharmeena Jaweed	Nominated Supervisor	25/03/2024
POLICY REVIEWED	NOVEMBER/MAY 2023 and Mar 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V14.11.23		
MODIFICATIONS	NOVEMBER - regulation amendment re: CPR training to be completed annually - inclusion of student and visitors - resources updated MAY - policy maintenance - additional information added- CPR annual training recommended - minor formatting edits within text (FDC Educator will: section) - continuous improvement/reflection section added - Childcare Centre Desktop Related resources section added - link to Western Australian Education and Care Services National Regulations added in 'Sources' - removal of Appendix to this policy- see: additional resources		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2022	- policy maintenance - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required	MAY 2023	
OCTOBER 2021	- Policy reviewed and included suggested guidelines from ACECQA Administration of First Aid Policy (August 2021) - Additional legislative requirements added - Additional related policies	MAY 2022	
MAY 2021	- minor edits - annual training for auto injectors highlighted as best practice (not mandatory)	MAY 2022	
SEPTEMBER 2020	Additional links to National Regulations added Support for educators in the event of an injury, accident and first aid is required to be administered Risk assessment for regular outings and transportation added Appendix added for Procedure for Incident Illness Injury or Trauma	MAY 2021	
MAY 2020	Additional section for Family Day Care Service, Coordinator Merge of FDC educator and Educator Assistant roles minor formatting edits First Aid Inventory and checklist included as Appendix sources checked for currency	MAY 2021	

MAY 2019	Sources checked for currency – removed if obsolete. URLs added. Sources/references alphabetised. Minor formatting for consistency throughout policy. 'Related policies' alphabetised.	MAY 2020
MAY 2018	Updated policy to work in collaboration with Safe Work Australia.	MAY 2019
DECEMBER 2017	Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. Updated to include revised National Quality Standard	MAY 2018
MAY 2017	Amendments made to comply with Family Day Care requirements	TBA

DEALING WITH INFECTIOUS DISEASE POLICY

The National Quality Standard requires early childhood education and care services implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, staff, educators and families. The spread of infections in the early childhood environment is facilitated by microbial contamination of the environment, as well as the greater exposure to young children who are still developing hygienic behaviours and habits. Kidzone Family Day Care (FDC) Service will minimise children's exposure to infectious diseases by ensuring FDC educators and staff adhere 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 implementing effective hygiene practices.

Our FDC Service will provide up-to-date information and advice to parents, families and educators sourced from the Australian Government Department of Health, Australian Health Protection Principal Committee (AHPPC) and state Ministry of Health about infectious diseases as required. Recommendations from the Health Department will be strictly adhered to at all times.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 172	Offence to fail to display prescribed information
Sec.174(2)(a)	Serious incident- any emergency for which emergency services attended
12	Meaning of serious incident

77	Health, hygiene and safe food practices
83	Staff members and family day care educators not to be affected by alcohol or drugs
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures for family day care service
170	Policies and procedures to be followed
172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises
173	Prescribed information to be displayed
175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Dental Health Policy Enrolment Policy Family Communication Policy Governance Policy Hand Washing Policy Health and Safety Policy	Immunisation Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nappy Change and Toileting Policy Physical Environment Policy Pregnancy in Early Childhood Policy Privacy and Confidentiality Policy Sleep and Rest Policy Work Health and Safety Policy

PURPOSE

Children encounter many other children and adults within the FDC environment which can result in the contraction of infectious illnesses. Kidzone Family Day Care Service has a duty of care to ensure that children, families, educators and visitors of the Service are provided with a high level of protection during the hours FDC educators provide education and care to children. We aim to minimise cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within our FDC Service.

This policy communicates clear directions and guidance about protocols and actions to be followed to avoid adversely affecting the safety and health of children, other staff members and visitors to the service. A simple, safe and effective way of protecting individuals and others within the community against harmful diseases is immunisation.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place in relation to dealing with infectious diseases. (ACECQA, August 2021). Our FDC Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations 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 and advice provided from the Australian Health Protection Principal Committee (AHPPC).

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the *Australian Government- Department of Health* and local Public Health Units in our jurisdiction as per the Public Health Act. Recommendations for managing positive cases of COVID-19 in early education and care is provided by NSW Health Department.

The need for exclusion and the length of time a person is excluded from the Service depends on:

- how easily the infection can spread

- how long the person is likely to be infectious and
- the severity of the infectious disease or illness.

This policy must be read in conjunction with our other Quality Area 2 policies:

- Immunisation Policy
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy *and*
- Handwashing Policy

PREVENTING INFECTIOUS DISEASES

Children enter education and care services when their immune systems are still developing. They have not been exposed to many common germs and therefore are susceptible to bacteria that may cause infections. Given the close physical contact children have with other children in early childhood and care, it is very easy for infectious diseases and illnesses to spread through normal daily activities as germs can be picked up directly from an infected person or from the environment. It is important to understand that an infected person may not show any signs or symptoms of illness.

Our FDC Service implements rigorous hygienic practices to limit the spread of illness and infectious diseases including:

- effective hand washing hygiene
- cough and sneeze etiquette
- appropriate use of gloves
- exclusion of children when they are unwell or displaying symptoms of an infectious disease or virus
- effective environmental cleaning including toys and resources and bedding
- encouraging use of the outdoors environment
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the FDC Service
- ensuring adequate ventilation
- encouraging children, FDC educators or staff to seek medical attention and get tested if they show symptoms of an infectious disease or virus, including COVID-19.

IMMUNISATION REQUIREMENTS

- Immunisation is a reliable way to prevent many childhood infectious diseases. Unvaccinated children due to their parent's conscientious objection are no longer able to be enrolled in approved early childcare services.
- Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be enrolled upon presentation of the appropriate form signed by a medical practitioner who meets the criteria stated by the Australian Government.
- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive Child Care Subsidy (CCS). The relevant vaccinations are those under the *National Immunisation Program* (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).
- FDC educators and other staff are highly recommended to keep up to date with all immunisations including yearly influenza vaccinations and COVID-19 vaccinations. These include vaccinations recommended by the National Health and Medical Research Council (NHMRC). The Australian Government recommends everyone over the age of 6 months have an annual Influenza (flu) vaccine and all adults receive COVID-19 vaccinations.
- Staff are required to provide an *Immunisation History Statement* from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff record.
- Vaccination is important as not only can staff members and FDC educators catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in their care who are too young to have had their vaccinations or to women who may be pregnant.
- Exclusion periods and notification of infectious diseases are guided by the *Australian Government-Department of Health* and local public health units in our jurisdiction as per the Public Health Act. These apply to children and staff at the Service. In the event of an outbreak of a vaccine preventable disease at our Service, staff who are not vaccinated will be notified and should be excluded from the workplace. [See: *Immunisation Policy* for further information]

EXCLUDING CHILDREN FROM THE FDC SERVICE

When a child has been diagnosed with an illness or infectious disease, the FDC Service will refer to information about recommended exclusion periods from the [Public Health Unit](#) (PHU) and *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

Minimum periods for exclusion from childcare services

- When an infectious disease has been diagnosed, the FDC Service will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period and the exclusion period. (This information can be obtained from *Staying healthy: Preventing infectious diseases in early childhood education and care* and *Public Health Unit, or Department of Health*).
- If a vaccine preventable disease occurs in the FDC Service, children who have not been fully immunised will be excluded from care; staff who are not vaccinated will be notified and should be excluded from the workplace
- Management will check all children's Immunisation records and alert parents as required
- A medical clearance from the child's General Practitioner stating that the child is cleared to return to the childcare setting will also be required before the child returns to care
- Children that have had diarrhoea will be asked to stay away from the Service for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can develop again after 24 hours in many instances
- Children who have COVID-19 symptoms (fever, cough, sore throat, shortness of breath) should get tested immediately using a rapid antigen test (RAT) or other alternatives and stay home until symptoms clear.

REPORTING OUTBREAKS TO THE PUBLIC HEALTH UNIT AND REGULATORY AUTHORITY (REG. 175 (2) (C))

Outbreaks of communicable diseases and contagious viruses represent a threat to public health. To help prevent outbreaks, the Department of Health monitors the number of people who contract certain infectious diseases and their characteristics, the recent travel or attendance of infected people in a public place or on public transport and works with health specialists and doctors to help prevent the transmission of diseases to other people.

The Public Health Act 2010 lawfully requires and authorises doctors, hospitals, laboratories, school principals and childcare centre directors to confidentially notify the Public Health Unit of patients with certain conditions, and to provide the required information on the notification forms. Specialist trained public health staff review this information and if necessary, contact the patient's doctor, and sometimes the patient, to provide advice about disease control and to complete the collection of information.

All information is held confidentially in order to protect the patient's privacy. Under the Commonwealth Privacy Acts, patient information is only released/disclosed where it is lawfully required or authorised.

FDC educators must notify the approved provider/nominated supervisor of any incidence of an infectious disease.

The approved provider is required to notify the local Public Health Unit (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the Family Day Care Service is suffering from one of the following vaccine preventable diseases

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus

Notification is also required for:

- An outbreak of 2 or more people with gastrointestinal or respiratory illness in a two-day period

The approved provider/nominated supervisor will closely monitor health alerts and guidelines from Public Health Units and the Australian Government- Department of Health for any advice and emergency health management in the event of a contagious illness outbreak. The approved provider must also notify the regulatory authority of any incidence of a notifiable infectious disease or illness.

[Services in NSW](#) - A notification must be lodged through the [NQA-ITS](#) if there is an outbreak of COVID-19 in the service (5 cases or more within a 7-day period).

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- obligations under Education and Care National Law and Regulations are met and understood by all FDC educators, educator assistants and coordinators
- FDC educators, educator assistants, coordinators and staff comply with this policy

- all new employees and engaged educators are provided with a copy of this policy as part of their induction process
- families are aware of this *Dealing with Infectious Diseases Policy* upon enrolment
- infection control measures are implemented in each FDC residence or approved venue
- children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within each family day care residence/or venue
- an Immunisation History Statement for each child is collected on enrolment and maintained/updated regarding the child's immunisation status (AIR) and any medical conditions
- required enrolment information, including health and immunisation records of enrolled children is collected, maintained and appropriately and securely stored
- a staff immunisation record that documents each staff member's previous infection or immunisations (including dates) is developed and maintained
- the FDC Service implements recommendations from [Staying healthy: Preventing infectious diseases in early childhood education and care services](#) to maintain a healthy environment
- that all information regarding the prevention and transmission of infectious diseases is sourced from a recognised health authority [Australian Government Department of Health](#)
- exclusion periods for people with infectious diseases recommended by Government Authorities are implemented for all educators, children, parents, families and visitors
- wall charts about immunisation are displayed in each room
- the Public Health Unit is notified as soon as possible after they are made aware that a child enrolled has a vaccinated preventable disease
- the Public Health Unit is notified in the event of an outbreak of viral gastroenteritis. Management must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. (NSW Government- Health 2019)
- after confirmation that a child is suffering from an infectious disease, and as soon as practical, the family of each child enrolled in the FDC Service must be notified whilst maintaining the privacy of the ill/infectious child. Communication may be:
 - verbal
 - through a letter from the educator or approved provider
 - via electronic message- text message or email
 - notice displayed at the approved FDC Service residence or venue
- families are advised that they are requested to alert the FDC Service if their child is diagnosed with an infectious illness, including COVID-19

- families are advised to keep children at home if they are unwell. If a child has been sick, they must be well for **24hrs** before returning to the FDC Service. If the illness is related to gastroenteritis the child is not to return to the Service for up to 48 hours (**see: exclusion periods**)
- daily attendance records for staff, children and visitors are up to date at all times
- safe health and hygiene practices are implemented at all times throughout the day
- FDC educators routinely role model hand washing, hand drying, cough and sneeze etiquette
- effective environmental cleaning policies and procedures are adhered to all times
- children are supported in their understanding of health and hygiene practices throughout the daily program and routine (hand washing, hand drying, cough and sneeze etiquette)
- families are provided with relevant sourced materials and information on infectious diseases, health, and hygiene including:
 - the current National Immunisation Schedule
 - exclusion guidelines in the event of a vaccine preventable illness at the Service for children that are not immunised or have not yet received all their immunisations
 - advice and information regarding any infectious diseases in general and information regarding any specific infectious illnesses that are suspected/present in the Service.
- FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (reg 176A)
- FDC educators are mindful and maintain confidentiality of individual children's medical circumstances
- that opportunities for FDC educators to source pertinent up to date information from trusted sources on the prevention of infectious diseases and maintaining health and hygiene are provided
- that opportunities for educators, children, and families to have access to health professionals by organising visits/guest speakers to attend the FDC Service to confirm best practice are provided
- to complete the register of *Incident, Injury, Trauma or Illness* and/or document incidents of infectious diseases no later than 24 hours of an illness or infectious disease occurring in the Service
- FDC educators who have diarrhoea or an infectious disease do not handle food for others and are not to return to work until they have been symptom free for 48 hours
- any risk to a child or adult with complex medical needs is minimised in the event of an outbreak of an infectious disease or virus. This may require a risk assessment and decision-making regarding the suitability of attendance of the child or staff member during this time.

FDC EDUCATORS WILL ENSURE:

- that any child suspected of having an infectious illness is responded to and their health and emotional needs supported at all times
- any child suspected of having an infectious illness is isolated from other children and supervised whilst waiting for collection by parents or guardian
- notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)
- that appropriate health and safety procedures are implemented when treating ill children- [wear disposable gloves, face mask or other PPE if needed]
- families are aware of the need to collect their unwell child/ children as soon as practicable from the FDC Service
- all resources or items touched by a child with a suspected illness are thoroughly cleaned and disinfected- (cushions, pillows, toys)
- their own immunisation status is maintained, and the approved provider/nominated supervisor is advised of any updates to their immunisation status
- opportunities are provided for children to participate in hygiene practices, including routine opportunities, and intentional practice such as hand washing, sneezing and cough etiquette

PREVENTION STRATEGIES FOR MINIMISING THE SPREAD OF DISEASE WITHIN OUR FDC SERVICE INCLUDE ALL EDUCATORS, EDUCATOR ASSISTANTS AND COORDINATORS ENSURING:

- they adhere to the FDC Service's health and hygiene policy including:
 - hand washing
 - daily cleaning of the FDC residence/approved venue
 - wearing gloves (particularly when in direct contact with bodily fluids- nappy changing and toileting)
 - appropriate and hygienic handling and preparation of food
 - wearing of face masks as mandated by PHO
 - COVIDSafe Plan
- they maintain up to date knowledge with respect to Health and Safety through on-going professional development opportunities
- they clean surfaces first with detergent and water before using disinfectants. [Disinfectants cannot kill germs unless areas are clean]

- children rest 'head to toe' to avoid cross infection while resting or sleeping
- cots or mattresses are placed at least 1.5m away from each other if physical distancing measures are required to be implemented
- children do not to share beds at the same time
- bedding is cleaned using detergent and water after each use and if the surface is known to be contaminated with a potential infectious disease, disinfectant is also used to clean beds
- all play dough is freshly made every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease, play dough is to be discarded at the end of each day and a new batch made each day for the duration of the outbreak.
- children are to wash their hands before and after using the play dough
- mops used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink and then air-dried
- that a daily clean is carried out on other surfaces that may transmit germs such as high touch objects including doorknobs, tables, light switches, handles, remotes, play gyms, low shelving, etc. This will be increased if an outbreak has been recorded in the FDC Service or to minimise the risk of transmission of a virus such as COVID-19
- that if a child has a toileting accident, the items are placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home.
- cloths and mops are colour coded so that a separate cloth or mop is used to clean floors, bathroom, art and craft, and meal surfaces
- that any toy that is mouthed by a child is placed immediately in the 'toys to be washed' basket located on the top shelf in the nappy change area and washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis to decrease the risk of cross contamination and recorded with the date and a signature as evidence.
- toys and equipment (that are difficult to wash) will be washed with detergent (or soap and water) and air-dried in sunlight
- washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry (toys will not be washed in the dishwasher at the same time as dishes). All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- a 'Dummy Basket' is located by the sign in sheet that requires all children that use a dummy to place the dummy in the basket in an individual container, small zip locked plastic bag, or a protector with the child's name clearly stated to reduce the risk of cross contamination.
- all cleaning procedures will be recorded on the FDC Service's Cleaning Checklist

- floor surfaces will be cleaned on a daily basis after each meal and at the end of each day
- toilets/bathrooms will be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant **and paper towel**
- when cleaning up spills of faeces, vomit or urine off beds, floors, bathrooms etc. FDC educators will use disinfectant on the surface after cleaning it with detergent and warm water
- management must ensure pregnant women are aware of the occupational risks and exposure to specific infectious diseases including Cytomegalovirus (CMV). Occupational risks of CMV in childcare should be individually managed and control measures implemented. Risk management may include ensuring pregnant women do not work with children under two years of age including avoiding changing nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination and risk of contracting [Cytomegalovirus \(CMV\)](#). (see *Pregnancy in Early Childhood Policy*)

FAMILIES WILL:

- adhere to the Service's policies regarding *Dealing with Infectious Diseases, Immunisation and Incident, Injury, Trauma and Illness* and adhere to exclusion requirements
- adhere to the FDC Service's restrictions of entry into approved FDC residences and/or venues in the event of an outbreak of an infectious disease or virus
- adhere to the FDC Service's policy regarding *Hand Washing*
- exclude their child from care if they display symptoms of an infectious illness or disease or in the event of a vaccine preventable disease occurs in the residence/venue where their child is educated and cared for and their child is not fully immunised
- alert the FDC Service if their child is diagnosed with an infectious illness, including COVID-19
- advise the coordinator/FDC educator of their child's immunisation status, by providing a current Immunisation History Statement recorded on the Australian Immunisation Register (AIR) for the service to copy and place in the child's file.
- advise the coordinator/FDC educator when their child's medical action plan is updated
- provide sufficient spare clothing, particularly if the child is toilet training
- adhere to the FDC Service's risk minimisation strategies if their child has complex medical needs in the event of an outbreak of an infectious disease or virus

RESOURCES

[Gastro Pack NSW Health](#)

[Minimum periods for exclusion from childcare services](#)

NSW Health [Stopping the spread of childhood infections factsheet.](#)

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Dealing with Infectious Diseases Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

Kidzone Family Day Care- RELATED RESOURCES

Hand Washing Procedure	Immunisation Register
Illness Management Procedure	Incident injury trauma and illness Record
Illness or Infectious Disease Register	Reporting Infectious Diseases Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

ACECQA. (2021). Policy and procedure guidelines. (2021). [Dealing with Infectious Diseases.](#)

Australian Government Department of Health *Health Topics* <https://www.health.gov.au/health-topics>

Australian Government. Department of Health (2019). *National Immunisation Strategy for Australia 2019-2024*
https://www.health.gov.au/sites/default/files/national-immunisation-strategy-for-australia-2019-2024_0.pdf

Australian Government Department of Health Australian Health Protection Principal Committee (AHPPC)

Department of Human Resources: National Immunisation Program Schedule:

<https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Medicare Australia (Department of Human Services): <https://www.humanservices.gov.au/individuals/medicare>

National Health and Medical Research Council (NHMRC): <https://www.nhmrc.gov.au/>

National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services.*

NSW Government. Department of Education. Managing COVID cases. <https://education.nsw.gov.au/early-childhood-education/coronavirus/managing-covid-cases>

NSW Government Department of Health. Vaccination requirements for child care.

https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

NSW Public Health Unit: <https://www.health.nsw.gov.au/Infectious/Pages/phus.aspx>

Public Health Act 2010

Public Health Amendment Act 2017

Public Health Regulation 2012

Public Health and Wellbeing Regulations 2019 Victoria

Queensland Government. Department of Education. Information for early childhood service providers, Managing COVID-19 safely. <https://alt-qed.qed.qld.gov.au/covid19/early-childhood-service-operations/information-for-early-childhood-service-providers>

Queensland Health [Information for parents about infectious diseases and exclusion periods in Queensland early](#)

[childhood education centres and schools](#)

Revised National Quality Standard. (2018).

Safe Work Australia

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/03/2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V16.03.24		
MODIFICATIONS	• annual policy maintenance • deleted reference to 'Sick Children Policy' (now merged with Incident, Injury, Trauma and Illness Policy) • deleted managing COVID-19 positive case section • merged '<i>nominated supervisor/ responsible person /family day care educator</i>' section • order of some statements moved within paragraphs for consistency and repetition • merged minor formatting edits within text • hyperlinks checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DEC/MARCH 2023	• Change of name of policy from <i>Control of Infectious Diseases</i> to <i>Dealing with Infectious Diseases</i> • Edits to COVID-19 practices and references • removal of reference to the COVID-19 Management Policy • policy maintenance • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'		
MARCH 2022	• deleted information about a confirmed COVID-19 case replaced by <i>Managing a positive case of COVID-19 in an ECEC Service</i>		MARCH 2023

	• minor edits • sources checked for currency	
OCTOBER 2021	• Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document- Dealing with Infectious Diseases (August 2021) • additional related policies added • Additional information added re: mandated COVID-19 vaccinations	MARCH 2022
MARCH 2021	• review of policy changed to March each year in readiness for cold/flu season • 'Information to be displayed at the Service' deleted (This is contained in Immunisation Policy) • sources checked for currency and links updated where needed • additional resources added for Queensland services	MARCH 2022
SEPTEMBER 2020	• additional information related to notification to PHU and Regulatory Authorities • additional information related to COVID-19 management added • further guidance for Infection Control Measures added including contacting parents	JUNE 2021
MAY 2020	• Additional information from Australian Health Protection Principal Committee and Safe Work Australia re: physical distancing, immunisation for staff, risk minimisation for vulnerable children/adults, additional cleaning • Requirement of a doctor's certificate for suspected cases of infectious disease made editable for individual services to decide upon • Pregnancy in Early Childhood reference and risks of CMV and pregnancy • Inclusion of recommended exclusion periods Poster link- Staying Healthy: Preventing infectious diseases in ECECE	JUNE 2021
MARCH 2020	• Implementation information added regarding infectious illnesses • Added mandatory reporting to public health unit information • Rearranged some content into new headings- Prevention Strategies • deleted repeated items • New sources added	JUNE 2021

JUNE 2019	• Grammar, punctuation and spelling edited. • sentences reworded/refined. • Additional information added to points. • Sources/references added. • Sources/references alphabetised. • Added a Related Policy. • Related policies alphabetised.	JUNE 2020
JUNE 2018	• Updated the opening statement, included the 'Related Policy' section and made general improvements to grammar to support further understanding and implementation.	JUNE 2019
OCTOBER 2017	• Updated to comply with new vaccination regulations in NSW. Effective January 1, 2018	JUNE 2018

SUN SAFE POLICY

Australia has one of the highest rates 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 (Cancer Council Australia).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S167	Offence relating to protection of children from harm and hazard
100	Risk assessment must be conducted before excursions
113	Outdoor space natural environment
114	Outdoor space shade
136	First aid qualifications
168	Education and care service must have policies and procedures
168 (2)(a)(ii)	Sun Protection
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy	Health and Safety Policy
Bush Fire Policy	Physical Environment Policy
Clothing Policy	Supervision Policy
Emergency and Evacuation Policy	Water Safety Policy
Enrolment Policy	Work Health and Safety Policy
Excursion/Incursion Policy	

PURPOSE

By implementing a 'best practice' Sun Safe Policy, our Kidzone FDC can help to protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun and teach children good sun protection habits from an early age to reduce their risk. To ensure the outdoor environment provides shade for children, educators and staff to minimise unsafe UV exposure. Additionally, this policy provides guidance on how to protect children from severe hot weather events which are becoming more prevalent in Australia resulting from climate change.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the FDC Service.

IMPLEMENTATION

Our FDC Service will work in compliance with the *National SunSmart Early Childhood Program* to ensure children's health and safety is maintained at all times whilst at the Kidzone FDC residence/approved venue. Kidzone FDC will monitor the Australian Bureau of Meteorology for notification of severe heat events and ensure our educators implement risk mitigation strategies to protect the health, safety and wellbeing of children. This policy applies to all activities at a FDC residence or venue, or whilst engaging in regular outings and excursions.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met
- ensure risk assessments are conducted by the FDC educator and coordinator to identify any potential hazards to children during summer months that could cause harm or injury to children
- ensure risk minimisation control measures are implemented to protect children.

- monitor the [Bureau of Meteorology \(BOM\)](#) for severe weather warnings and ensure FDC educators implement procedures to ensure the health and safety of all children
- monitor bush fire activity and be aware of air quality and hazardous levels of air pollution caused by bushfires (*see: Bushfire Policy*)
- adhere to NSW health department advice for hot weather risks and recommendations and provide this information to FDC educators

MONITORING UV LEVELS

Sun protection is required when UV levels reach level 3 or above. FDC educators will monitor the UV levels daily through one or more of the following methods:

- using the smartphone [*SunSmart global UV app*](#) available at iTunes App Store and Google Play store
- using the SunSmart widget on the Service's website available at www.cancer.org.au
- viewing the Bureau of Meteorology website <http://www.bom.gov.au/>
- visiting www.myuv.com.au

OUTDOOR ACTIVITIES

The sun protection measures listed are used for all outdoor activities during the daily local sun protection times, when the UV Index is 3 or above. The sun protection times are a forecast from the [Bureau of Meteorology \(BOM\)](#) for the time-of-day UV levels are forecast to reach 3 or higher. At these levels, a combination of sun protection is recommended for all skin types.

FDC Educators will use a combination of sun protection measures (see below) **whenever UV Index levels reach 3 and above.**

SUN PROTECTION TIMES

UV levels vary across Australia and throughout the year. This listing highlights when UV is typically three and above in each state / territory. There may be times UV levels are three and above outside these periods. *Please check the daily local sun protection times and UV levels to be sure you are using sun protection when it is required for your location.*

NSW All year

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times**. A combination of sun protection measures is considered when planning all outdoor activities such as excursions and water play.

SHADE

- Sufficient natural, portable, or man-made shade will be provided, particularly in high use areas
- Shaded areas will be used for play experiences
- Play experiences will be monitored throughout the day and moved as required to remain in the shade
- Regular risk assessments and reviews will be made of the outdoor area to assist in planning for further shade requirements
- Children who do not have appropriate hats or outdoor clothing are required to choose a shady play space or a suitable area protected from the sun and not move to unshaded areas of the playground.

HATS

FDC educators, children, and visitors are required to wear sun safe hats at all times they are outdoors. Cancer Council Australia describes sun safe hats as:

- Hats that protect a person's face, neck, and ears, which include:
 - a legionnaire hat – the front peak and flap should overlap at the sides and the flap should cover the neck
 - a bucket hat with a deep crown and angled brim that is at least 5cm for young children and at least 6cm for adults and must shade the face, neck, and ears
 - a broad brimmed hat with a brim size of at least 6cm for children or 7.5cm for adults. The brim should provide shade for the whole face.

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

- Children without a sun safe hat will be asked to play in an area protected from the sun. They may be provided with a spare hat by the FDC educator if available.

CLOTHING

- When outdoors, FDC educators and children will wear sun safe clothing that covers as much of the skin as possible. Cancer Council Australia recommends clothing that:
 - covers the shoulders, back and stomach

- is loose fitting such as loose-fitting shirts and dresses with sleeves and collars or covered neckline, or longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun or provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

SUNSCREEN

As per Cancer Council Australia recommendations:

- FDC educators and children will apply SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if washed or wiped off
- permission to apply sunscreen is included in the FDC Service enrolment form (see: *Enrolment Policy*)
- where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen or a child is encouraged to play in the shade. A record of any allergy must be provided in writing from the parent/guardian and recorded on the child's enrolment record. Cancer Council Australia recommends usage tests before applying a new sunscreen.
- 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
- sunscreen is stored in a cool, dry place and the use-by-date monitored.

SUNSCREEN FOR BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sun when the UV Index is 3 or above
- physical protection such as shade positioning, clothing and broad-brimmed hats are the best sun protection measures the front peak and flap should overlap at the sides
- check the baby's clothing, hat and shade positioning regularly to ensure they continue to be well protected from UV.

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

RISKS OF SUMMER PLAY

Australia has a hot climate and inevitably playground equipment and surfacing can heat up rapidly and retain heat. Many playground surfaces and equipment can exceed temperatures greater than 50°C and if young children come into contact with these surfaces, they can be burned severely within seconds. Surfaces can retain heat for long periods of time and cause burns to children. Play surfaces must be monitored before children have access to the outdoor environment.

The FDC educator and coordinator will:

- ensure risk assessments are conducted to identify any potential hazards to children during summer months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:
 - hot equipment- slides, poles, guardrails, any metal surfaces
 - hot surfaces- rubber and synthetic grass, walkways, concrete surfaces
 - sun burn and dehydration
 - access to bodies of water (filled water troughs/containers/trays/pools)
 - severe heat
 - bushfires and air pollution
- complete a *Daily Playground Surface Temperature Check* during summer months or extreme hot weather
- use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C it is recommended by Kidsafe Australia that children do NOT play on the surface
- ensure children wear shoes when playing in the outdoor area [children may remove shoes when playing in sand or mud pit]
- ensure children have access to water at all times throughout the day and offer extra feeds/drinks to babies during hot weather to avoid dehydration
- be aware of the signs and symptoms of heat-related illness in babies and young children and implement first aid as required
- keep children indoors during severe heat events

- ensure fans/air conditioning are used to help keep children cool
- close blinds/curtains where required to prevent sun shining into rooms
- adhere to **NSW** health department advice for hot weather risks and recommendations

SEVERE HEAT

Severe heat or heatwaves are periods of unusually hot weather. Climate change is resulting in more intense heatwaves in Australia and presents an extreme risk to the health and safety of children.

Babies and young children can dehydrate quickly which can cause heat-related illness including heat stroke and heat exhaustion.

Active heatwave warnings are indicated within the Australian Warning System (AWS) and range from Advice to Emergency Warning. Risk management measures must be implemented and managed to ensure children remain safe and healthy during a severe heat event.

ROLE MODELLING and WORK HEALTH AND SAFETY

Cancer Council Australia acknowledges that children are more likely to develop sun-safe habits if they are role-modelled and demonstrated by adults around them. Occupational UV exposure is also a WH&S issue. All FDC educators and educator assistants will therefore be required to role model appropriate sun protection behaviours by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067:2003 (optional)
- discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the FDC residence/approved venue
- regularly drinking water and encouraging children to drink extra water in hot weather
- adapting the learning environment when severe weather events occur
- families and visitors are encouraged to role model positive sun safe behaviour
- monitoring the UV Index and Daily Sun Protection Times throughout the day
- regularly monitoring and reviewing the effectiveness of the *Sun Safety Policy*
- submitting the Sun Safety Policy to the Cancer Council every three years to maintain SunSmart status (required if a SunSmart member).

EDUCATION AND INFORMATION

- Sun protection will be incorporated regularly into learning programs
- Sun protection information will be promoted to all FDC educators, families and visitors
- Severe hot weather events will be monitored through the [Bureau of Meteorology](#) and risk mitigation measures implemented
- FDC educators and educator assistants are encouraged to complete free Cancer Council Generation SunSmart online PL learning modules
- Further information and resources are available from the Cancer Council website <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety> and each state and territory SunSmart web page.
See <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart/sunsmart-in-schools> for links.
- The *Sun Safety Policy* will be made available to all educators, staff, families, students, volunteers and visitors of the Service to ensure a comprehensive understanding about keeping sun safe including appropriate hat, clothing and sunscreen requirements
- When enrolling their child/ren to our FDC Service, parents will be required to give permission for the FDC educator or educator assistant to apply sunscreen to their child
- Information about Sun Safety will be included in our Family Handbook and sun protection information and resources made accessible and communicated regularly to families.

CONTINUOUS IMPROVEMENT

Our *Sun Safe Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FDC- RELATED RESOURCES

Daily Playground Surface Temperature Check Enrolment Form	Extreme Weather Procedure Sun Safe Procedure

Australian Safety Standards

AS 4174:2018 Knitted and woven shade fabrics

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

AS/NZS 4399:2020, Sun protective clothing - Evaluation and classification

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

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

SOURCE

Australian Children's Education & Care Quality Authority. (2021). [Sun Protection- Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Australian Government. Bureau of Meteorology. Home page (for UV Index): <http://www.bom.gov.au/uv/>

Australian Government. Bureau of Meteorology. [Severe Weather Warning Services](#).

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

Cancer Council. Home page: <https://www.cancer.org.au/>

Cancer Council. Preventing cancer: Sun protections. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety>

Children's Services Act 1996

Cancer Council. SunSmart programs <http://www.sunsmartnsw.com.au/about/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Kidsafe NSW. [How Hot is Too Hot To Play?](#)

NSW Government. Department of health. (2023). [Babies and young children in hot weather](#)

Occupational Health and Safety Act 2004

Revised National Quality Standard. (2020).

Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\) \(2019\)](#).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

Please note: Certain health conditions and medications mean some people are more sensitive to UV radiation and need to use sun protection at all times regardless of the UV levels. Please make sure your policy includes the particular needs of these children and staff at your school/service. For further information visit [Risk factors for skin cancer](#).

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/03/2024
POLICY REVIEWED	MARCH, JANUARY 2024 /SEPTEMBER 2023	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V16.01.24		
MODIFICATIONS	JANUARY		

	• additional section added re: AP/NS responsibilities • additional information added to policy regarding managing severe hot weather • additional related policies added SEPTEMBER • regular policy maintenance • hyperlinks checked and repaired as required • best practice measures checked with Cancer Council • CCD related resources added	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	• regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required	SEPTEMBER 2023
AUGUST 2021	• Policy reviewed by Cancer Council's SunSmart Program for all states/territories • additional information re: Sun Protection times for each state/territory added • small additions to wording included in policy- re: hat/brim size, safety standards, links to resources and information	SEPTEMBER 2022
JANUARY 2021	• additional UV index level information • edited webpage address for BOM • optional Daily Playground Surface Temperature Check added • minor edits	SEPTEMBER 2021
SEPTEMBER 2020	• Additional regulation re: risk assessments • Additional section for Risks of Summer Play • Information about parent handbook added • minor editing changes for consistency for FDC services • regulations added to sources	SEPTEMBER 2021
SEPTEMBER 2019	• Revision and re-write • Current Regulations included in source	SEPTEMBER 2020
MAY 2019	• Latest updates have been made to comply with the latest recommendations by the Cancer Council of Australia and the SunSmart program.	SEPTEMBER 2019

SEPTEMBER 2018	• Latest updates include terminology and grammar improvements. • Added the section displaying related policies on page 1.	SEPTEMBER 2019
OCTOBER 2017	• Updated the references to comply with the revised National Quality Standard	SEPTEMBER 2018
AUGUST 2017	• Minor changes made to comply with being a Sun Smart Service	SEPTEMBER 2018

SAFE TRANSPORTATION POLICY

Educators working within our Family Day Care (FDC) 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.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND LAW	
4 (1)	Definition regular transportation
85	Incident, injury, trauma and illness policies and procedures
89	First Aid Kits
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct a risk assessment for excursion
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child

102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
124	Number of children who can be educated and cared for- family day care educator
136	First aid qualifications
159	Children's attendance record to be kept by family day care educator
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures
168(2)(ga)	Education and care service must have policies and procedures (transportation)
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
183	Storage of records and other documents
s165	Failure to adequately supervise children
s167	Failure to take reasonable precautions to protect children from harm and hazards

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place in relation to the safe transportation of children and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

[ACECQA, 2021]

We aim to ensure that all children being educated and cared for by our educators within our FDC Service are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever education and care is provided to children and including providing transportation as part of our service activity.

SCOPE

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

IMPLEMENTATION

The safety of children enrolled at our FDC 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 is 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).

DEFINITIONS (EFFECTIVE MARCH 2023)

Excursion: an outing organised by an education and care service

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 the same on each outing

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.

Transportation (that is part of the education and care service): Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applied in scenarios where services are transporting children, or have arranged for the transportation of children, including between an education and care service premises and another location, for example their home, school or a place of excursion.

Transition: In relation to the day-to-day process of moving between the service and a range of different education and care settings or from the education and care setting to a school setting.

Written authorisation: 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. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:

- a) the child's name; and
- b) the reason the child is to be transported; and
- c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- d) if the authorisation is **not** for a regular transportation, the date the child is to be transported; and
- e) a description of the proposed pick-up location and destination, **must not be more than 15km radius**; and
- f) the means of transport; and
- g) the period of time during which the child is to be transported; and
- h) the anticipated number of children likely to be transported; and
- i) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and
- j) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- k) that a risk assessment has been prepared and is available at the education and care service; and
- l) that written policies and procedures for transporting children are available at the education and care service.

TRANSPORT SPECIFIC RISK ASSESSMENT

As per the Education and Care Services National Law, our FDC Service will '*ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury*' (Section 167).

Our FDC 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. [Reg. 102B, 102D (4)].

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 an 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.

Our risk assessment process is guided by the following process:

- **identify** any hazards or potential hazards that transporting the child may pose to the safety, health and wellbeing of the child
- **assess** the risk of harm or potential harm using a risk matrix
- **specify how the identified risks will be managed** by eliminating or minimising the impact using control measures
- **evaluate** the current risk or potential harm by implementing control measures
- **review** and monitor the risk or potential harm to ensure it continues to be managed as a low risk

source: Risk assessment and management ACECQA (2020)

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-
 - i. the education and care service premises; and
 - ii. the pick-up location or destination (as required); and
- j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Additional considerations may include:

- the experience of the driver and licensing conditions for the vehicle
- the age, ability, needs and skills of children being transported (non-ambulant, infants)
- the experience of the adults involved in transportation and their capacity for supervising children

- movement of children between the vehicle and venues
- traffic conditions
- extreme weather conditions or natural disasters
- environmental hazards such as temperature extremes, smoke
- communication to/from the vehicle- mobile phone reception
- health needs of all children and adults
- first aid provision and management of illness, injuries and emergencies
- child safe practices.

source: NSW Government Kids and Traffic (2020)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR AND COORDINATORS WILL ENSURE:

- all FDC educators, staff, volunteers and students follow the *Safe Transportation Policy* and procedure
- all educators and educator assistants are inducted in the *Safe Transportation Policy* and procedure and have completed practical training relating to safe transportation of children
- a copy of any training undertaken by staff/educators is kept at the FDC Service principal office
- information related to the safe transportation of children is shared with all FDC educators regularly to assist management fulfill their roles responsibly
- any updates to policies and procedures are clearly communicated with FDC educators and educator assistants
- clear and consistent procedures are established to ensure no children are left in vehicles when the FDC educator or educator assistant is transporting children (NQF review 2019)
- relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records.
- 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* and *Code of Conduct Policy*
- FDC educators and educator assistants accompanying children during transportation hold:
 - an approved first aid qualification and
 - a current approved anaphylaxis management training qualification and
 - an approved emergency asthma management training qualification.
- risk assessments are carried out prior to seeking authorisation for transporting children
- risk assessments for 'regular transportation' are evaluated regularly (at least annually) or whenever a change of circumstances warrants a new assessment- e.g.: route change of vehicle due to

roadworks, additional pick-up points or new provider of transport, to ensure potential risks are identified and managed

- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence
- education on road safety for children is included in the FDC Service's programming (for example Kids and Traffic, Vic Roads Primary School roads information)
- the maximum number of children approved for a FDC service is adhered to no matter where the children are located, including when they are being transported by the Service [S. 51(4A)]
- messages from families regarding attendance changes to pick up or drop offs are communicated to FDC educators

FDC COORDINATORS/ FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL ENSURE:

- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- effective and adequate supervision is provided when children are being transported. Consideration must include:
 - the number, age and ability of children
 - visibility and accessibility
 - physical positioning of educators
 - risks related to the mode of transportation (including travel on foot)
 - risks in the environment, location and while travelling
 - the experience, knowledge and skill of each educator
- parents/guardians complete a written authorisation for regular transportation of their child and a copy of this is filed in the child's enrolment record
- educator to child ratio requirements is maintained at all times
- children are never left unattended in the vehicle
- annual checks are made for all restraints/car seats by a registered restraint fitter (Best practice)
- the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence and are licenced to carry the required number of passengers for the purpose
- educators adhere to the road rules and regulations mandated by law within each state/territory
- children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to NSW Road Rules and Road Transport Act

- children remain seated and secured in child restraints and do not behave in a dangerous or inappropriate manner
- rehearsals for transportation of children are conducted throughout the year as 'best practice'
- flow charts for procedures of what to do in case of an emergency (missing or unaccounted child) are clearly communicated with all stakeholders regularly, including implementation of the *Missing Child During Regular Transportation Procedure*
- a working mobile phone or other similar means of communication to communicate with the principal office, coordinator, parents/carers is carried in case of emergency
- a list of emergency contact numbers for the children being transported is available at all times
- the *Administration of First Aid Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- compliance with first aid requirements of Regulation 136 is met at all times
- an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- medication, health plans and risk assessments for individual children are taken when transporting children
- children are instructed on processes for entering and exiting the FDC residence or approved venue
- children's attendance is checked against an accurate attendance record showing when children are within the care of the FDC service/ FDC educator
- children's attendance is checked by the FDC educator before departure from the designated pick-up location and marked as present as they disembark from the vehicle
- procedures for the safe handover of children between the FDC Service and other educational site is documented correctly (if applicable) and clearly communicated with all stakeholders
- children exit the vehicle using the 'safety door'
- safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- educators are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service
- every effort will be made to notify parents/carers of delays returning to the FDC residence or venue if applicable

PICKING UP CHILDREN AND DURING TRANSPORTATION

- the vehicle is parked in a safe location close to the entry of the FDC residence or venue
- all children accompany the FDC educator or educator assistant when leaving the residence

- a 'head count' and check of 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.
- children are signed into the service attendance record upon collection, noting the time children enter the vehicle
- if both the FDC educator and educator assistant are travelling in the vehicle, a check of the home must be conducted prior to departure to ensure no children are left behind
- children are safely secured into their seats/restraints
- children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children
- children are to remain seated and secured in appropriate child restraints until the vehicle/bus has completely stopped
- the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations
- under no circumstances will the driver of the vehicle/bus supervising the children use handheld mobile phones unless safely parked
- under no circumstances will the driver and/or FDC educator supervising children be under the influence of alcohol or drugs
- 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.

DROPPING OFF CHILDREN

- at each stop, the FDC educator and/or educator assistant must park the vehicle and turn off the ignition at a safe and secure location (pre-determined)
- children are to remain seated until the vehicle/bus has completely stopped
- if the child is being collected or dropped off to a school or a venue that requires the FDC educator to escort the child to that location, the vehicle must be parked, and all children accompany the FDC educator
- children must never be left unsupervised in the vehicle
- if an educator assistant is travelling with the FDC educator, one of these adults may remain in the vehicle to supervise children whilst a child/ren is delivered safely to their venue/location and signed in
- the FDC educator/educator assistant will assist children to safely disembark the vehicle/bus
- children will exit the vehicle/bus using the 'safety door' or door located near the kerb

- the FDC educator/educator assistant will ensure the child/ren are safely delivered to their location and into the care of a specific person (OSHC educator, kindergarten teacher, preschool educator) as authorised by the parent/carer
- children are signed out of the service attendance record upon drop off, noting the time children exit the vehicle.

RETURNING TO THE FDC RESIDENCE/VENUE

- the FDC educator will park the vehicle in a safe location close to the entry of the FDC residence or venue
- children will be removed from their restraints and escorted inside the residence
- a 'head count' of children against the attendance record will be checked by the FDC educator once inside the residence
- a signed copy of the roll/attendance record should be kept as a record for inspection by the Regulatory Authority (best practice)
- once the children have been removed from the vehicle the FDC educator and/or educator assistant will conduct a final thorough sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind.
- checks should be marked as completed and signed by the FDC educator and/or educator assistant and kept on record as best
- any child is unaccounted for, the FDC educator must follow the *Missing Child During Regular Transportation Procedure*. This will include:
 - physical search of the vehicle (including under the vehicle)
 - contacting other relevant locations- school, park, library and request an immediate search
 - contact the police and child's parents/carers
 - contact FDC scheme Coordinator/Nominated Supervisor
 - notify regulatory authority of a serious incident within 24 hours with the support of the approved provider.

SAFE MAINTENANCE OF TRANSPORTATION VEHICLE

The Approved Provider, Nominated Supervisor, Coordinator and FDC educator will ensure:

- the transportation vehicle is fitted with the required seat belts and child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- there are sufficient seat belts installed for all passengers in accordance with current Australian Safety Standards- (AS/NZS 1754)

- the vehicle has enough fuel to transport the children each day as in accordance with schedule
- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- any repairs are completed as soon as possible by a qualified mechanic
- checks of the vehicle should be recorded, signed by the relevant person and kept for inspection by the Regulatory Authority
- all drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle
- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities
- educators/drivers wear/have access to a high visibility vest
- every effort will be made to notify parents/carers of delays returning to the FDC Service if applicable.

FAMILIES WILL:

- adhere to the Service's Delivery of children to, and collection from Education and Care Service Premises *Policy* and *Safe Transportation Policy*
- 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)
- notify the Service and FDC educator if their child is going to be absent on a particular day and not require transport
- ensure written authorisation/permission for transportation of their child by the FDC educator/and service is granted by either the parent or authorised nominee named in the child's enrolment record
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly
- sign attendance record upon delivery or collection of child to the service in accordance with the *Delivery of Children to, and Collection from Education and Care Service Premises Policy*

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Safe Transportation Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

Kids and Traffic- Early Childhood Road and Safety Education Program

- Transporting children safely- Guidance on Understanding safe transport and travel requirements for education and care service providers (2020).
- Safe Travel and Transport- Advice for working with children, families, schools and communities (2020).

SOURCE

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

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Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. (2011) (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Revised National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.

Queensland Government Early Childhood Education and Care (2021) [Guidelines for health and safety- Transportation](#)

Vic Roads- Primary school road safety education resources

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY:	Sharmeena Jaweed	Nominated Supervisor	Aug 2023
POLICY REVIEWED	JULY/ JANUARY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V9.07.23		
MODIFICATIONS	JULY • Merging of some content under AP/NS/Coordinator headings • repeated information deleted • hyperlinks checked and repaired as required JANUARY • Review of policy as per recommendations from ACECQA for FDC services to apply the amendments for safety requirements to all periods of transportation including single trips. Effective 1 March 2023		

	Merging of some content into 'The AP/NS/Coordinator/educator' section	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY/SEPTEMBER 2022	- policy maintenance - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required - September (2022) small edits following Kids and Traffic information Continuous improvement section, <i>effective</i> supervision, clear communication with all stakeholders	JULY 2023
OCTOBER 2021	- Additional law/regulations added- ACECQA Guidelines to Policy and Procedure document (August 2021) - Additional consideration for risk assessment included - further information related to dropping children off at various stops/venues included to ensure safety of children at all times - additional section 'Returning the FDC residence' added - checks of the vehicle after disembarkation to be recorded as best practice - information added regarding unaccounted children	JULY 2022
OCTOBER 2020	- relevant National Law added - clarification of adequate supervision added - additional information re: communication/telephone - additional resources added- Kids and Traffic	JULY 2021
AUGUST 2020	New policy created for Family Day Care Services	JULY 2021

CYBER SAFETY POLICY

Cyber safety is the safe and responsible use of Information and Communication Technologies (ICT). It involves being respectful of other people online, using good 'netiquette' (internet etiquette), and above all, is about keeping information safe and secure to protect the privacy of individuals. Our Family Day Care (FDC) Service is committed to create and maintain a safe online environment with support and collaboration with family day care educators, families and community. As a child safe organisation, our Service embeds the Child Safe Standards and continuously address risks to ensure children are safe in physical and online environments.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management System	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
168	Education and care services must have policies and procedures
169	Additional policies and procedures for family day care service
181	Confidentiality of records kept by approved provider
195	Application of Commonwealth Privacy Act 1988
196	Modifications relating to National Education and Care Services Privacy Commissioner and Staff

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Data Policy CCS Personnel Policy CCS Governance Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy	Fraud Prevention Policy Personnel Policy Privacy and Confidentiality Policy Programming Policy Photography Policy Record Keeping and Retention Policy Technology Usage Policy

PURPOSE

To create and maintain a cyber safe culture that works in conjunction with our Family Day Care Service philosophy, and privacy and legislative requirements to ensure the safety of enrolled children, educators and families.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC 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

IMPLEMENTATION

Cyber Safety encompasses the protection of users of technologies that access the Internet, and is relevant to devices including computers, iPads and tablet computers, mobile and smart phones and any other wireless technology (including personal wearable devices- smart watches). With

increasingly sophisticated and affordable communication technologies, there is a candid need for children and young people to be informed of both the benefits and risks of using such technologies. More importantly, safeguards should be in place to protect young children from accidentally stumbling upon or being exposed to unsuitable material or content.

Our Family Day Care Service ensures educators have demanding cyber safety practices and education programs in place, which are inclusive of appropriate use agreements for educators and families. Our educational software (Harmony) 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 risks associated with internet use, including privacy and bullying breaches. Upon signing the Service's agreement, families and educators will have access to the educational software program.

EDUCATIONAL SOFTWARE PROGRAM

Our Family Day Care Service uses **Harmony** which is a password protected private program for children, educators and families to share observations, photos, videos, daily reports, and portfolios. Families are able to view their child/children's learning and development and contribute general comments relating to their child or comment on an observation or daily report.

FDC educators are alerted and on their dashboard when a family member has added a comment. Likewise, families are notified via email when the FDC educator has posted about their child.

Access to a child's information and development is only granted to a child's primary guardians. No personal information is shared with any third party.

CCS SOFTWARE

Our Family Day Care Service uses **Harmony** which is a third-party software system to access the Child Care Subsidy System (CCSS). The software is used to manage the payment and administration of the Child Care Subsidy (CCS).

Review of CCS software: The approved provider will ensure the CCS software has policies and procedures regarding safe storage of sensitive data before using the software, the approved provider

will review the privacy policy of the CCS software on a yearly basis or as required. The approved provider will review any potential threats to software security on a **yearly** basis. The nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online [Notifiable Data Breach Form](#)

All Personnel using the software will have their own log in username and password. The approved provider will ensure all Personnel using the software will have their own log in username and password. Authorised users are encouraged to change their passwords every 6 months.

Each Personnel who is responsible for submitting attendances and enrolment notices to CCS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service.

The approved provider will review staff log ins on a monthly/ yearly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS. See: *Cyber Safety Procedure*

REVIEW OF CCS SOFTWARE PROCEDURE:

Review	How often	By Whom
All staff use an individual log-in to access CCS software	Upon employment, Yearly, As required	Approved Provider and Director/ Nominated Supervisor
Privacy policy of CCS software	Initial access to CCS software Yearly As required	Approved Provider
Any breaches of sensitive data relating to Enrolments	Upon notification	Approved Provider

CONFIDENTIALITY AND PRIVACY:

- the principles of confidentiality and privacy extend to accessing or viewing and disclosing information about personnel, children and/or their families, which is stored on the FDC Service's network or any device
- privacy laws are such that FDC educators or other employees should seek advice from FDC 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)

- a permission to publish form must be signed by parents /guardians to ensure children's privacy, safety and copyright associated with the online publication of children's personal details or work
- **Department of Education NSW** guidelines are followed regarding issues of privacy, safety, and copyright associated with the online publication of children's personal details or work
- all material submitted for publication on the FDC Service Internet/Intranet site should be appropriate to the Service's learning environment
- material can be posted only by those given the authority to do so by the FDC Service management
- the FDC 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.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR/ MANAGEMENT WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all FDC educators, educator assistants, families and visitors are aware of the Service's *Code of Conduct and Confidentiality and Privacy Policies*.
- the Family Day Care Service works with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. Anti-virus and internet security systems including and firewalls can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools are foolproof; they cannot be a substitute for active adult supervision and involvement in a child's use of the internet.
- backups of important and confidential data are made regularly (monthly is recommended)
- backups are stored securely either offline, or online (using a cloud-based service)
- software and devices are updated regularly to avoid any breach of confidential information
- families are referred to the *Dealing with Complaints Policy* and procedure when raising concerns regarding digital technologies and personal data
- all educators and staff are aware that a breach of this policy may initiate appropriate action including the termination of employment
- notification is made to the Office of the Australian Information Commissioner (OAIC) by using the online [Notifiable Data Breach Form](#) in the event of a possible data breach. This could include:

- a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers; dates of birth, allergies, parent phone numbers).
- a data base with personal information about children and/or families is hacked
- personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)
- this applies to any possible breach within the Service or if the device is left behind whilst on an excursion.

FAMILY DAY CARE EDUCATORS WILL:

- ensure to use appropriate netiquette and stay safe online by adhering to FDC Service policies and procedures
- keep passwords confidential and not share with anyone
- log out of sites to ensure security of information
- never request a family member's password or personal details via email, text, or Messenger.
- report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable (See 'Resources' section for where to report).
- obtain parent /guardian permission for children to use computers as part of the enrolment procedure
- ensure that children are never left unattended whilst a computer or mobile device is connected to the internet
- ensure personal mobile phones are not used to take photographs, video or audio recordings of children
- only use educational software programs and apps that have been thoroughly examined for appropriate content prior to allowing their use by children
- provide parents and families with information about the apps or software programs accessed by children at the FDC Service
- participate in professional development regarding online safety
- provide online safety for children by adhering to policies and procedures that align to the National Child Safety Principles- Child Safe Standards
- ensure that appropriate websites are sourced for use with children prior to searching in the presence of children
- ensure privacy filters and parental control settings are turned on and used when children are accessing digital technologies online
- use a search engine such as 'Kiddle' rather than Google to search for images or information with children (See 'Resources' section).

FAMILIES WILL:

- be aware that when sharing anything using technologies such as computers, mobile devices, email, or any device that connects to the internet, you and everyone else invited to your account understands about *netiquette* and staying safe online and ensures privacy laws are adhered to
- be aware that when it comes to your own children, it is your choice what you share outside of the Service. Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to ensure that whatever is shared, is in your children's best interests
- be mindful of what you publish on social media about your child as this may form part of their lasting digital footprint
- consider installing *Family Friendly Filters* to limit access to certain types of content on devices such as mobile phones and computers
- consider installing parental controls on streaming services to ensure children are not able to access inappropriate material
- consider developing a *Family Tech Agreement* to establish rules about use of devices at home
- be aware that sometimes other children in the Service may feature in the same photos, videos, and/or observations as their children. In these cases, families are never to duplicate or upload them to the internet/social networking sites or share them with anyone other than family members
- access further information about eSafety to help protect their children and be cyber safe.

BREACH OF POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement.

RESOURCES

Australian Government eSafety commission <https://www.esafety.gov.au/educators>

eSafety Early Years Online safety for under 5s. <https://www.esafety.gov.au/sites/default/files/2020-02/Early-years-booklet.pdf>

eSmart Alannah & Madeline foundation www.esmart.org.au

Family Tech Agreement. eSafety Early Years Online safety for under 5s

https://www.esafety.gov.au/sites/default/files/2020-01/Our%20Family%20Tech%20Agreement_0.pdf

Kiddle is a child-friendly search engine for children that filters information and websites with deceptive or explicit content: <https://www.kiddle.co/>

Notifiable Data Breaches scheme (NDB) can be made through the Australian Government Office of the Australian Information Commissioner

Receive information on scams that can then be provided to the public. To report an online scam or suspected scam, use the form found here: <https://www.scamwatch.gov.au/report-a-scam>

More information on online fraud and scams can be found on the Australian Federal Police website: <https://www.afp.gov.au/what-we-do/crime-types/cyber-crime>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Cyber Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

CCS Compliance Checklist and Audit	Data Breach Response Template
Cyber Safety Procedure	Data Security Procedure and Checklist
Data Breach Response Procedure	Privacy Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government eSafety commission (2020) www.esafety.gov.au
 Australian Government Department of Education. *Child Care Provider Handbook* (2023)
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Australian Government Office of the Australian Information Commissioner (2019)
<https://www.oaic.gov.au/privacy/notifiable-data-breaches/about-the-notifiable-data-breaches-scheme/>
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Privacy Act 1988.
 Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/03/2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025

VERSION NUMBER	V11.03.24	
MODIFICATIONS	• annual policy review • added reference to the National Child Safe Principles • minor edits within policy for grammatical structure (Families will:) • breach of policy section added • sources checked for currency and repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2023	• update of Department name from Department of Education, Skills, and Employment to Department of Education • policy maintenance (March 2023) • minor formatting edits within text- no major changes • hyperlinks checked and repaired as required • Continuous Improvement/Reflection section added	MARCH 2024
MARCH 2022	• Edits to ensure adherence to CCS data protection • Addition of Dealing with Complaints Policy • Parental controls- privacy filters added • Sources checked	MARCH 2023
AUGUST 2021	• Sources checked and links updated • Additional reference added for CCS Provider Handbook • Updated Related legislation	MARCH 2022
MARCH 2021	• Policy reviewed to align to new 2021 schedule • sources checked for currency	MARCH 2022
OCTOBER 2020	• Additional information added regarding CCS Software security • policy reviewed	MARCH 2021
MARCH 2020	• Additional content added • Additional information added to Family section • Resources added	MARCH 2021
OCTOBER 2019	• Notifiable Data Breach Scheme information added • Re-worded introduction • Deleted irrelevant NQS • Extra points added • Resources section added • Grammar, punctuation and spelling edited • Sources checked for currency • Sources alphabetised	MARCH 2020

MARCH 2018	• Policy created to comply with changes to the Australian Privacy Act	MARCH 2019

IMMUNISATION POLICY

When groups of children are together, illness and disease can spread rapidly. Preventable diseases such as measles and whooping cough can have serious health consequences for children, and especially young children. Staff members who work in an early childhood education and care service are also at increased risk of contracting certain infectious illnesses. Immunisation is a simple, safe and effective way of protecting people against harmful diseases. Our Family Day Care (FDC) Service implements the Australian Government Department of Health, 'No Jab No Play' policy.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
174(2)(a)	Notification to the Regulatory Authority- (a) any serious incident at the approved education and care service
12	Meaning of serious incident
77	Health, hygiene and safe food practices
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures

172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises

RELATED POLICIES

Dealing with Infectious Disease Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Orientation of New Families Policy Pregnancy in Early Childhood Policy Record Keeping and Retention Policy ~~Sick Children Policy~~ Work Health and Safety Policy

PURPOSE

The purpose of this policy is to provide information to manage and prevent the spread of infectious illnesses and diseases. Our FDC Service has a duty of care to ensure that all children, families, and FDC educators are protected from infectious diseases whilst attending an education and care service. Along with maintaining a clean and hygienic environment, this also includes notifying families when an excludable illness or disease is present in a FDC residence/venue, maintaining a record of children's and educators' immunisation status, complying with relevant health department exclusion guidelines, and increasing educators' awareness of cross-infection.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Immunisation is a reliable way to prevent many childhood diseases. Immunisation works by giving the person a vaccine (weakened or killed disease-causing bacteria or virus), against a particular disease. This makes the person's immune system respond in a similar way to how it would respond if they actually had the disease, but with less severe, or possibly no symptoms. The vaccine therefore leads to the creation of antibodies that provide future protection if the person comes into contact with the disease.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community therefore decreases if a large proportion of people are immunised, because the immune

people will not become infected and can protect the vulnerable people; this is known as 'herd immunity'.

Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). As of January 2018, unvaccinated children due to their parent's conscientious objection are no longer able to receive CCS benefits. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be able to receive CCS benefit.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure FDC educators, educator assistants, coordinators staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new engaged educators and employees are provided with a copy of this policy as part of their induction process
- ensure information about immunisation, infectious diseases and exclusion periods is available to families at time of enrolment/orientation and is included in the Family Handbook
- advise parents and families about the [National Immunisation Program \(NIP\)](#)
- ensure that evidence is provided for each child prior to enrolment that confirms the child is fully immunised for their age or has a medical reason not be immunised (Immunisation History Statement from the Australian Immunisation Register (AIR) as evidence)
- provide FDC educators and other staff with information about vaccine-preventable diseases
- develop a staff immunisation record that documents each staff members' and approved FDC educators' previous infection and immunisations (include dates)
- require all new and current FDC educators and staff to complete the staff immunisation record
- update staff immunisation records as staff/educators become vaccinated
- take all reasonable steps to encourage non-immune staff and FDC educators to be vaccinated
- document advice given to FDC educators and other staff, and any refusal to comply with vaccination requests
- review children's immunisation regularly, updating the child's records kept at the FDC service, and sending reminder letters and emails to families as required
- provide updates to FDC educators for their own records

- provide wall charts about childhood immunisation schedules to FDC educators to display in their residence/venue
- notify families when an outbreak of a vaccine-preventable disease occurs through various channels of communication:
 - verbally
 - through a letter from the FDC educator or Approved Provider
 - posting a note or sign at the entry of the residence
 - via electronic message- text message or email
- notify the Regulatory Authority of any incidence of a notifiable infectious illness or disease
[ACECQA contact regulatory authority](#)
- exclude any child who is not immunised from the FDC Service if and when an outbreak of a vaccine-preventable disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised but the immunisation record has not been sighted by the FDC Service, the child is to be considered as not being immunised
- advise any FDC educator, educator assistant or coordinator who falls pregnant to discuss [Cytomegalovirus during pregnancy](#) (CMV) with their doctor and inform management so that their individual risk can be assessed and managed. There is NO vaccination to prevent against infection with CMV. Educators working with young children in ECEC services have an occupational risk of contracting CMV. [see: Pregnancy in Early Childhood Policy]

FAMILIES WILL:

- adhere to the Service's policies regarding *Dealing with Infectious Diseases, Immunisation Incident, Injury, Trauma and Sickness Policies* and exclusion requirements
- provide the FDC Service with a copy of one or more of the following documents:
 - An Australian Immunisation Register (AIR) Immunisation History Statement which shows that the child is 'up to date' with their scheduled vaccinations; or
 - An AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
 - An AIR Immunisation Medical Exemption Form which has been certified by a GP
- provide the FDC service with an updated copy of their child's current immunisation record every 6 months, or when the next scheduled immunisation has been completed. A current AIR Immunisation History Statement can be accessed at any time by the parent/guardian through logging in to their Medicare online account: [myGov website](#).

- support their child's exclusion from the Service if there is an outbreak of a vaccine preventable disease at the Service or if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the Service.

INFORMATION TO BE DISPLAYED IN EACH FAMILY DAY CARE RESIDENCE/VENUE AND PRINCIPAL OFFICE

INFORMATION	WEBSITE/INFORMATION	PHONE NUMBER
The National Immunisation Program (NIP) Service	https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program	1800 020 103
Notification of an occurrence of an infectious disease/vaccine preventable disease	Notify local Public Health Unit Provide information to families about the infectious disease- Children unimmunised against vaccine preventable diseases must be excluded from care	1300 066 055
Australian Government Department of Health	In the event of a community spread virus- (COVID-19) publications from Government agencies will be displayed https://www.health.gov.au/resources/collections/coronavirus-covid-19-campaign-resources	1800 020 080

AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH- IMMUNISATION SAVES LIVES

Currently there are different immunisation requirements for early childhood education and care services across states and territories. Information on immunisation requirements is listed below.

New South Wales (NSW)
Children must be fully immunised to attend early childhood education and care services. A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services.

The National Immunisation Program (NIP) Schedule **TO BE DISPLAYED IN THE SERVICE** can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portfolio>

- NSW Health Phone number: 02 9391 9000
- Local NSW Public Health Unit Contact Details:
<http://www.health.nsw.gov.au/Infectious/Pages/default.aspx>
- NSW Health Immunisation Schedule
<https://www.health.nsw.gov.au/immunisation/Pages/immunisation-providers.aspx>
- Immunise Australia National Hotline: 1800 671 811
- Australian Government, Department of Human Services:
<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

RESOURCES

AIR General Enquiries line 1800 653 809

Australian Government Services Australia *Australian Immunisation Register*

<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register>

[NSW Government Immunisation Enrolment Toolkit](#)

Sharing Knowledge About Immunisation. (2020). <http://talkingaboutimmunisation.org.au/>

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

[Victoria State Government Immunisation enrolment toolkit for early childhood services](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Immunisation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government. Department of Health (2019). *National Immunisation Strategy for Australia 2019-2024*

https://www.health.gov.au/sites/default/files/national-immunisation-strategy-for-australia-2019-2024_0.pdf

Australian Government Department Of Health National Immunise Program:

<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Australian Government. Services Australia. [Australian Immunisation Register](#)

Australian Government. Services Australia. (2023). [Immunisation requirements](#)

Australian Government. Services Australia: [How to get immunisation statements](#)

Australian Government Department Of Health National Immunise Program:

<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Federal Register of Legislation *Privacy Act 1988*.

National Centre for Immunisation Research and Surveillance (NCIRS). No Jab No Play, No Jab No Pay:

<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

NSW Public Health Act- NSW Government (2023) [Questions and answers about vaccination requirements for child care](#)

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy](#).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V8.03.24		
MODIFICATIONS	- annual policy maintenance - minor edits within policy - updated information re: CMV for staff/educators who are pregnant		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MARCH 2023	- annual policy maintenance - additional regulations added - name change of Control of Infectious Disease Policy to <i>Dealing with Infectious Disease Policy</i> - Vaccination requirements for COVID 19 removed - hyperlinks checked and repaired as required - Continuous improvement section added - link to Western Australian Education and Care Services National Regulations added in 'Sources'		MARCH 2024
MARCH 2022	- Review of policy as per annual cycle - No major edits		MARCH 2023
OCTOBER 2021	Additional information added to reflect mandatory COVID-19 vaccination requirements for NSW/VIC		MARCH 2022

	- FDC residence in NSW must not open unless all adults in residence are fully vaccinated against COVID-19 - state by state immunisation requirements for enrolment added - updated sources (broken links updated)	
MARCH 2021	- addition related to CCS requirements for immunisation - updates to reflect 'no jab no play' in each state/territory - links to each state/territory immunisation schedules checked and edited as required - further resources added	MARCH 2022
MARCH 2020	- additions to introduction - Additional information added to content - Resource section added - Jurisdiction specifications checked for currency	MARCH 2021
MARCH 2019	- New immunisation requirements changed to past tense. - Grammar, punctuation and spelling edited. - Additional information added to points. - Sources checked for currency. - Sources/references corrected and alphabetised.	MARCH 2020
MARCH 2018	Policy created to comply with changes to immunisation requirements	MARCH 2019

INCIDENT, INJURY, TRAUMA & ILLNESS POLICY

The health and safety of Family Day Care (FDC) educators, educator assistants, children, families and visitors to Kidzone Family Day Care (FDC) Service is of the utmost importance. We aim to reduce the likelihood of incidents, illness, accidents and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

We acknowledge that in FDC Services, illness and disease can spread easily from one child to another, even when implementing the recommended hygiene and infection control practices. Our FDC Service aims to minimise illnesses by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases and adhere to exclusion periods recommended by public health units.

When groups of children play together and are in new surroundings accidents causing injuries and illnesses may occur. Our FDC Service is committed to effectively manage our physical environment to allow children to experience challenging situations whilst preventing serious injuries.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.165	Offence to inadequately supervise children

Sec. 174	Offence to fail to notify the regulatory authority
Sec. 174A	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
93	Administration of medication
95	Procedure for administration of medication
97	Emergency and evacuation procedures
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
169	Additional policies and procedures-family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
176	Time to notify certain circumstances to regulatory authority
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy	Family Communication Policy
Administration of Medication Policy	Handwashing Policy
Anaphylaxis Management Policy	Health and Safety Policy
Asthma Management Policy	Immunisation Policy
Child Safe Environment Policy	Medical Conditions Policy
Dealing with Infectious Disease Policy	Pregnancy in Early Childhood Policy
Delivery of Children to, and collection from	Privacy and Confidentiality Policy
Education and Care Service Premises	Record Keeping and Retention Policy
Diabetes Management Policy	Road Safety Policy
Enrolment Policy	Safe Transportation Policy
Epilepsy Policy	Work, Health and Safety Policy

PURPOSE

Kidzone FDC service has a duty of care to respond to and manage illnesses, accidents, incidents, and trauma that may occur at the Service to ensure the safety and wellbeing of children, FDC educators, educator assistants, coordinators and visitors. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases and provide guidance of the required action to be taken in the event of an incident, injury, trauma or illness occurring when a child is educated and cared for.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for incident, injury, trauma and illness and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021). In the event of an incident, illness, injury or trauma, FDC educators will implement the guidelines set out in this policy to adhere to National Law and Regulations and management will inform the regulatory authority as required.

Our Service requires FDC educators to implement risk management planning to identify any possible risks and hazards in their learning environments and practices. Where possible, FDC educators have eliminated or minimised these risks as is reasonably practicable by implementing risk management strategies and providing adequate supervision to ensure children are protected from harm or hazards. FDC educators will follow this policy and procedures to minimise the impact of incidents and injury to children.

In the event of a serious injury or accident, an ambulance will be called immediately, and the FDC

educator will follow any instructions provided by emergency services. FDC educators will ensure parents/guardians are contacted as soon as practicable and the principal office of our FDC Service will also be contacted.

Our FDC Service will ensure we review and evaluate our policies and procedures and ensure that educators' physiological wellbeing is supported following any serious incident, injury or trauma. The approved provider or nominated supervisor must be contactable by the FDC educator at all times education and care is provided.

INJURY, INCIDENT OR TRAUMA

In the event of any child, educator, volunteer or visitor having an accident at the FDC Service, residence or venue, the FDC educator will attend to the person immediately and follow the *Administration of First Aid procedure*. The FDC educator will:

- ensure any workplace incident, injury or trauma will be investigated, and records kept as per WHS legislation and guidelines
- contact the nominated supervisor/coordinator for support and assistance
- ensure supervision is provided to other children in care at the residence or approved venue
- provide details for notification to the regulatory authority to the approved provider if the incident or injury is a notifiable incident
- complete an *Incident, Injury, Trauma and Illness Record* and ensure parents have verified the information, signed and dated the record
- keep a copy of all records on file at the FDC residence and principal office.

DEFINITION OF SERIOUS INCIDENT

Regulations require the approved provider or nominated supervisor to notify regulatory authority **within 24 hours of any serious incident at the Kidzone FDC Service** through the [NQA IT System](#).

A serious incident (Reg. 12) is defined as any of the following:

a) The death of a child:

- (i) while being educated and cared for by an Education and Care Service or
- (ii) following an incident while being educated and cared for by an Education and Care Service.

(b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:

- (i) a reasonable person would consider required urgent medical attention from a registered medical practitioner or
- (ii) for which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb and anaphylaxis reaction
- (c) Any incident or emergency where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought (eg: severe asthma attack, seizure or anaphylaxis)
- (d) Any circumstance where a child being educated and cared for by an Education and Care Service
 - (i) Appears to be missing or cannot be accounted for or
 - (ii) Appears to have been taken or removed from the Education and Care Service premises in a manner that contravenes these regulations or
 - (iii) Is mistakenly locked in or locked out of the Education and Care Service premises or any part of the premises.

A serious incident should be documented in an *Incident, Injury, Trauma and Illness* record as soon as possible and within 24 hours of the incident, with any evidence attached.

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

An *Incident, Injury, Trauma and Illness* record contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for at the Kidzone FDC Service. The record will include:

- name and age of the child
- circumstances leading to the incident, injury, illness
- time and date the incident occurred, the injury was received, or the child was subjected to trauma
- details of any illness which becomes apparent while the child is being cared for including any symptoms, time and date of the onset of the illness
- details of the action taken by the educator including any medication administered, first aid provided or medical professionals contacted
- details of any person who witnessed the incident, injury or trauma
- names of any person the educator notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and the time and date the record was made

FDC educators are required to complete documentation of any incident, injury or trauma that occurs when a child is being educated and cared for by the FDC Service. This includes recording incidences of

biting, scratching, dental or mouth injury. Due to Confidentiality and Privacy laws, only the name of the child injured will be recorded on the *Incident, Injury, Trauma or Illness Record*. Any other child/ren involved in the incident will not have their names recorded. If other children are injured or hurt, separate records will be completed for each child involved in the incident. Parents/authorised nominee must acknowledge the details contained in the record, sign and date the record on arrival to collect their child. All *Incident, Injury, Trauma and Illness Records* must be kept until the child is 25 years of age. (See: *Record Keeping and Retention Policy*).

MISSING OR UNACCOUNTED FOR CHILD

At all times, reasonable precautions and adequate supervision is provided to ensure children are protected from harm or hazards. However, if a child appears to be missing or unaccounted for, removed from the FDC residence or venue premises that breaches the National Regulations or is mistakenly locked in or locked out of any part of the service, a serious incident notification must be made to the regulatory authority.

A child may only leave the FDC Service in the care of a parent, an authorised nominee named in the child's enrolment record or a person authorised by a parent or authorised nominee or because the child requires medical, hospital or ambulance care or other emergency.

FDC educators must ensure that

- the attendance record is regularly cross-checked to ensure all children signed into the FDC Service are accounted for
- children are supervised at all times
- visitors to the service are not left alone with children at any time
- a headcount of children is conducted as the visitor leaves the residence

Should an incident occur where a child is missing from the FDC Service, the educator will:

- attempt to locate the child immediately by conducting a thorough search of the residence and premise (checking any areas that a child could be locked into by accident)
- cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out by another person – e.g.: educator assistant or coordinator
- if the child is not located within a **10-minute** period, the educator will notify emergency services and notify the parent/s or guardian and the Approved Provider of the Family Day Care Service
- continue to search for the missing child until emergency services arrive whilst providing supervision for other children in care

- provide information to Police such as: child's name, age, appearance, (provide a photograph), details of where the child was last sighted.

If a child is missing during or following transportation the *Missing Child During Regular Transportation Procedure* is to be followed.

The approved provider is responsible for notifying the regulatory authority of a serious incident within 24 hours of the incident occurring.

HEAD INJURIES

All head injuries will be considered as serious and should be assessed by a doctor or the nearest hospital. In the event of a head injury, the FDC educator will assess the child, administer any urgent First Aid and notify parents/guardians to collect their child.

Emergency services will be contacted immediately on 000 if the child:

- has sustained a head injury involving high speeds or fallen from a height (play equipment)
- loses consciousness
- seems unwell or vomits several times after hitting their head

(see: *Head Injury Guide and Procedure*)

The FDC educator must contact the principal office of the FDC Service at the time of the incident and also after the child has been collected or transferred to hospital. An *Incident, Injury, Trauma and Illness* record must be completed and signed by the parent. The approved provider will notify the regulatory authority on behalf of the Family Day Care educator.

TRAUMA

Trauma is defined as 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 (bush fires), assault, and threats of violence, domestic violence, neglect or abuse and war or terrorist attacks. Parental or cultural trauma can also have a traumatising effect on children. This definition firmly places trauma into a developmental context: *"Trauma changes the way children understand their world, the people in it and where they belong"* (Australian Childhood Foundation, 2010).

Trauma can disrupt the relationships a child has with their parents, educators and staff who care for them. It can transform children's language skills, physical and social development and the ability to manage their emotions and behaviour.

Behavioural response in babies and toddlers who have experienced trauma may include:

- Avoidance of eye contact
- Loss of physical skills such as rolling over, sitting, crawling, and walking
- Fear of going to sleep, especially when alone
- Nightmares
- Loss of appetite
- Making very few sounds
- Increased crying and general distress
- Unusual aggression
- Constantly on the move with no quiet times
- Sensitivity to noises.

Behavioural responses for pre-school aged children who have experiences trauma may include:

- new or increased clingy behaviour such as constantly following a parent, carer around
- anxiety when separated from parents or carers
- new problems with skills like sleeping, eating, going to the toilet and paying attention
- shutting down and withdrawing from everyday experiences
- difficulties enjoying activities
- being jumpier or easily frightened
- physical complaints with no known cause such as stomach pains and headaches
- blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust to the way they are feeling. When parents, educators and staff take the time to listen, talk, and play they may find children begin to say or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for educators to be patient when dealing with a child who has experienced a traumatic event. It may take time to understand how to respond to a child's needs and new behaviours before parents, educators and staff are able to work out the best ways to support a child. It is imperative to realise that a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour.

Educators can assist children dealing with trauma by implementing trauma-informed practice including:

- getting children to identify their emotions
- debriefing with children after any incident, illness or trauma to support their understandings of the events
- providing opportunities for children to voice their feelings, ask questions and talk
- supporting children to regulate their emotions and build positive relationships
- observing the behaviours and expressed feelings of a child and documenting responses that were most helpful in these situations
- creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time
- having quiet time such as reading a story about feelings together
- 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)
- helping children understand their feelings by using reflecting statements (e.g., 'you look sad/angry right now, I wonder if you need some help?').

There are a number of ways for parents, educators to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

STRATEGIES TO ASSIST FAMILIES AND EDUCATORS TO COPE WITH CHILDREN'S STRESS OR TRAUMA MAY INCLUDE:

- taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another educator or staff member if possible.
- planning ahead with a range of possibilities in case difficult situations occur.
- 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.
- using supports available to you within your relationships (e.g., family, friends, colleagues).
- identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.
- accessing support resources- BeYou, Emerging Minds, Kids Help Line

Living or working with traumatised children can be demanding so it is important to be aware of your own responses and seek support from management when required.

An *Incident, Injury, Trauma and Illness Record* must be completed detailing the trauma the child was subjected to, the time and date and circumstances as per Regulation 87.

ILLNESS MANAGEMENT

To reduce the transmission of infectious illness, our FDC Service implements effective hygiene and infection control routines and procedures as per the *Staying healthy: Preventing infectious diseases in early childhood education and care services guidelines*. If a child is unwell or displaying symptoms of a cold or flu virus, parents are requested to keep the child away from the Service. Infectious illnesses can be spread quickly from one person to another usually through respiratory droplets or from a child or person touching their own mouth or nose and then touching an object or surface.

PREVENTING THE SPREAD OF ILLNESS

Practising effective hygiene helps to minimise the risk of cross infection within our FDC Service.

FDC Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands with soap and water for at least 20 seconds after touching their mouth, eyes or nose.

Handwashing techniques are practised by all educators and children routinely using soap and water before and after eating and when using the toilet and drying hands thoroughly with paper towel. (See *Handwashing Policy*).

After wiping a child's nose with a tissue, educators will dispose the tissue in a plastic-lined bin and wash their hands thoroughly with soap and water and dry using paper towel.

All surfaces including bedding (mat, cushions) used by a child who is unwell, will be cleaned with soap and water and then disinfected.

Parents, families and visitors are requested to wash their hands upon arrival and departure at the Service or use an alcohol-based hand sanitizer. (Note: alcohol-based sanitizers must be kept out of reach of children and used only with adult supervision.)

CHILDREN ARRIVING AT THE FDC SERVICE WHO ARE UNWELL

FDC educators will not accept a child into care if they:

- have a contagious illness or infectious disease

- are unwell and unable to participate in normal activities or require additional attention
- **have had a temperature and/or** have been vomiting in the last 24 hours- as reported by a parent **(best practice recommendation)**
- have had diarrhoea in the last 48 hours
- have started a course of antibiotics in the last 24 hours
- have been given medication for a temperature prior to arriving at the Service (for example: Panadol)

IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

Family Day Care educators are not doctors and are unable to diagnose an illness or infectious disease. To ensure the symptoms are not infectious and to minimise the spread of an infection, medical advice is required to ensure a safe and healthy environment.

Children who appear unwell at the FDC Service will be closely monitored and if any symptoms described below are noticed, or the child is not well enough to participate in normal activities, parents or an emergency contact person will be contacted to collect the child as soon as possible. A child who is displaying symptoms of a contagious illness (vomiting, diarrhoea) will be moved away from the rest of the group, where possible and supervised until he/she is collected by a parent or emergency contact person.

SYMPTOMS INDICATING ILLNESS MAY INCLUDE:

- behaviour that is unusual for the individual child
- high temperature or fevers
- loose bowels
- faeces that are grey, pale or contains blood
- vomiting
- discharge from the eye or ear
- skin that displays rashes, blisters, spots, crusty or weeping sores
- loss of appetite
- dark urine
- headaches
- stiff muscles or joint pain
- pain
- a stiff neck or sensitivity to light
- continuous scratching of scalp or skin
- difficulty in swallowing or complaining of a sore throat

- persistent, prolonged or severe coughing
- difficulty breathing

HIGH TEMPERATURES OR FEVERS

Children get fevers or temperatures for all kinds of reasons. Most fevers and the illnesses that cause them last only a few days. However sometimes a fever will last much longer and might be the sign of an underlying chronic or long-term illness or disease. Recognised authorities suggest a child's normal temperature will range between 36.0°C and 37.0°C, but this will often depend on the age of the child and the time of day.

WHEN A CHILD DEVELOPS A HIGH TEMPERATURE OR FEVER AT THE FDC SERVICE

- FDC educators will closely monitor the child focusing on how the child looks and behaves and be alert to the possibility of vomiting, coughing or convulsions
- For infants under 3 months old, parents/guardians will be notified immediately for any fever over **38°C** for immediate medical assistance. If a parent is uncontactable, emergency contacts will be contacted. If family members are unable to be contacted and emergency medical assistance is required the FDC educator will follow the *Administration of First Aid Policy* and contact emergency services.
- FDC educators will notify parents when a child registers a temperature of **38°C** or higher
- The child will need to be collected from the FDC Service as soon as possible (within 30 minutes)
- The child will need to be collected from the FDC Service and will not be permitted to return to the Service if they still have a temperature above **38°C** the following day
- FDC educators will complete an *Incident, Injury, Trauma and Illness* record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.).
- Parents/guardians must sign and date this record and verify the information stated upon collection of their child
- A copy of this record must be provided to the coordinator and approved provider
- Emergency services will be contacted should the child have trouble breathing, becomes drowsy or unresponsive or suffers a convulsion lasting longer than five minutes
- In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) on behalf of the educator by the approved provider.

METHODS TO REDUCE A CHILD'S TEMPERATURE OR FEVER

- encourage the child to drink small sips of water
- remove excessive clothing (shoes, socks, jumpers, pants etc.) FDC educators will be mindful of cultural beliefs.
- parents/guardian will be contacted by phone and informed of their child's temperature
- If requested by a parent or emergency contact person and written parental permission to administer paracetamol or ibuprofen has been provided and recorded in the child's enrolment form, the FDC educator or educator assistant may administer paracetamol or ibuprofen (Panadol or Nurofen) in an attempt to bring the temperature down. However, a parent or emergency contact person must still collect the child as soon as possible
- before giving any medication to children, the medical history of the child must be checked for possible allergies
- the child's temperature, time of last dose of medication, time of this medication administered, medication, dosage, and the educator's name will be recorded in the *Incident, Injury, Trauma and Illness Record*. Parents/guardians will be required to sign the *Administration of Medication Form* for the administration of Panadol or Nurofen when collecting the child.

DEALING WITH COLDS/FLU (RUNNY NOSE)

It is very difficult to distinguish between the symptoms of COVID-19, influenza and a cold. If any child, or visitor has any infectious or respiratory symptoms (such as sore throat, headache, fever, shortness of breath, muscle aches, cough or runny nose) they **may be** requested to either stay at home and self-test using a rapid antigen test (RAT). (See: Australian Government [Identifying the symptoms](#))

Colds are the most common cause of illness in children and adults. There are more than 200 types of viruses that can cause the common cold. Symptoms include a runny or blocked nose, sneezing and coughing, watery eyes, headache, a mild sore throat, and possibly a slight fever. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year. As children get older, and as they are exposed to greater numbers of children, they get fewer colds each year because of increased immunity. By 3 years of age, children who have been in group care since infancy have the same number of colds, or fewer, as children who are cared for only at home.

Children can become distressed and lethargic when unwell. Discharge coming from a child's nose and coughing can lead to germs spreading to other children, educators, toys, and equipment.

The FDC educator has the right to send children home if they appear unwell due to a cold or general illness.

Influenza is a highly contagious illness and can spread to others for 24 hours before symptoms start. To prevent the spread of influenza our Service encourages staff and children to be vaccinated once a year.

DIARRHOEA AND VOMITING (GASTROENTERITIS)

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea, and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days.

However, gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. Therefore, if a child does not receive enough fluids, he/she may require fluids intravenously. If a child has diarrhoea and/or vomiting whilst at the FDC residence or venue, the educator will notify parents or an emergency contact to collect the child immediately. In the event of an outbreak of viral gastroenteritis, the FDC educator must inform their coordinator/nominated supervisor and they will contact the local Public Health Unit.

[Public Health Unit- Local state and territory health departments](#)

The FDC educator and coordinator must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. (NSW Government- Health 2019) See: *Illness or Infectious Disease Register*

Children that have had diarrhoea and/or vomiting will be asked to stay away from the educator's care residence or at any Kidzone educator's care residence for **48 hours** after symptoms have ceased to reduce infection transmission as symptoms can reappear after 24 hours in many instances.

An *Incident, Injury, Trauma and Illness Record* must be completed as per regulations. Notifications for serious illnesses must be lodged with the Regulatory Authority and Public Health Unit.

NOTIFYING FAMILIES AND EMERGENCY CONTACT- SICKNESS OR INFECTIOUS ILLNESS

- It is a requirement of the Service that all emergency contacts are able to pick up an ill child within a 30-minute timeframe
- In the event that the ill child is not collected in a timely manner, or should parents refuse to collect the child, a warning letter will be sent to the families outlining FDC Service policies and requirements.

The letter of warning will specify that if there is a future breach of this nature, the child's position may be terminated.

- Parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring
- Families will be notified of any outbreak of an infectious illness (e.g.: Gastroenteritis, whooping cough) within the Service via our notice board, online app or email to assist in reducing the spread of the illness
- When a child has been diagnosed with an illness or infectious disease, the FDC Service will refer to information about recommended exclusion periods from the Public Health Unit (PHU) and *Staying healthy: Preventing infectious diseases in early childhood education and care services*.
- Exclusion periods for illness and infectious diseases are provided to families and included in our Family Handbook and *Dealing with Infectious Disease Policy*.

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

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC policies and procedures are adhered to at all times
- each child's enrolment records include authorisations by a parent or person named in the record for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and if required, transportation by an ambulance service
- accurate attendance records are kept at all times
- parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, incident, injury or trauma occurring at a educator's residence or venue whilst in the care of an educator
- an *Incident, Injury, Trauma and Illness Record* is completed accurately and in a timely manner as soon after the event as possible (within 24 hours)
- if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of any person present at the FDC Service 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
- families are advised to keep their child at home until they are feeling well, and they have not had any symptoms for at least 24-48 hours

- children or Kidzone educators who are diagnosed with an illness or infectious disease may be excluded as per recommended exclusion periods
- families are notified of any infectious diseases circulating the FDC service within 24 hours of detection
- families of a child with complex and chronic medical conditions will be notified in the event of an outbreak of an illness or infectious disease that could compromise their health
- a child who has not been immunised will be excluded from the Kidzone FDC Service if a vaccine preventable disease is reported within the service community and that child is deemed to be in danger of contracting the illness. Please refer to our *Dealing with Infectious Diseases Policy*
- families are notified to collect their child if they have vomited or had diarrhoea whilst at the FDC Service
- FDC educators and educator assistants:
 - hold current ACECQA approved first aid qualification including emergency life support and CPR resuscitation
 - has undertaken current approved emergency anaphylaxis and
 - has undertaken current emergency asthma management training
- first aid kits are suitably equipped and checked on a monthly basis (see *First Aid Kit Checklist*).
- first aid kits are easily accessible when children are present at the FDC residence and during excursions
- CPR charts are displayed in a prominent position in the indoor and outdoor environment
- FDC educators or educator assistants who have diarrhoea, or an infectious disease do not prepare food for others
- cold food is kept cold (below 5 °C) and hot food, hot (above 60°C) to discourage the growth of bacteria
- children are excluded from the FDC Service if the educator feels the child is too unwell to attend or is a risk to other children
- educators, coordinators, visitors and children always practice appropriate hand hygiene and cough and sneezing etiquette
- appropriate cleaning practices are followed
- toys and equipment are cleaned and disinfected on a regular basis which is recorded in the toy cleaning register or immediately if a child who is unwell has mouthed or used these toys or resources
- additional cleaning will be implemented during any outbreak of an infectious illness or virus
- support, advice and tools will be provided to assist educators manage their mental health following any traumatic event/experience

- information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation.

FAMILIES WILL:

- adhere to the Service's policies regarding *Incident, Injury, Trauma and Illness*
- provide authorisation in the child's enrolment record for the FDC educator, approved provider, nominated supervisor to seek medical treatment from a medical practitioner, hospital or ambulance service and if required, transportation by ambulance service
- provide up to date medical and contact information in case of an emergency
- provide emergency contact details and ensure details are kept up to date
- ensure that their child is able to be collected from the FDC Service within a 30-minute timeframe if required due to illness by either a parent or emergency contact
- provide the FDC Service with all relevant medical information, including Medicare and private health insurance
- provide a copy of their child's medical management plans and update these annually or whenever medication/medical needs change
- adhere to recommended periods of exclusion if their child has a virus or infectious illness
- complete documentation as requested by the FDC educator and/or approved provider- *Incident, Injury, Trauma and Illness record* and acknowledge that they were made aware of the incident
- inform the FDC Service if their child has an infectious disease or illness
- provide evidence as required from doctors or specialists that the child is fit to return to care if required- including post-surgery
- complete and acknowledge details in the *Administration of Medication Record* if required

BREACH OF POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action.

RESOURCES

[beyou Bushfire resource](#)

[Emerging Minds Community Trauma Toolkit](#)

[Fever in children- \(health direct.gov.au\)](#)

[Head Injury and concussion](#)

[Minimum periods for exclusion from childcare services](#)

NSW Health [Gastro Pack NSW Health](#)

NSW Health [Stopping the spread of childhood infections factsheet.](#)

Staying Healthy: *Preventing infectious diseases in early childhood education and care services*

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government) Updated Nov 22

Time Out Brochure [Why do I need to keep my child at home?](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Incident, Injury, Trauma and Illness Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

Kidzone Family Day Care - RELATED RESOURCES

Administration of Medication Form or Administration of Paracetamol Record First Aid Checklist Hand Washing Procedure Head Injury Guide and Procedure	Illness Management Procedure Illness or Infectious Disease Register Incident, Injury, Trauma or Illness Record Missing Child During Regular Transportation Procedure Missing Child Procedure

SOURCES

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

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Australian Childhood Foundation. (2010). Making space for learning: Trauma informed practice in schools: <https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf>

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#) V2.0.

Australian Government Department of Health *Health Topics* <https://www.health.gov.au/health-topics>

BeYou (2020) *Bushfires response* <https://beyou.edu.au/bushfires-response>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Health Direct <https://www.healthdirect.gov.au/>

National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services.* Fifth Edition (updated 2013).

NSW Government. Department of Education. Managing COVID cases. <https://education.nsw.gov.au/early-childhood-education/coronavirus/managing-covid-cases>

Raising Children Network: <https://raisingchildren.net.au/guides/a-z-health-reference/fever>

Revised National Quality Standard. (2018).

SafeWork Australia: [First Aid](#)

The Sydney Children's Hospitals network (2020). [Fever](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/03/205
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V12.03.23		
MODIFICATIONS	- major review of policy - rearranged content of policy and responsibilities to align with policy title (incident, injury, trauma and illness) - merged contents of <i>Sick Children's Policy</i> into this current policy - sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2023	- annual policy maintenance - name change of Control of Infectious Disease Policy to <i>Dealing with Infectious Disease Policy</i> - vaccination requirements for COVID 19 removed - updated information on managing positive COVID cases added - hyperlinks checked and repaired as required - continuous improvement section and Resource section added - link to Western Australian Education and Care Services National Regulations added in 'Sources' - procedure removed from policy (available on Desktop)	MARCH 2024	
MARCH 2022	- updated information re: COVID-19 - updated Parent/Family notification for positive COVID-19 - broken links repaired in sources	MARCH 2023	
OCTOBER 2021	- Policy reviewed and included suggested guidelines from ACECQA Incident, Injury, Trauma and Illness (June 2021) - Additional legislative requirements added - Additional related policies	MARCH 2022	

MARCH 2021	• minor edits to policy • currency of links/sources checked • additional Gastro resource	MARCH 2022
SEPTEMBER 2020	• modifications to align with temperature recommendations from Department of Health (37.5°C) • inclusion of table from Victoria Health to guide temperature testing • Risk management strategies to be implemented by FDC educators • Additional section- Incident, Injury, Trauma and Illness records, Missing or Unaccounted for child, Head Injuries • Procedures for FDC educators to follow in event of incident, injury, illness or trauma • additions to <i>Families will</i> section	MARCH 2021
JUNE 2020	• inclusion of COVID-19 risk mitigation strategies • information about COVID-19 included in policy • Public Health Unit information added • additional information related to COVID-19 symptoms added to 'dealing with cold and flu' section • references included to Sick Children and Hand Washing Policy • additional resources and sources added	MARCH 2021
MARCH 2020	• Preventing the spread of illness section added • additional information about fevers and temperatures added • section regarding sponging children to reduce fever deleted (Sydney Children's Hospital recommendation) • additional information for trauma added • sources checked for currency/additional sources added	MARCH 2021
MARCH 2019	• Points in this section re-worded and order of points re-organised for better flow. • Correct references sourced and added to 'sources' • Additional information added to points. • Sources checked for currency.	MARCH 2020

	Sources/references corrected, updated, and alphabetised.	
MAY 2019	Exclusion period for gastroenteritis has been changed to assist in minimising the spread of infection	MARCH 2019
MARCH 2018	Minor, non-critical changes made to the policy in respect of a child's exclusion depending on the illness. Plus some grammatical improvements	MARCH 2019
DECEMBER 2017	Updated the references to comply with the revised National Quality Standards	MARCH 2018
MAY 2017	Modifications made to adhere to Family Day Care Service	TBA

NUTRITION AND FOOD SAFETY POLICY

As per Education and *Care Services National Law and Regulations*, our Family Day Care Service has a nutritional and food safety policy and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

Our Family Day Care Service recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. It is acknowledged that the early childhood setting has an important role in supporting families in healthy eating. Our FDC Service therefore recognises the importance of supporting families to provide healthy food and drink to their children.

We are committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. We support and promote the NSW Health initiative Munch & Move and utilise the Australian Government's *Get Up & Grow-Healthy Eating and Physical Activity for Early Childhood* and *Eat for Health* resources.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu

90	Medical conditions policy
91	Medical conditions policy to be provided to parents
160	Child enrolment records to be kept by approved provider and family day care educator
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures – family day care services
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Administration of First Aid Policy Bottle Safety and Preparation Policy Breastfeeding Policy Child Safe Environment Policy Control of Dealing with Infectious Diseases Policy Enrolment Policy Excursions / Incursions Policy	Family Communication Policy Governance Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Multicultural Policy

PURPOSE

Family Day Care Services are required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. It is essential that our FDC Service partners with families to provide education about nutrition and promote healthy eating habits for young children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

Our FDC Service recognises the importance of healthy eating for the growth, development, and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition.

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined in the NSW Health's *Munch & Move* program into our curriculum and to support the *National Healthy Eating Guidelines for Early Childhood Settings* outlined in the *Get Up & Grow* resources.

Our Service is also committed to ensuring consistently high standards of food preparation and food storage and transportation are adhered to.

SCOPE

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

IMPLEMENTATION

Kidzone Family Day Care has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

All food prepared by the approved FDC educator or families will endeavour to be consistent with the Australian Dietary Guidelines and provide children with 50% of the recommended dietary intake for all nutrients. Food will be served at various times throughout the day to cater for all children's nutritional needs.

Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. This assists in creating a positive and enjoyable eating environment.

Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas will comply with Food Standards Australia and New Zealand (FSANZ) and any relevant local jurisdictional requirements (i.e., local council registrations and inspections).

From **Friday 8 December 2024**, Early Education and Care Services, including Family Day Care Educators, who prepare food, including ready to eat food or meals that have brought into the service by families, must adhere to requirements relating to food safety outlined within the Food Standards Code and Food Act 2003 (Standard 3.2.2A). The revised requirements involve the appointment of a Food Safety Supervisor who must be available to supervise food handlers at the service. It is a requirement that both the Food Safety Supervisor and all food handlers attend food safety training. Additionally, records must be maintained relating to receiving, storage, processing, displaying and

transportation of food. These records must be retained for a period of 3 months. (See: [Changes for home-based and mixed businesses](#))

NUTRITION

ENCOURAGE AND SUPPORT BREASTFEEDING AND APPROPRIATE INTRODUCTION OF SOLID FOODS

Our Family Day Care Service and FDC educators will:

- provide a suitable place where mothers can breastfeed their babies or express breast milk
- support mothers to continue breastfeeding until babies are at least 12 months of age while offering appropriate complementary foods from around 6 months of age
- ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing, and bottle feeding
- in consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age
- where breastfeeding is discontinued before 12 months of age, substitute with a commercial infant formula
- always bottle-feed babies by holding baby in a semi-upright position
- ensure appropriate foods (type and texture) are introduced around 6 months of age
- adjust the texture of foods offered between 6 and 12 months of age to match the baby's developmental stage
- offer a variety of foods to babies from all the food groups
- always supervise babies while drinking and eating, ensuring safe bottle-feeding and eating practices at all times.

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

Where food is provided by the FDC educator, we will:

- provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats, and alternative foods high in protein
- plan and display the FDC Service menu (at least two weeks at a time) that is based on sound menu planning principles and meets 50% of the daily nutritional needs of children
- plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children

- vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas
- regularly review the menu to ensure it meets best practice guidelines
- develop the menu in consultation with children, educators and families
- consult with health professionals to support the menu development including Dietitians for children with special dietary requirements such as vegetarian and vegans, dentists and speech therapists
- respect and accommodate children's cultural or religious dietary practices as requested by families

Where food is brought from home we will:

- provide information to families on the types of foods and drinks recommended for children and that are suitable for children's lunchboxes
- provide information to families on how to read the *Nutritional Information Panel* on food and drink labels
- 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
- strongly discourage the provision of highly processed snack foods high in fat, salt, and/or sugar, and low in essential nutrients in children's lunchboxes. Examples of these foods include sweet biscuits, some muesli bars, breakfast bars and fruit filled bars, and chips.
- food items that should not be brought to the FDC service include confectionary (lollies, sweets, chocolate, jelly), deep fried foods (chicken nuggets, fish fingers) and sugary drinks (cordial, energy drinks).

NOMINATED SUPERVISOR AND COORDINATOR WILL:

- ensure FDC educators and educator assistants are aware of their responsibilities and obligations under the Education and Care Services National Law and National Regulations in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating
- ensure new FDC educators, educator assistants and staff are aware of food practices and procedures as outlined in this policy during induction and orientation
- ensure FDC educators have water readily available for children to drink throughout the day in both the indoor and outdoor environment
- ensure FDC Educators offer food and beverages to children regularly during the day

- ensure enrolment forms include information relating to child's food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices
- consult with families on enrolment to develop individual management plans, including completing Risk Minimisation Plans for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per *Medical Conditions Policy*
- ensure children's individual dietary requirements as per enrolment information or medical condition plans are communicated to FDC educators and educator assistants as required
- ensure any changes to children's individual dietary requirements are recorded and communicated to FDC educators and educator assistants as required
- ensure all FDC educators meet the requirements as a Food Safety Supervisor, including mandatory training, if preparing or serving potentially hazardous food
- keep an up-to-date *Food Safety Certificate Register* to provide evidence of safe food handling training for all food handlers
- keep records relating to receiving, storage, processing, displaying and transportation of food. These records must be kept for a period of 3 months
- ensure all FDC educator assistants attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate
- where food is provided by the educator, ensure FDC educators display the weekly menu in an accessible and prominent area for parents to view,
- where food is provided by the educator, ensure the weekly menu is accurate and describes the food and beverages provided each day of the week
- ensure FDC menus are reviewed on a regular basis, every 6 months. Amendments made to each menu will be recorded
- encourage and provide opportunities for FDC Educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition and food safety practices

FAMILIES DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS WILL:

- ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment
- be aware of children with food allergies, food intolerances, and special diets dietary requirements and consult with families and management to ensure individual management plans are developed

and implemented, including completing Risk Minimisation Plans for children with medical conditions involving food as per *Medical Conditions*

- ensure young children do not have access to foods that may cause choking
- ensure all children remain seated while eating and drinking
- ensure all children are always supervised children whilst eating and drinking
- participate in regular professional development to maintain and enhance knowledge about early childhood nutrition and food safety practices
- participate in safe food handling training on a regular basis, **every 12 months**, including the completion of an appropriate Food Safety and Food Hygiene Certificate
- **meet the requirements as a Food Safety Supervisor, including mandatory training, if preparing or serving potentially hazardous food**
- **keep records relating to the safe handling of food, where required**
- consult with children, families, coordinators and dietitians regarding the review of the service menu
- participate in opportunities to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition
- follow the guidelines for serving different types of food and the serving sizes in the guidelines
- use the Australian Government “eat for health” calculator- www.eatforhealth.gov.au
- display nutritional information for families and keep them regularly updated
- ensure the weekly menu is displayed in an accessible and prominent area for parents to view
- ensure the weekly menu is accurate and describes the food and beverages provided each day of the week
- ensure food is presented attractively
- ensure infants are fed individually
- ensure age and developmentally appropriate utensils and furniture are provided for each child
- not allow food to be used as a form of punishment or to be used as a reward or bribe
- not allow the children to be force fed or being required to eat food they do not like or more than they want to eat
- encourage toddlers to be independent and develop social skills at mealtimes
- establish healthy eating habits in the children by incorporating nutritional information into our program
- talk to families about their child’s food intake and voice any concerns about their child’s eating
- encourage parents to the best of our ability to continue our healthy eating message in their homes

- ensure pets or animals are not present within the kitchen or food preparation areas.

FOOD HYGIENE

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers. Children under five years of age are considered a high-risk group as their immune systems are still developing and they produce less of the stomach acid required to kill harmful bacteria than older children or adults (Foodsafety.gov, 2019).

FDC educators will strictly adhere to food hygiene standards to prevent the risk of food poisoning.

BUYING AND TRANSPORTING FOOD

OUR FAMILY DAY CARE SERVICE WILL ENSURE FDC EDUCATORS

- ensure food supplies have been ordered in a timely manner
- always check labels for the 'use by' and 'best before' dates, understanding that 'use by' dates apply to perishable foods that could potentially cause food poisoning if out of date, whilst 'best before' dates refer to food items with long shelf life but quality could be compromised
- avoid buying food items in damaged, swollen, leaking or dented packaging
- always check eggs: Never buy dirty or cracked eggs
- record temperatures of foods upon delivery (See *Food Delivery and Supplies Register*)
- never buy any food item if unsure about its quality
- ensure fresh meat, chicken, or fish products cannot leak on to other food items
- ensure chilled, frozen, and hot food items are kept out of the 'danger zone' (5 °C to 60 °C) on the trip back to the residence by:
 - not getting chilled frozen, or hot food items until the end of the shopping
 - placing these items in an insulated shopping bag or cooler
 - immediately unpacking and storing these items.

STORING FOOD

FAMILY DAY CARE EDUCATORS WILL:

- ensure the refrigerator and freezer has a thermometer and that the refrigerator is maintained at 5 °C or below and the freezer is maintained at -17 °C or below.
- ensure fridge and freezer temperatures are checked and recorded daily (See *Refrigeration Temperature Control Register*)

- store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods.
- ensure fresh meat is not stored in the fridge for more than 3 days
- ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil
- ensure that all foods not stored in their original packaging are labelled with:
 - the name of the food
 - the 'use by' date
 - the date the food was opened
 - details of any allergens present in the food.
- transfer the contents of opened cans into appropriate containers
- ensure all bottles and jars are refrigerated after opening
- place 'left-over' hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the 'danger zone'.
- not reuse disposable containers (e.g., Chinese food containers)
- store dry foods in labelled and sealed, air-tight containers if not in original packaging
- store dry foods in cupboards or if in a walk-in pantry, on shelving no lower than 30cm from the floor
- not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats)
- store bulk dry foods only in food-safe and airtight containers
- use the FIFO (first in, first out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first
- store cleaning supplies and chemicals separate to food items
- ensure breastmilk or infant formula is stored within the main section of the fridge and clearly labelled with the child's name and date of preparation.

PREPARING AND SERVING FOOD

FAMILY DAY CARE EDUCATORS WILL:

- ensure that all cooked food is cooked through and reaches 75 °C
- document periodic recordings of food (See *Cooking, Cooling & Reheating Register*)
- ensure that cooked food is served promptly, or
- use a thermometer to ensure that hot food is maintained at above 60 °C until ready to serve.

- ensure that prepared cold food is stored in the refrigerator maintained at below 5 °C until ready to serve.
- discard any cooked food that has been left in the 'danger zone' for two or more hours. Do not reheat.
- reheat cooked food (if required, for example for a child who was sleeping at lunch time) to a temperature of 70 °C (but only ever reheat once. Discard if the food is not eaten after being reheated).
- keep cooked and ready-to-eat foods separate from raw foods
- ensure foods are defrosted in the fridge or microwave
- wash fruit and vegetables thoroughly under clean running water before preparation
- ensure unused washed fruit or vegetables are thoroughly dry before returning to storage
- ensure food that has been dropped on the floor is immediately discarded
- thoroughly clean kitchen utensils and equipment between using with different foods and/or between different tasks
- avoid cross-contamination by ensuring that separate knives and utensils are used for different foods
- avoid cross-contamination by ensuring that colour-coded cutting boards are used (note that it doesn't matter which colour you use for which food providing signs are displayed to alert all staff). Common colours are:
 - Blue: raw fish/seafood
 - Green: fruit and vegetables
 - Red: raw meat
 - Brown: cooked meat
 - Yellow: raw poultry
 - White: bakery and dairy
- ensure that gloves are changed between handling different foods or changing tasks
- ensure ingredient labels are read carefully when preparing food for children with food allergies or intolerances
- ensure that food allergies and intolerances are catered for by using separate easily identifiable cutting boards, utensils, and kitchen equipment (e.g., using a colour code, or food-safe permanent marker).
- ensure FDC educator assistants are aware of children who have severe allergic reactions to certain foods as per ASCIA Action Plans

- ensure that children with food allergies and/or intolerances are served their meals and snacks individually on an easily identifiable plate (e.g., different colour), and that food is securely covered with plastic wrap until received by the child to prevent possible cross-contamination
- ensure left-over food is stored immediately in the fridge or thrown away
- ensure the safe handling of breastmilk, including during transportation, storage, thawing, warming and during preparation

CLEANING

OUR FAMILY DAY CARE EDUCATORS WILL:

- ensure that food preparation areas and surfaces are cleaned both before, after, and during any food preparation
- record cleaning and sanitising of food contact surfaces (See *Kitchen Cleaning Checklist*)
- ensure that all cooking and serving utensils are cleaned and sanitised before use
- ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher
- ensure the food storage area is clean, ventilated, dry, pest free, and not in direct sunlight
- ensure the refrigerator and freezer is cleaned regularly and door seals checked and replaced if not in good repair
- prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently
- ensure that the floor mop is thoroughly cleaned and air dried after each use
- replace any cleaning equipment that shows signs of wear or permanent soiling.

PERSONAL HYGIENE FOR FOOD HANDLERS

OUR FAMILY DAY CARE EDUCATORS WILL ENSURE:

- clean clothing is worn such as an apron
- long hair is tied back or covered with a net
- hand and wrist jewellery are not worn while preparing food (e.g., rings and bracelets)
- nails are kept short and clean, and no nail polish is worn (as it can chip into food and hide dirt under the nails)
- strict hand-washing hygiene is adhered to, including washing hands each time they return to the kitchen before continuing with food preparation duties
- wounds or cuts are covered with a brightly coloured, waterproof dressing (that will easily be seen if it falls off), and gloves will be worn over any dressings

FAMILY DAY CARE EDUCATORS WILL:

- ensure gloves (or food tongs) are used when handling 'ready to eat' foods
- ensure children wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks
- ensure food is stored and served at safe temperatures (below 5°C or above 60°C), with consideration to the safe eating temperature requirements of children
- ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and utensils and hands are washed before touching other foods
- discourage children from handling other children's food and utensils
- attend relevant training courses when requested by the FDC Service.

CREATING A POSITIVE LEARNING ENVIRONMENT**FAMILY DAY CARE EDUCATORS WILL:**

- sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided
- choose water as a preferred drink
- endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds
- create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children
- encourage older toddlers and pre-schoolers to assist to set and clear the table and serve their own food and drink, providing opportunities for them to develop independence and self-esteem while promoting children's agency and decision-making
- respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats
- be patient with messy or slow eaters
- encourage children to try different foods but do not force them to eat
- not use food as a reward or withhold food from children for disciplinary purposes
- role-model and discuss safe food handling with children

FAMILY DAY CARE SERVICE PROGRAM**OUR FDC EDUCATORS WILL:**

- 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

- encourage children to participate in a variety of 'hands-on' food preparation experiences
- provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices
- embed the importance of healthy eating and physical activity in everyday activities and experiences.

COOKING WITH CHILDREN

Cooking experiences may sometimes be carried out with the children as a part of the educational program. On these occasions participating educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.

COMMUNICATING WITH FAMILIES

OUR FAMILY DAY CARE SERVICE AND FDC EDUCATORS WILL:

- provide a copy of the *Nutrition and Food Safety Policy* to all families upon orientation at the FDC Service
- provide opportunities for families to contribute to the review and development of the policy
- request that details of any food allergies or intolerances or specific dietary requirements be provided to the FDC Service and FDC educator, and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met
- communicate regularly with families about food and nutrition related experiences and provide up to date information to assist families to provide healthy food choices at home
- communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.
- 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.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Nutrition and Food Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE DESKTOP- RELATED RESOURCES

Cooking, Cooling & Reheating Register	Managing Menus and Food Supplies
Food Delivery and Supplier Register	Menu Planning Checklist
Food Hygiene Practices Procedure	Nutritional Practices Procedure
Food Safety Certificate Register	Nutritional Practice Survey
Kitchen Cleaning Checklist	Vegetarian Menu Planning Checklist
Kitchen Cleaning Procedure	Refrigeration Temperature Control Register
Menu Amendment Notifications	Service Menu Table
Menu Development and Review Procedure	
Menu Evaluation Survey	

SOURCE

Australian Breast-Feeding Association Guidelines: <https://www.breastfeeding.asn.au/>

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

Australian Children's Education & Care Quality Authority. (2021). *Nutrition, food and beverages, dietary requirements Policy Guidelines*

Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0.*

Australian Government Department of Education. (2022). *My Time, Our Place- Framework for School Age Care in Australia.V2.0*

Education and Care Services National Law Act 2010. (Amended 2023)

[Education and Care Services National Regulations](#). (2011). (Amended 2023).

Food Act 2003

Food Regulation 2015

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand. (2016). Safe Food Australia – A guide to the food safety standard (3rd Ed.): <http://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>

Food Standards Australia New Zealand: <http://www.foodstandards.gov.au/Pages/default.aspx>

Guide to the National Quality Framework. (2020). (Amended 2023).

National Health and Medical Research Council. Australian Dietary Guidelines 2013): <https://www.nhmrc.gov.au/about-us/publications/australian-dietary-guidelines>

National Health and Medical Research Council. Department of Health and Ageing. Infant Feeding Guidelines. (2013): https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_13080_8.pdf

National Health and Medical Research Council. Eat for health: <https://www.eatforhealth.gov.au/>

NSW Food Authority: <http://www.foodauthority.nsw.gov.au/>

NSW Government. Healthy Kids. (2019). Munch and Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

The Australian Dental Association: <https://www.ada.org.au/Home>

The Department of Health. Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood – Staff/Carers Book. <https://www.health.gov.au/resources/collections/get-up-grow-resource-collection#for-educators>

Victoria State Government Education and Training Nutrition Australia *Healthy eating in the National Quality Standard A guide for early childhood education and care services*

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011.

REVIEW

POLICY REVIEWED BY	Sharmeena Jaweed	Nominated Supervisor	25 Mar 2024
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	MAR 2025
VERSION NUMBER	V12.08.23		
MODIFICATIONS	AUGUST - updates to the Food Safety Standards (effective Dec 2023) MAY - policy maintenance - no major changes to policy - hyperlinks checked and repaired as required - continuous improvement/reflection section added - Childcare Centre Desktop Related resources section added - link to Western Australian Education and Care Services National Regulations added in 'Sources'		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2022	- policy maintenance - no major changes to policy - hyperlinks checked and repaired as required		MAY 2023
OCTOBER 2021	- Policy reviewed and included suggested guidelines from ACECQA Nutrition, Food and Beverages, Dietary Requirements Policy Guidelines (August 2021) - Additional sections added for AP, Management, NS and Educator and food handlers - additional related regulations and related policies added		MAY 2022
MAY 2021	- minor editing - inclusion of cultural or religious dietary practices - sources checked for currency		MAY 2022
MAY 2020	minor additions- discretionary foods, online shopping addition of health professional's information to ensure best practice sources checked for currency		MAY 2021
MAY 2019	Food hygiene section added, comprising of: - Buying and transporting food - Storing food - Preparing and serving food - Cleaning - Personal hygiene for food handlers Heading added to existing information – 'All staff handling food will:'		MAY 2020

	New section added: Cooking with Children Irrelevant points deleted Additional information inserted into existing points (highlighted) New source added	
MAY 2018	Terminology changed to be specific to FDC services. Additional information added to points. Sources/references corrected, updated, and alphabetised.	MAY 2019
DECEMBER 2017	Updated policy to comply with changes to the National Quality Standard and National Regulations	MAY 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	MAY 2018

DELIVERY OF CHILDREN TO, AND COLLECTION FROM EDUCATION AND CARE SERVICE PREMISES

Under the *Education and Care Services National Regulations* the approved provider must ensure that policies and procedures are in place for the delivery of children to, and collection from, service premises and take reasonable steps to ensure those policies are followed. (ACECQA 2021).

Arrival and departure times are planned to promote a smooth transition between home and Kidzone Family Day Care (FDC) Service. The opportunity to build secure, respectful and reciprocal relationships between children and families is promoted during arrival and departure times where educators have the opportunity to engage in conversations with families and support each child's well-being.

To ensure the safety of children at our FDC Service our *Delivery of children to and collection from Education and Care Service Premises Policy* is strictly adhered to, allowing only nominated authorised persons to collect children at any time throughout the day. The daily sign in and out register is not only a legally required document to record children's attendance as per National Law and Regulations but also used as a record of the children on the premises should an emergency evacuation be required to be implemented.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children
S167	Offence relating to protection of children from harm or hazard
S170	Offence relating to unauthorised persons on education and care service premises
84	Awareness of child protection law
86	Notification to parents of incidents, injury, trauma and illness
87	Incident, injury, trauma and illness record
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
102	Authorisations for excursions
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports a child
102C	Conduct of risk assessment for transporting children by education and care service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre-based services
157	Access for parents
158	Children's attendance record to be kept by approved provider
159	Children's attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
165	Record of visitors

168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
173	Prescribed information to be displayed
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Acceptance and Refusal Policy Administration of Medication Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Infectious Diseases Policy Emergency and Evacuation Policy Enrolment Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Orientation of Families Policy Privacy and Confidentiality Policy Safe Arrival of Children Policy Safe Transportation Policy Termination of Enrolment Policy Visitor to Family Day Care Residence Policy Work Health and Safety Policy

PURPOSE

The Family Day Care Service aims to ensure the protection and safety of all children, staff members, and families accessing the FDC approved residence or approved venue. FDC educators and educator assistants will only release children to an authorised person as named by the parent/guardian on the individual child's enrolment form.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Kidzone FDC Service has detailed processes, guidelines and practices for the delivery and collection of

children to ensure the safety and wellbeing of each individual child. We ensure that all educators, educator assistants and staff implement these.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Delivery of children to, and collection from an Education and Care Service Premises Policy*
- a risk assessment is conducted in conjunction with FDC educators at least once every 12 months, to identify any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our FDC Service and any other service which provides education and care to children (See: *Safe Transportation of Children Policy*)
- FDC educators provide adequate supervision when children arrive and depart the approved FDC residence/venue
- the relevant educator to child ratios is adhered to at all times
- accurate attendance records are kept by the FDC educator
- children only leave the FDC residence or venue in the care of a parent or authorised person or in accordance with written authorisation as per Regulation 99
- enrolment records are kept for each child enrolled in the FDC Service at the principal office and the FDC residence or approved venue including the name, address and contact details of
 - any emergency contacts
 - any authorised nominee
 - any person authorised to consent to medical treatment or administration of medication
 - any person authorised to give permission to the educator to take the child off the premises
 - any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child
 - details of any court order, parenting orders or parenting plan
 - authorisations for the service to take the child on regular outings
 - authorisations for the service to take the child on regular transportation
 - any medical management plan, anaphylaxis medical management plan or risk minimisation plan

- should any serious incident occur, the FDC educator will complete an Incident, injury, trauma or illness record and provide to the Approved Provider and parent (see *Incident, Injury, Trauma and Illness Policy and Procedure*)
- in the case of a serious incident occurring, the regulatory authority must be notified within 24 hours through the NQA IT System
- all new engaged FDC educators, educator assistants and staff are provided with an induction including an understanding of this policy
- all FDC educators and educator assistants are provided with procedures and training on how they will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child (including procedures of what to do when an unauthorised person attempts to collect a child).

ARRIVAL AT THE FDC RESIDENCE OR APPROVED VENUE

- all children need to be signed in by an authorised person. Note: the signing in of a child is verification of the accuracy of the record. Information required on the register includes the child's name, the date and time and the signature of the person dropping off the child
- the parent/authorised person must also advise the FDC educator/educator assistant who will be collecting the child/children
- should families forget to sign their child/children in, and their signature cannot reasonably be obtained, National Regulations require the FDC educator to sign the child in
- sign in sheets/attendance records are to be used as a record in the case of an emergency to account for all children present at the FDC service on any given day
- a child's medication needs, or any other important or relevant information should be passed on to the FDC educator by the person delivering the child
- the FDC educator will check that the family has completed an *Administration of Medication Record* and store the medication appropriately, away from children's reach
- in order for children to feel secure and safe, FDC educators should ensure children are greeted warmly and children have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind
- a locker or shelf space will be made available to children and their families. A locker will be labelled for your child to identify where their belongings are stored

- in the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the FDC Service stating that one parent has sole custody and responsibility.

DEPARTURE FROM THE SERVICE

- Children may only leave the FDC premises
 - in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record *or*
 - taken on an excursion; or on transportation provided or arranged by the FDC educator with the written authorisation of the child's parent or authorised nominee; or
 - given into the care of a person or taken outside the premises; or
 - because the child requires medical, hospital or ambulance care or treatment; or
 - because of another emergency (evacuation due to bush fire, flood, severe storm)
- In the case of an emergency, (because the child requires medical, hospital or ambulance care or treatment), where the parent or a previously authorised nominee (as indicated in the child's enrolment form) is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the service and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to the Service (email, text or letter)
- parents are to advise their child's FDC educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing as an authorised nominee for the child.
- photo identification must be sighted by the FDC educator before the child is released. If the educator/educator assistant cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form.
- all children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our FDC Service including each child's name, date and time they depart. If the parent or other person forgets to sign the child out, they will be signed out by the educator
- parents/authorised nominees are required to arrive to collect their child/children by as per their end of booking sessions.
- 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 Kidzone FDC (copy provided to the FDC educator)

- in the case of a particular person (including a biological parent) being denied access to a child, the FDC Service requires a written notice (court order) from a court of law.
 - the educator will attempt to prevent that person from entering the service and taking the child; however, the safety of other children must be considered.
 - FDC educators/educator assistants will not be expected to physically prevent any person from leaving the Service
 - in such cases, the parent with custody will be contacted along with the local police and appropriate authorities
 - where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the Service
 - a court order overrules any requests made by parents to adapt or make changes. For the protection of the children and educators, family members are asked not to give our front door code to anyone other than those absolutely necessary.
- in the case of a serious incident occurring, as described above, the regulatory authority must be notified within 24 hours through the NQA IT System
- the FDC educator will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 16 to collect children.
- if the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, without the child being present if possible, and
 - suggest they contact another parent or authorised nominee to collect the child
 - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy
 - contact the Police and other regulatory authorities (Child Protection Hotline 132 111)
 - the FDC educator will also inform the approved provider/coordinator of the incident
 - if an authorisation to collect a child is refused by the Service, it is best practice to document the actions for evidence to authorities (refer to *Refusal of Authorisation Register*)
- children may leave the premises in the event of an emergency, including medical emergencies outlined in our *Emergency Evacuation Policy*
- details of absences during the day will be recorded.

SCHOOL AGED CHILDREN

If a child is attending the FDC Service for before and/or after school care, the FDC educator must adhere to the *Safe Arrival of Children* and *Safe Transportation Policies* and procedures to ensure the safe handover and collection of children between other education and care services.

The FDC educator will follow the procedures in the event of a missing or accounted child who is deemed missing whilst travelling to and from the FDC Service from an educational facility.

The FDC educator must ensure accurate attendance records are kept up to date recording:

- the time and date children arrive or depart the FDC service
- the signature of the person who has collected or delivered the child to the FDC Service

Parents must complete a *Safe Travel Agreement* Form prior to children travelling between the FDC Service and another educational facility.

VISITORS

Our FDC Service will ensure no child or children are left alone with a visitor, student or volunteer.

- to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting educators resident or approved venue must sign in when they arrive and sign out when they leave.
- signage will clearly indicate who is permitted to enter the FDC service
- the approved provider/nominated supervisor will be notified of all visitors to the FDC Residence or venue through the *Visitor sign in/out record*
- all visitors will remain under the direct supervision of the FDC educator at all times whilst at the FDC residence/ venue
- regular visitors to the FDC Service must submit a Working with Children Check (Check your state/territory for age requirements)

LATE COLLECTION OF CHILDREN

- if parents/guardians know they are going to be late, they must notify the FDC educator and make arrangements for someone else authorised to collect child
- if parents/guardians have not arrived by the end of booked session, the FDC educator will attempt to contact them via telephone. If the FDC educator or coordinator is unable to contact parents/guardians and the child has not been collected, alternative contacts as listed on the enrolment form will be contacted to organise the collection of the child
- late collection fees may be charged if a child

- due to licensing and insurance purposes, if by the end of booking sessions neither the parent/guardian or any authorised nominee are available or contactable and the educator has other commitments, the coordinator/approved provider may need to contact the police and other relevant authorities.
- where families are continually late to collect children, a *Late Collection of a Child* letter will be presented to parents/guardians
- should this non-compliance continue, the FDC Service reserves the right to terminate a child's enrolment.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Administration of Medication Record	Late Delivery of a Child Letter
Authorisation Form	Refusal of Authorisation Register
Alternative Authorisation Form	Safe Travel Agreement Form
Late Collection of Child Letter	Visitor sign in sign out record

CONTINUOUS IMPROVEMENT/REFLECTION

The *Delivery of children to, and collection from Education and Care Service Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff.

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework*.

Australian Children's Education & Care Quality Authority (ACECQA). 2023. *Policy and Procedure Guidelines. Delivery to, and Collection from Education and Care Services*.

Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*

Australian Government Department of Education. *My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022*

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

National Health and Medical Research Council. (2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*. (5th Ed.).

Revised National Quality Standard. (2018).

Safe Work Australia (2020)

Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	24/03/2025
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V16.01.24		
MODIFICATIONS	• annual policy maintenance • regulations and content added re: Safe Arrival of Children • removal of statements that were introduced during the COVID pandemic re: COVID-19 risk assessment/management/AHPPC sources • sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	• annual policy maintenance • removal of COVID-19 risk mitigation strategies (services may amend to suit their unique context) • additional information added to 'Continuous Improvement' section • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'		JANUARY 2024
OCTOBER 2021/JAN 2022	• Policy reviewed to align with Policy Guidelines from ACECQA August 2021 • Additional section added for Approved Provider/Nominated Supervisor/Responsible Person roles • minor edits to reflect changes to ECEC services re: COVID-19- statements in red must be contextualised to each FDC Service (see State/Territory requirements) • Policy reviewed as part of annual policy review. No additional changes		JANUARY 2023
JANUARY 2021	• review of policy regarding COVID-19 restrictions/guidelines for ECEC services- statements in red may be adjusted to suit individual services in each state/territory		JANUARY 2022
JUNE 2020	• addition to introduction of policy • updated to include risk mitigation measures for arrival and departure due to COVID-19 • additional hygiene procedures added- re handwashing • additional related policies • additional sources added- • link to National Regulations		JANUARY 2021

	• R99 (4)(b) reasons why a child may leave premises • School aged children section added	
JANUARY 2020	• Additional relevant regulations added • Related policies updated • Late Collection information added and reworded • Sources checked for currency	JANUARY 2021
JANUARY 2019	• Introductory statement and purpose re-written. • Additional information added to points. • Rearranged the order of points for better flow • Points added (Highlighted). • Sources/references alphabetised.	JANUARY 2020
JANUARY 2018	• Minor changes made to support compliance • Related policy section added	January 2019
JANUARY 2017	• Minor modifications made to comply with NQS changes	JANUARY 2017
MAY 2017	Amendments made to comply with Family Day Care requirements	TBA

HEALTH AND SAFETY POLICY

Family Day Care approved residences or venues can be high-risk environments for incidents and accidents to children, families, educators and visitors. Kidzone Family Day Care (FDC) Service is committed to maintaining a safe and healthy environment in all residences, through comprehensive policies and procedures, managing risks and hazards appropriately and effectively.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents

80	Weekly menu
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102	Authorisation for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
110	Ventilation and natural light
116	Assessments of family day care residences and approved family day care venues
117	Glass (additional requirement for family day care)
158	Children's attendance records to be kept by approved provider
168	Policies and procedures are required in relation to enrolment and orientation
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Protection Policy Clothing Policy Dealing with Infectious Diseases Policy Delivery of, and collection from Education and Care Service Premises Emergency Evacuation Policy Governance Policy Hand Washing Policy Incident, Injury, Trauma and Illness Policy	Nappy and Toileting Policy Nutrition and Food Safety Policy Orientation of Families Policy Physical Environment Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation Policy Sick Children Policy Sleep and Rest Policy Sun Safety Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place to ensure the health, safety and wellbeing of children, staff educators and families. We aim to protect the health, safety and welfare of children, educators, families and visitors of the FDC Service who may be affected by our operation through everyday practice by complying with current health and safety laws and legislation.

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 National Quality Framework establishes the standards and learning frameworks to provide high quality inclusive education and care in early and middle childhood settings, which can only occur in a safe and healthy work environment. The NQF makes few references to work, health and safety legislation as it underpins this framework. *Quality Area 2.... reinforces children's right to experience quality education and care in an environment that provides for their health and safety.*" p: 138, 2020.

Thorough work health and safety policies, procedures and practices ensure that:

- management and Coordinators fulfil their responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees;
- employees meet their health and safety obligations and are safe in the workplace; and
- the work environment supports quality education and care.

We are dedicated to ensuring that all health and safety needs are met through the implementation of a high standard of hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and to provide a safe and secure physical environment for children. In any occurrences where children show any signs of illness, accident, injury or trauma, educators will refer to the *Incident, Injury, Trauma and Illness Policy*.

Kidzone FDC educators are committed to assist in infection prevention controls and have completed the COVID-19 infection control training.

The importance of children's nutritional and physical health needs will be promoted by educating

children about a healthy lifestyle which will be reinforced through the everyday routine and experiences. Information on health, hygiene, safe food, and dental care principles and practices will be displayed at to provide families with further information.

We believe in quality education and care in an environment that provides for all children's protection through adequate supervision, safe experiences and environments, and vigilance to potential risks. Educators at the Service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the Family Day Care Service.

The Approved Provider will ensure every reasonable precaution has been taken to protect children from harm and hazard likely to cause injury. An annual **risk assessment** is conducted on each FDC residence and/or approved venue to identify any potential hazard and implement risk minimisation actions. Our *Work Health and Safety Policy* provides further detail about Hazard Reduction and Risk Minimisation.

CHOOSING APPROPRIATE RESOURCES AND EQUIPMENT

- Resources and equipment will be chosen to reflect the cultural diversity of the Family Day Service's community and the cultural diversity of contemporary Australia.
- All new equipment will be checked against Australian Safety Standards and added to the equipment and resources register.
- The FDC educator will keep up to date with any recalled products by registering products where possible (e.g. electronics)
- Children will be carefully introduced to new toys and pieces of equipment and taught how to use and care for them appropriately.
- Equipment that should only be used under supervision will be stored in a safe place out of children's reach.
- The use of pools and toys or equipment which involves the use of water will be used under the direct supervision of the FDC educator. All equipment will be emptied of water when not in use and stored in such a manner that it cannot collect water.
- Equipment will be checked regularly by the FDC educator to ensure it is in a clean and safe condition which will be recorded on the appropriate **indoor and outdoor safety checklist**.
- The Approved Provider will ensure an annual **risk assessment** is conducted on each FDC residence and/or approved venue.

THE CHILDREN'S LEARNING ENVIRONMENT

- The Family Day Care Service will keep a **record of any changes** that is made to the physical environment of the FDC residence, such as rearranging of rooms etc to show continuous improvement.
- The Family Day Care Service will ensure educators document the links between the arrangements and choice of resources and equipment and the children's learning in the program.

ON-GOING MAINTENANCE

- The Approved Provider/Coordinator will ensure educators reflect on the environment and establish a plan ensuring that the environment continuously complies with our philosophy of providing a safe and secure environment, that is stimulating and engaging for all who interact with it.
- The Approved Provider/Coordinator will also ensure that the family day care residence and its grounds comply with Local Government regulations, and regulations regarding fire protection, ventilation, natural and artificial lighting and safety glass as indicated in annual assessments.

MONTHLY INSPECTIONS

The Approved Provider is required to undertake and keep records of monthly inspections of all FDC residences or approved venues with a swimming pool, spa or water feature. Swimming pools and spas must have a safety device installed to alert or deter a child from entering the water. Educators must maintain a back-up communication device that is kept in a permanent location and is always available in an emergency. Any safety issue must be reported to ECRU. Records of monthly inspections must be kept by the FDC educator.

SAFETY CHECKS

Prior to children arriving at the FDC residence/or approved venue, a daily inspection of the premises will be undertaken which will include the:

- residence perimeters
- fences/fence Line
- gates
- paths
- buildings – including garages and sheds
- all rooms accessible by children
- fixed equipment
- sand pit/mud pit
- risk posed by any animals at the residence

This must be done to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals (including snakes). In the event of a sharp object being found (for example a syringe) the FDC educator will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as checked for any infestations or nests.

Non-fixed play equipment at the FDC residence will comply with current safety standards and regulations.

(AS 4685)

The FDC residence will have regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The Approved Provider must ensure all fences and barriers that enclose outdoor spaces used by children at the FDC residence/venue are of a height and design that children cannot go through, over or under.

(Reg. 104).

Access to Laundry facilities must be maintained in a way that does not pose a risk to children. The laundry room will be locked at all times. Where hazardous materials may be stored in the laundry relevant signage is displayed. (Reg 106).

The *Indoor and Outdoor Daily Safety Checklists* will be used as the procedure to conduct these safety checks. A record of these will be kept by the educator and Approved Provider. Any required maintenance will immediately be reported to the coordinator who is responsible to ensure the appropriate repairs are carried out within a given time frame (negotiated with the educator). Alternatively, the educator will make immediate arrangements for maintenance to be carried out and report completion to the Coordinator or Approved Provider. Any equipment that is not compliant or is a risk to any child's safety, cannot be used until appropriate repairs are made.

The following can be used as a guideline to produce *Checklists for the Family Day Care Residence* to be used by educators.

CHECKLIST: OUTDOOR

- ☐ **Maintenance of residence/building** – regularly maintain and check for hazards. Check residence is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept on file at both the FDC residence and at the principal office of the Family Day Care Service
- ☐ **Doors** – have finger jam protectors
- ☐ **Fences** – securely and effectively fence all sides of outdoor play areas from roads, water hazards, and driveways and are of appropriate height and design so that children of preschool age or under cannot go through, over or under. Ensure childproof self-locking devices are installed on all gates.
- ☐ **Garbage** – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling. Keep bins away from children’s play area at the residence.
- ☐ **Garden** and debris removed. Regularly trim branches and bushes. Check mulch area for snakes or other vermin.
- ☐ **Garages and sheds** – keep locked at all times.
- ☐ **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded. Ensure children cannot turn on any heating appliance.
- ☐ **Non-slip** stairs, steps, and ground surfaces.
- ☐ **Renovation** dangers e.g., lead, asbestos, holes and excavations – reduce risks. Notification must be made to the Approved Provider at least 2 weeks in advance, if any renovation/home improvements are to be made (including any trades visiting the residence)
- ☐ **Pesticide** residue – dangerous chemicals should not be used to remove vermin.
- ☐ **Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
- ☐ **Security** – minimising unauthorised access with appropriate fencing and locks.
- ☐ **Under house access** (including buildings on stilts and footings) – lock or block access.
- ☐ **Window fly screens** securely fitted, maintained and permanent.
- ☐ **Hazards and driveways** – maintain fences, ensure correct height, install childproof self- locking devices on gates. Ensure children cannot access driveways without educator supervision.
- ☐ **Bikes and wheeled toys** – it is recommended that correctly fitted helmets be worn every time children use ‘bikes’ and wheeled toys.
- ☐ **Car park area** – ensure family members are aware of pedestrian safety rules such as holding their child’s hand and alighting children from the safety door. Encourage families to always supervise their

children in the car parking area or near the road, to prevent accidents and injuries, which could occur because of reversing vehicles.

- ☐ **CPR chart** – ensure chart is prominently displayed in outdoor area
- ☐ **Finger entrapment** – all holes or openings in playground equipment must be between 8-25 mm.
- ☐ **First aid kit is approved** – maintained, and accessible throughout outdoor play.
- ☐ **Hazardous Plants** – identify and remove or make inaccessible to children.
- ☐ **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tools or machinery are stored securely and are inaccessible to children.
- ☐ **Pet and animal droppings** cleared or inaccessible to children in outdoor areas, exclude dogs from children's play areas; finger proof pet enclosures; supervise pet interactions with children.
- ☐ **Pool safety, fencing and gate compliance** – paddling pools emptied immediately after use, turn upside down, disinfected if soiled.
- ☐ **Swimming pools** – ensure isolation barrier complies with Australian Standard. Barrier must be at least 1.8m high. Gates must be self-closing and self-latching and have a child resistant lock. Direct access from house to pool is not possible. Remove any objects that could be moved to help a child climb over a fence or open a gate. Remove ladder from above ground pools [check with state/territory regulations] **Safety device installed and operating to alert or deter a child from entering water.**
- ☐ **Certified safety certificate** – **Legal requirements for pools, spas, paddling pools and inflatable pools vary across Australia. Educators and approved providers must check with local councils and regulatory authorities for safety standards/compliance certificates**
- ☐ **Spas** – must be inaccessible to children with a locked pool cover when not in use or isolation barrier with self-closing and self-locking gate. Isolation barrier must be at least 1.2m high and without footholds that would allow a child to climb over. **Safety device installed and operating to alert or deter a child from entering water.**
- ☐ **Safe play rules and adequate safe play areas** – talk with children about how to play safely. Maintain safe layouts for outdoor play areas to avoid collisions between children.
- ☐ **Sandpits** – cover when not in use, regularly clean, rake, and remove sand soiled by faeces or blood. Hose sandpits at end of day after removing contaminated sand and material.
- ☐ **Soft fall** – appropriate ground cover under outdoor climbing and play equipment, meets standards.
- ☐ **Sun protection** clothing, hats, and sunscreen, for unshaded areas - minimise play at peak sun exposure times. Install a sunshade over sandpits and play areas (can be portable)
- ☐ **Ensure children are visible and supervised at all times.** High-risk areas and climbing and other outdoor play equipment. Make hazardous equipment, machinery, chemicals, and any other materials inaccessible to children.

- ☐ **Water hazards** – cover and make inaccessible to children, e.g., ponds, dams, spas, creeks, nappy buckets, water features.
- ☐ **Water troughs** are to be used under adult supervision only and will not be used without a stand, keeping it off the ground. Children are to remain standing on the ground whilst using the water trough
- ☐ **Play equipment** that is higher than 50cm must have soft fall installed underneath at least 25cm in depth under and 1.9m from the perimeter of the equipment. Place outdoor play equipment away from paths and solid garden edging. [AS 4685:2012 Playground equipment & AS/NZS 4422: Playground surfacing- specifications, requirements and test methods]
- ☐ **Swings** – check regularly for wear or sharp protruding parts. Ensure swing frames are well anchored into the ground and surfacing is provided under the swing frame
- ☐ **Surfacing** used underneath and around equipment complies with Australian Standard AS 4685 and is maintained regularly; materials may need to be raked, redistributed and checked weekly for spiders, sharp objects or animal litter.
- ☐ **Snakes or other reptiles** – grounds will be searched during the safety check- check garden sheds, mulch areas, logs, rocks and anywhere with long grass where snakes or other reptiles may be found

CHECKLIST: INDOORS

- ☐ **Access for children and adults with disability** - ensure safe access into, within and out of the family day care residence, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
- ☐ **Barriers** – age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the family day care residence, front and back garden.
- ☐ **Children at risk** – maintain extra security and supervision for children at special risk.
- ☐ **Choking hazards** – e.g., small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
- ☐ **Decorations and children's artwork** – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.
- ☐ **Emergency evacuation** – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures. Ensure exit pathways are kept clear at all times.
- ☐ **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical switch are easily accessible and regularly serviced.
- ☐ **First aid** kit with approved contents is maintained and accessible. Ensure First Aid certificates are current for all educators and educator assistants.

- ☐ **Furniture and nursery equipment** – stable, maintained and meets Australian safety standards.
- ☐ **Guard and make inaccessible to children** – heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment.
- ☐ **Hazardous indoor and outdoor plants** – identify, remove or make inaccessible to children.
- ☐ **Heaters** – ensure that children cannot meet hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating. Ensure heaters are away from children's cots.
- ☐ **Hot water** – ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below **50°C** for child care services).
- ☐ **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- ☐ **Noise** – reduce excessive exposure.
- ☐ **Non-slip, non-porous** floors, stairs.
- ☐ **Spills** – clean away as they occur.
- ☐ **Pets and animals** – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, and are clean, and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.
- ☐ **Power points** – check for safety plugs in used electrical outlets/power points
- ☐ **Record details** and notify parents of any child incident, accident or injury (including biting and scratching).
- ☐ **Safe play rules and adequate play spaces** – discourage running indoors and safe furniture layout to avoid collisions.
- ☐ **Safety glass used and installed** according to Australian Standards- AS 1288-2006 and Australian Building Codes on all glass doors and windows accessible to children, **safety decals** on sliding doors and plate glass doors at child and adult eye level.
- ☐ **Security** – ensure all entry doors are locked at all times and place bells on doors.
- ☐ **Smoke & drug free environment** in all areas at all times- including alcohol
- ☐ **Educators' personal items** – ensure personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- ☐ **Stairways**, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.
- ☐ **Stairs**, ensuring design of stairs and balustrades are in accordance to relevant building codes- and do not have openings larger than 125mm between vertical rails

- ☐ **Store in locked cabinet** any unsafe items, e.g., chemicals, medicines, razors, knives and electrical equipment.
- ☐ **Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in highchairs, playpens and play areas, on change tables, and in nappy change and toilet areas.
- ☐ **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.
- ☐ **Windows** – move chairs and furniture such as beds, cots or change tables away. Ensure all windows above 2 m above the ground have a lockable device to restrict opening or have permanent bars fixed to the window
- ☐ **Blinds and cords** – ensure any loose or looped cords are secured and are not a hazard to young children
- ☐ **Balconies** – move any furniture, pot plants or other climbable object away from edge of balcony, keep sliding doors to balcony locked

CLEANING OF PREMISES, FURNITURE AND EQUIPMENT

GENERAL CLEANING

The FDC educator will use a structured **cleaning schedule** to ensure that all cleaning in the family day care residence is carried out regularly and thoroughly to maintain a hygienic environment for children.

To ensure a high level of cleanliness, hygiene and safety, educators are recommended to:

- clean and disinfect high touch surfaces at least twice daily (door handles, light switches, taps)
- clean at the end of each day and throughout the day as needed
- clean up accidents and spills as quickly as possible
- vacuum or sweep floors daily
- clean and sanitise bathroom floors and nappy change areas at regular, scheduled intervals during the day with hot soapy water
- clean toilets at regular, scheduled intervals during the day
- empty and sanitise garbage bins
- clean and sanitise tables and eating areas between meals
- ensure kitchen benches are cleaned with warm soapy water
- clean fridge regularly with warm soapy water
- adhere to food safety requirements (*see Nutrition and Food Safety Policy*)
- clean and sanitise cots, highchairs, toys, cushions, chairs, tables and other furniture

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our Family Day Care Service will ensure educators:

- adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment
- store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times
- not use any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate under any circumstances
- containers are disposed of correctly following local council guidelines, and not reused under any circumstance
- store all dangerous chemicals, substances and equipment in a locked place or facility which 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
- follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment
- refrigerate substances that must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children
- keep a record of the Safety Data Sheet (SDS) for all hazardous chemicals (formerly called a Material Data Safety Sheet). Our Family Day Care Service will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS
- **keep a register of all hazardous chemicals**, substances and equipment used at the Service
- Information recorded should include where they are stored, their use, any risks, first aid instructions, and the current SDS. The register will be readily accessible
- appropriate personal protective clothing is worn in accordance with the manufacturer's instructions when using and disposing of hazardous substances or equipment
- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on **13 11 26**, or call an Ambulance on 000
- use the **Poison Safety Checklist** to ensure requirements are adhered to at all times
- implement emergency, medical and first aid procedures
- notify the Approved Provider to ensure relevant notification is given to the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

- call emergency services in any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard by dialling 000 and also notifying the Approved Provider to notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

HAND WASHING

Effective handwashing is a vital strategy in the prevention of spreading many infectious diseases. Family Day Care educators will ensure [signs and posters](#) remind parents and visitors of the importance of handwashing to help stop the spread of COVID-19 and other infectious diseases. All adults and children should wash their hands thoroughly with soap and water or alcohol-based hand sanitiser:

- upon arrival at the FDC Service
- when hands are visibly dirty
- when coming inside from being outside
- before eating
- before putting on disposable gloves
- before preparing food items
- after touching raw meats such as chicken or beef
- before and after toileting children or coming into contact with any body fluids such as blood, urine or vomit
- before and after wearing gloves to change infant nappies
- after touching animals or pets
- after blowing your nose or sneezing and after assisting a child to blow their nose
- after meals
- after going to the toilet
- before and after administering first aid
- before and after administering medication
- before and after preparing children's bottles
- after removing protective gloves
- after using any chemical or cleaning fluid

MINIMISING POTENTIALLY DANGEROUS SUBSTANCES

Our Family Day Care Service minimises the use of potentially dangerous substances. Ordinary detergents will be used to help remove dirt from surfaces. Colour-coded sponges (e.g. pink for the kitchen, yellow

for the bathroom) will be used in order to eliminate cross contamination. Educators will ensure to wash and dry hands after using any dangerous substance.

DISINFECTANTS

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, such as gastroenteritis or other infectious virus (COVID-19), the Public Health Unit or SafeWork Australia, may specify the use of a disinfectant and increased frequency of cleaning. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand. Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure that surfaces have been cleaned with detergent and warm water than to use a disinfectant.

In the event of an outbreak of gastroenteritis, a disinfectant such as bleach solution may be used following the manufacturer's directions- e.g.: White King Bleach (sodium hypochlorite 42g/L) diluted part bleach (25mL) in 40 parts water (1L) to make 0.1% solution. Gloves must be worn at all times when handling and preparing bleach.

To kill germs, any disinfectant needs:

- A clean surface to be able to penetrate the germ.
- To be able to act against those particular germs.
- To be of the right concentrate.
- Enough time to kill the germs, which is generally at least 10 minutes.

DETERGENTS

To work in accordance with *Staying healthy: Preventing infectious diseases in early childhood education and care services*, proper cleaning with detergent and warm water, followed by rinsing and air-drying kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not allow germs to multiply.

NAPPY CHANGE AREA

The nappy change area must be cleaned after each use and at the end of the day with detergent and warm water or detergent and warm water and dried with paper towel. Placing paper towel on the change mat and removing this after each nappy change is recommended. Refer to *Nappy Change and*

Toileting Policy and procedure. The FDC educator must always wash their hands after cleaning the nappy change area.

ARRANGEMENTS FOR LAUNDERING OF SOILED ITEMS

Soiled clothing will be returned to a child's home for laundering. The FDC educator will remove soiled content prior to placing clothing into a plastic bag and securely storing these items in a sealed container, not placed in the child's bag. For more information refer to the *Nappy change and toileting* procedure.

CLOTHING

Dress-up and play clothes should be washed once a week or more frequently if soiled.

Educators will ensure personal clothing is clean and respectful at all times.

Should children's clothing become soiled during the day, the FDC educator will use spare clothing supplied by the parent and place soiled clothing into a sealed plastic bag to take home.

Spare clothing may be used if the child has no change of clothes.

TOY CLEANING

FDC educators are required to clean the children's equipment and toys on a regular basis in order to minimise cross contamination and the spread of illnesses. FDC educators will wash a toy immediately if it has been sneezed on, mouthed, and/or soiled or if it has been discarded after play by a child who has been unwell. Toys and equipment must be cleaned more often in the event of an infectious disease or virus is present in the FDC service or community- (COVID-19).

- Most toys can be washed with normal dishwashing liquid and rinsed with clean water.
- Get into corners with a toothbrush and allow to air dry (if possible, in the natural sunlight).
- Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.

WOODEN TOYS

- Should be wiped over with a damp cloth – please do not immerse in water as this can destroy the equipment

PLAY DOUGH

Family Day Care educators will reduce the risk of the spread of disease when playing with play dough by:

- encouraging hand washing before and after using play dough
- storing the play dough in a sealed container in the refrigerator between uses
- making a new batch of play dough each week, and

- if there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

RATTLES AND BABY TOYS

- Must not be immersed in water as it can get inside, rendering the toy useless.
- Wipe thoroughly with hot water or a cloth with diluted detergent.

RIDE-ON VEHICLES AND OUTDOOR TOYS

- Must be cleaned (children can often help with this activity).
- Please take care not leave outdoor toys exposed to the elements as this reduces their lifespan.

PUZZLES AND GAMES

- Wooden puzzles as per 'Wooden Toys' above
- Cardboard puzzles should be wiped over with a slightly damp cloth.

SUN PROTECTION

Our Family Day Care Service will work in compliance with the **NSW** SunSmart Program to ensure children's health and safety is maintained at all times whilst at the FDC Service. SunSmart recommends that all early childhood education and care services have a SunSmart Policy to reduce UV damage to those in care, including Educators.



Our Sun Safety Policy has been accepted and approved by SunSmart.

OUTDOOR ACTIVITIES

Sun protection is required when UV levels reach level 3 or above. The Family Day Care Service will monitor UV levels daily through one of the following methods:

- using smart phone SunSmart app
- viewing Bureau of Meteorology website www.bom.gov.au
- visiting www.myuv.com.au

The Service will use a combination of sun protection measures whenever UV Index levels reach 3 and above.

- Care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

- Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.
- FDC educators will check the temperature of surfaces and playground equipment to determine if it is safe for children to play. (Daily Playground Surface Temperature Check)

SHADE

The Family Day Care educator will provide and maintain adequate shade for outdoor play at their residence. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade. Play experiences will be monitored throughout the day and moved as required to remain in the shade.

HATS

FDC educators, educator assistants and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- legionnaire hat- the flap should cover the neck
- bucket hat with a deep crown and angled brim that is size of at least 5cm (adults 6cm) and must shade the face, neck and ears
- broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended. 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.

CLOTHING

When outdoors, FDC educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- loose fitting shirts and dresses with sleeves and collars or covered neckline
- longer style skirts, shorts and trousers
- Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

SUNSCREEN

As per Cancer Council Australia recommendations: educators and children will apply SPF30+ or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if wiped or washed off. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside
- they will wear sun safe hats and clothing

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.

ROLE MODELLING

FDC educators will act as role models and demonstrate sun safe behaviour by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067 (optional)
- Families and visitors are encouraged to role model positive sun safe behaviour

DELIVERY AND COLLECTION OF CHILDREN

The following procedure must be adhered to at all times to ensure the safety of the children. (See *Delivery of, and collection from Education and Care Service Premises Policy*)

ARRIVAL

- All children must be signed in by their parent or person who delivers the child to our FDC Service
- The educator will check the sign in sheet ensuring families have signed their child in. If families have not signed the child in, the educator will sign the child in, complying with Regulation 158. (date, time,

signature, name)

- A locker, hook or shelf space will be made available to children and their families. A sign is posted above the lockers nominating a symbol for each child.

DEPARTURE

- All children must be signed out by their parent or person who collects the child from the Service. If the parent or other person forgets to sign the child out, they will be signed out by the FDC educator or Coordinator.
- Children can only be collected by a parent, an authorised nominee named on the child's enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises.
- Children will not be released into the care of a person not authorised to collect the child e.g., court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child, the educator will call the police.
- The FDC educator, educator assistant and Coordinator will ensure that the authorised nominee pick-up list for each child is kept up to date
- It is our policy that we do not allow anyone under the age of 16 to collect children.
- No child will be released into the care of anyone not known to the FDC educator or educator assistant. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (e.g., in an emergency) or
 - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
- If the educator does not know the person by appearance, the person must be able to produce some photo identification. If the educator cannot verify the person's identity, they may be unable to release the child into that person's care.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and the educator feels that the person is unfit to take responsibility for the child, the educator will:
 - discuss their concerns with the person, if possible, without the child being present
 - suggest they contact another parent or authorised nominee to collect the child
 - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy
 - contact the Police and other regulatory authorities (Child Protection Hotline 132 111)

- the FDC educator will also inform the Approved Provider/Coordinator of the incident

SCHOOL AGED CHILDREN

The FDC educator is responsible for ensuring:

- school aged children are signed 'out' of care upon dropping children at school and signing children 'in' care when they are collected from school
- they have the contact numbers for each child's school
- they know the safest way to school if the child is permitted to walk to school by the parent (written permission is required)
- they have the contact details of the bus operator if the child is using School bus transportation
- they follow steps should the child not arrive at the FDC residence at the expected time- contacting parents, the school, notifying the Approved Provider, police and making a serious incident report if required (notifying the regulatory authority)
- they adhere to the *Safe Transportation Policy* and procedure at all times when transporting children to and from school.

VISITORS

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting FDC residences, must sign in when they arrive and sign out when they leave in a Visitor Register. The FDC educator and coordinator are responsible for ensuring this record is maintained and stored securely. Refer to our *Delivery of, and collection from Education and Care Service Premises Policy* and procedure for more detailed information. Visitors are not to be left alone with children at any time whilst at the FDC service. Working With Children Checks will be recorded and verified for any visitor who is not fully supervised at the service. Visitors to the service are expected to comply with service policies and procedures, including health and safety policies whilst at the service and report any health and safety issues to management.

KITCHENS

- Children must not gain access to any harmful substance, equipment or amenity
- The kitchen has a barrier to prevent unsupervised entry by children into the kitchen.
- The preparation of bottles for children under the age of 2 years is both safe and hygienic at all times and separate from nappy change area (See *Bottle Safety and Preparation Policy*)
- Children should only be permitted in the kitchen under supervision of the FDC educator

HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause or lead to harm to people or property. Workplace hazards can be physical, chemical, biological, mechanical or psychological and psychosocial.

CONTROLLING OR MANAGING HAZARDS

Controlling or managing hazards refers to controlling the risk in the workplace. Work health and safety legislation identifies a Hierarchy of Control that ranges from hazard elimination to hazard management.

MONITOR AND REVIEW HAZARDS

Risk management is an ongoing process. Risks must be systematically monitored, and management strategies reviewed to ensure that they continue to be effective and contribute to a safe and healthy work environment. New hazards can emerge over time resulting in control strategies becoming ineffective and therefore may require updating.

Hazard identification, Risk Management and Hazard Reduction is specifically addressed within our *Work Health and Safety Policy*.

WATER SAFETY

To stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations FDC educators will:

- conduct risk assessments to identify potential hazards, assess risks, and implement risk mitigation strategies and control measures to minimise any risk
- ensure risk assessments are developed in collaboration with the Approved Provider/Nominated Supervisor before any water-based activity is approved
- ensure a safety device is installed and operating for FDC residences/venues with a pool or spa
- ensure additional communication device is in a fixed location suitable for use during emergencies
- make sure no child swims in any water without:
 - written permission from a family member to learn water safety and swimming
 - appropriate educator/child ratios are in place
 - sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures
- conduct risk assessments prior to any outing identifying possible hazards and risks, including water hazards. Approved Provider must approve the outing before parents are notified. Parent written permission must be obtained before an outing can take place.

- educator to child ratios must be included in the risk assessment. For children who are 3 years or under- 1 adult for each child; for children who are at least 3 years but not yet 6 years of age: 1 adult for each 2 children; for children who are 6 years of age or over: 1 adult for each 4 children.
- ensure children are closely supervised at all times near water including when on outings near beaches, rivers, canals, waterways, ponds. A child will never be left unattended near any water
- annual inspections of the FDC residence will occur as part of the annual review process. Any areas of non-compliance or safety issues regarding water safety (swimming pools, spas, dams) may result in a suspension of approved operation of the service.
- keep records of monthly inspections of swimming pools, spas and water features by the Approved Provider
- compliance certificates from local government/councils must be provided to the approved provider at time initial approval and subsequent annual reviews
- remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g., chairs, bins, bikes, any overhanging trees
- ensure that all water containers are made inaccessible to children and make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
- immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
- ensure wading/water trough are hygienically cleaned, disinfected and chlorinated appropriately:
 - daily remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.
 - wash away disinfectant before filling trough.

BACK CARE AND MANUAL HANDLING

- Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.
- Manual handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

(See our *Work Health and Safety Policy* for further information and recommendations for back care and manual handling).

FURTHER RESOURCES

ACT: WorkSafe ACT provides information for work health and safety

<https://www.worksafe.act.gov.au>

Northern Territory: NTWorkSafe assists businesses and workers understand their obligations under work health and safety. <https://worksafe.nt.gov.au/home>

NSW: SafeWork NSW administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online at <https://www.safework.nsw.gov.au/>

Queensland: Workplace Health and Safety Queensland oversees the Queensland Work Health and Safety Act 2011 <https://www.worksafe.qld.gov.au/>

South Australia: SafeWork SA provides work health and safety services across South Australia <https://www.safework.sa.gov.au/>

Tasmania: WorkSafe Tasmania is the state's health and safety regulator:

<https://worksafe.tas.gov.au/home>

Victoria: WorkSafe Victoria is the state's health and safety regulator see:

<https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics>

Western Australia: WorkSafe Western Australia regulates and promotes occupational safety and health regulations in the workplace <https://www.commerce.wa.gov.au/worksafe>

For further information see: <https://www.safeworkaustralia.gov.au/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Health and Safety Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

Kidzone Family Day Care- RELATED RESOURCES

Car Park Safety Management Guide	Home Safety Risk Assessment
Car Park Safety Checklist	Outdoor Cleaning Safety Checklist
Daily Playground Surface Temperature Check	Work Health and Safety Manual

SOURCE

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

Cancer Council NSW. Early childhood and care sun protection policy: <http://www.sunsmartnsw.com.au/wp-content/uploads/2015/11/Childcare-policy1.pdf>

Australian Government Department of Education *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*

Australian Government Department of Education (2022). *My Time, Our Place- Framework for School Age Care in Australia.V2.0*

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

Guide to the National Quality Framework. (2017). (Amended 2023)

Kidsafe NSW. [Kidsafe Family Day Care Safety Guidelines](#). 7th Edition. (2020).

KidSafe Australia: <https://kidsafe.com.au>

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

Standards Australia. AS 1851-2005 (incorporating Amendment No. 1). Maintenance of fire protection systems and equipment: [https://www.saiglobal.com/PDFTemp/Previews/OSH/as/as1000/1800/1851-2005\(+A1\).pdf](https://www.saiglobal.com/PDFTemp/Previews/OSH/as/as1000/1800/1851-2005(+A1).pdf)

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	08/07/2023
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V8.7.23		
MODIFICATIONS	• annual policy maintenance • additional information added regarding changes to regulations for WA services around swimming pools, spas and water features • sources checked for currency • minor edits throughout policy • additional section added for Continuous Improvement/reflection •		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2022	• policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required		JULY 2023
JULY 2021	• minor edits to policy as highlighted • minor formatting changes • references and sources checked for currency		JULY 2022
SEPTEMBER 2020	• edits to ensure policy relates to FDC requirements • additions and edits to checklists for outdoor/indoor environments • specific information for operational requirements for FDC educators to provide a hygienic environment for children • added section on school aged children- arrival and departure • Risk assessments related to water safety		July 2021

JULY 2020	• COVID-19 information added to cleaning/ handwashing sections • Removal of Hazard Identification, Risk Management, Hazard Reduction and Hazardous Materials sections, Maintenance of Fire Equipment and Back care and Manual Handling (moved to Work Health and Safety Policy) • additional related policies	JULY 2021
MARCH 2020	• Regulations checked and additions • Amendments to Sun Safety policy inclusion • Rearranged information about 'soiled items' to relate to nappy and toileting area • Additional information added re: fire extinguisher testing • Specific state/territory contacts added	JULY 2020
JULY 2019	• New section added – 'Visitors'. • New section added – 'Recommendations' (in manual handling). • Heading added – 'Further resources' • Grammar and punctuation and edited. • Additional information added to points. • Removed points where irrelevant to the section. • Sources checked for currency. • Sources corrected & alphabetised.	JULY 2020
JULY 2018	• New policy draft	JULY 2019

SAFE ARRIVAL OF CHILDREN POLICY

Under the Education and Care Services National Regulations, Family Day Care (FDC) Services must have policies and procedures in place for the safe arrival of children who travel to or from an education and care service premises [ACECQA, 2023]. This may include children traveling between the Family Day Care residence or venue and educational facilities such as an Outside School Hours Care service, preschool, school, long day care service or any other service which provides education and care to children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 175	Offence relating to requirement to keep enrolment and other documents
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises

102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
144	Family day care educator assistant
158	Children's attendance record must be kept by the approved provider
159	Children's attendance record must be kept by the family day care educator
160	Child enrolment records to be kept by the approved provider and family day care educator
168	Education and care service must have policies and procedures
169	Additional policies and procedures-family day care services
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Probation and Induction Orientation Policy (Educator)
Child Safe Environment Policy	Probation and Induction Orientation Policy (Employee)
Delivery of Children to, and Collection from Education and Care Service Premises	Safe Transportation Policy
Enrolment Policy	Supervision Policy
Incident, Injury, Trauma and Illness Policy	

PURPOSE

Our Family Day Care Service aims to ensure the safe and secure arrival and departure of all children into our service who may be travelling to or from another early childhood service or education facility. We are committed to identifying and minimising risks and potential hazards to ensure children are not placed at risk of harm or hazard when travelling between other educational facilities and our FDC Service.

SCOPE

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

IMPLEMENTATION

The safety of children enrolled at our FDC 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 when children are travelling between our FDC Service and an educational facility. We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment.

DEFINITION:

An education or early childhood service includes a school, an education and care service (including Long Day Care, Family Day Care, Outside School Hours Care), a children's service or any other service which provides education or care to children.

Examples of travel between education or early childhood services may include, but is not limited to:

- A child travelling from the FDC Service to school or from school to the FDC Service
- A child travelling from the FDC Service to preschool/kindy or from the preschool/kindy to the FDC Service
- A child travelling from the FDC Service to an OSHC Service or from the OSHC Service to the FDC Service

SAFE ARRIVAL OF CHILDREN SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with FDC educators of the service, will conduct a comprehensive risk assessment in order to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between our FDC Service and an educational facility.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service.

If a risk concerning a child's travel is identified during the risk assessment, the approved provider must update the safe arrival of children policy and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

- the age, developmental stages and individual needs of children
- the roles and responsibilities of;
 - the nominated supervisor of each service (where applicable)
 - the child's parents/family member
 - an authorised nominee listed on the child's enrolment form
 - a person authorised by a parent or authorised nominee listed on the child's enrolment form (if applicable)
 - the role and responsibilities of the service the care of which the child is entering or leaving
- communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for
- procedures to be followed if a child is missing or unaccounted for during travel between services
- educator to child ratios required for adequate supervision during travel between services
- the proposed route and destination, including proximity to harm and hazards
- the process for entering and exiting the service premises and the pickup location or destination (as required)
- procedures to be followed to ensure children only leave the service in accordance with written authorisation from the parent or authorised nominee listed on the child's enrolment form (ACECQA 2023)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ FDC COORDINATOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- take reasonable steps to ensure all staff, educators, visitors, families, children follow this policy and related procedure
- ensure all staff, educators and educator assistants are inducted in the *Safe Arrival of Children Policy* and procedure
- ensure copies of the policy and procedures are readily available and accessible to FDC educators, coordinators, educator assistants, staff and families
- clearly communicate any updates to policies and procedures to FDC educators and educator assistants

- develop a *Safe Arrival of Children Procedure* to clearly outline roles, responsibilities and obligations for the FDC educator, families and the educational facility when children are travelling between services
- conduct a risk assessment to identify any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between the FDC service and an educational facility
- consult with staff, educators, families and children (where applicable) during the preparation of a risk assessment
- consult with the educational facility during the preparation of a risk assessment
- review the risk assessment annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised
- notify families at least 14 days in advance of any changes to policy or procedures - as per regulations
- provide induction training to new educators and staff of this policy and related procedure
- provide ongoing training and information to coordinators, nominated supervisors, educators and educator assistants to ensure they can fulfil their roles and provide a child safe environment for all children and young people
- develop open communication channels and strategies between families, our service, FDC educators and the educational facility
- request families complete a *Safe Travel Agreement Form* prior to children travelling between the FDC service and another educational facility
- advise families to inform the FDC educator of any change in attendance or routine that may affect the child's safe arrival or departure as soon as they are aware
- ensure the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- ensure FDC educators keep accurate attendance records recording the following:
 - the time and date children arrive or depart the FDC service
 - the signature of the person who has collected or delivered the child to the FDC service or the signature of the Nominated Supervisor or FDC educator in accordance with the *Delivery of Children to, and collection from Education and Care Service Premises Policy*

FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL:

- implement a risk assessment to identify and manage any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between the FDC service and an educational facility
- implement procedures for the safe handover of children between the FDC Service and educational facility is documented correctly and clearly communicated with all stakeholders
- ensure enrolment records are kept up to date for all children, including authorisations from families
- ensure accurate attendance records are kept up to date recording the following:
 - the time and date children arrive or depart the FDC service
 - the signature of the person who has collected or delivered the child to the FDC service or the signature of the Nominated Supervisor or FDC educator in accordance with the *Delivery of Children to, and collection from Education and Care Service Premises Policy*
- cross check children's attendance against an accurate attendance record showing when children are within the care of the FDC educator
- follow the *Safe Transportation Policy* at all times to ensure regulations are met when children embark and disembark from vehicles during travel between our FDC service and other educational facilities
- ensure regulations and policies are followed when educator assistants may be supervising children between the FDC service and educational facility (see below)
- implement the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy* in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- ensure that when leaving the FDC service, children are given into the care of a parent, an authorised nominee named in the child's enrolment form or a person authorised by the parent or authorised nominee; or given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee
- discuss safe travel strategies with children prior to children travelling between the FDC service and the educational facility to ensure children are supported to feel safe and act responsibly
- ensure families complete a *Safe Travel Agreement Form* prior to children travelling between the FDC service and an educational facility
- communicate any changes to travel routine to family members, other educators and the nominated supervisor

FAMILIES WILL:

- adhere to the Service's *Delivery of children to, and collection from Education and Care Service Premises Policy* and *Safe Arrival of Children Policy*
- communicate any changes in routine and activities that may affect the child's safe arrival or departure as soon as they are aware
- notify the Service and FDC educator if their child is going to be absent on a particular day or session
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly (as required)
- complete a *Safe Travel Agreement Form* detailing circumstances where children will travel between the FDC service and an educational facility.

EDUCATOR ASSISTANTS

An educator assistant may be engaged to assist in the transportation or escorting of children to and from the FDC service to or from another educational facility. Educator assistants must be approved and engaged by the approved provider prior to assisting the FDC educator in accordance with regulation 144. All educator assistants will be provided with a comprehensive induction, including procedures for the safe arrival and collection of children from the FDC service.

Written consent must be obtained by each parent before an educator assistant provides assistance in the following circumstances:

- in the absence of the family day care educator, transporting a child between a residence or approved venue and school or another educator and care service or children's service or the child's home
- escort (by walking) a child between the FDC residence or venue and:
 - a school
 - another education and care service or children's service
 - the child's home

MISSING OR UNACCOUNTED CHILD

The FDC Service and FDC educator will develop clear procedures to follow in case of a missing or unaccounted child who is deemed missing whilst travelling to or from the FDC Service from an educational facility. Parents must advise the FDC educator or FDC service staff as early as possible of any changes to the child's routine or activity.

If the child does not arrive at the FDC Service at the predetermined time the FDC educator will:

- check the *Safe Travel Agreement Form* and any communication from the family if the child does not arrive at the FDC service at the pre-determined time.
- contact the educational facility and confirm the child left the educational facility at the arranged time
- contact the parents or authorised nominee to determine the location of the child
- contact the Nominated Supervisor/Responsible Person to advise of the situation
- where possible, help conduct a search of the route of travel, ensuring supervision of all children within care
- liaise with Police, emergency services and parents as required
- complete an incident, injury, trauma and accident record as soon as possible

If the child does not arrive at the educational facility at the predetermined time, the FDC educator will:

- assist the educational facility to provide details when the child left the FDC service.
- where possible, assist in a search of the route of travel, ensuring supervision of all children within care.
- contact the Nominated Supervisor/Responsible Person and advise of the situation.
- liaise with parents and the police/emergency services if required.

The FDC Service will notify the regulatory authority within 24 hours of becoming aware of a serious incident, including if a child is missing or unaccounted for when travelling between the FDC Service and an educational facility.

CONTINUOUS IMPROVEMENT

Our *Safe Arrival of Children Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Safe Arrival of Children Procedure	Safe Travel Agreement Form
Safe Arrival of Children Risk Assessment	Missing Child Policy

SOURCES

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

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 ACECQA. (2023). [Family Day Care Compliance Guide](#)
 ACECQA. (2023). Policies and procedures guidelines. [Safe Arrival of Children](#)
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REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	08/04/2024
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V2.04.24		
MODIFICATIONS	• annual policy maintenance • sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
OCTOBER 2023	New policy developed in line with regulations effective from October 2023		APRIL 2024

TOBACCO, DRUG AND ALCOHOL-FREE POLICY

Kidzone Family Day Care Service is committed to creating and maintaining environments that promote the safety of all children, educators and visitors in our principal office, FDC residences and approved venues. We believe in maintaining a healthy, safe and productive workplace environment that reduces risks and hazards associated with the use of drugs and alcohol for educators, children and visitors.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
190	Infringement offences

RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (staff)	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Work Health and Safety Policy

PURPOSE

We aim to provide tobacco, drug and alcohol-free environments at all times children are educated and cared for in accordance with Education and Care National Law and Regulations and workplace health and safety legislation. The use of alcohol and/or other drugs may impact on the ability for educators to work safely and ensure the safety of children in their care.

Research provides evidence that exposure to tobacco smoke poses major health risks to both children and adults. Babies and young children are especially vulnerable to the poisons of second-hand smoke because their bodies are developing. Effects of passive smoking include Sudden unexpected death in infancy (SUDI) asthma, infections and conditions include croup, bronchitis and the increased likelihood of childhood asthma. (*Red Nose, 2020*).

Working in line with the *Code of Conduct Policy* and *Work Health and Safety Policy* our FDC Service aims to provide a policy regarding a tobacco, drug and alcohol-free environment with clear guidelines to ensure environments are safe for all children, educators and visitors. This policy sets out expectations for all employees, engaged educators, volunteers and visitors regarding what is and what is not acceptable behaviour and practice in relation to alcohol and drug use and provides procedures which outline how to deal with impaired people, employees, volunteers and visitors, at the FDC service residence or venue.

SCOPE

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

IMPLEMENTATION

The Education and Care Services National regulations state the Approved Provider must ensure the environment is free from the use of tobacco, illicit drugs and alcohol and ensure that educators, employees, or volunteers at the FDC service are ~~is~~ not affected by alcohol or drugs (including

prescription medication) so as to impair the person's capacity to supervise or provide education and care to children. All staff, educators, volunteers and students will abide by this policy at all times.

DEFINITIONS

Alcohol

- Alcohol is the most commonly used depressant drug. It affects both mental and motor function. Examples include beer, wine, spirits.

Under the Influence

- Includes a person who has taken drugs or alcohol that interferes with sound judgement and acceptable behaviour that may impair mental and physical ability to perform their duties safely.

Drugs

- **Illegal Drugs:** drugs such as cannabis, amphetamines, ecstasy, cocaine and heroin, are illegal. They are not subject to quality or price controls and the amount of active ingredient varies. A person using illegal drugs can never be sure of how strong the drug is, or what is actually in it.
- **Prescription Drugs:** Prescribed and over the counter medications can also be misused for the purposes of intoxication. Employees taking medication should find out how it may affect them by consulting their doctor and advising the Nominated Supervisor or Responsible Person if the prescribed medication will affect their mental and physical ability to perform their duties safely.
- **Illicit Drugs:** Illicit drugs include-illegal drugs, prescription medicines that have been obtained illegally or are not being used for medicinal purposes and other substances that are being used inappropriately — for example, sniffing glue or inhaling paint thinner

E-Cigarettes (Vaping)

- Battery-powered devices called e-cigarettes are utilised to heat a liquid substance that generates a vapor, which is then inhaled, thus imitating the smoking process

USE OF TOBACCO, DRUGS AND ALCOHOL

- Our FDC Service supports the [Smoke Free Environment Act 2000](#). The company and its employees, engaged educators and volunteers, will follow all conditions outlined in this act.
- Our FDC Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such whilst providing education and care to children, educators, coordinators and volunteers must not:
 - consume illegal drugs or alcohol
 - be under the influence of illegal drugs or alcohol

- use or possess illegal drugs at any workplace
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances.
- Smoking or vaping is NOT permitted in or on the surrounding areas of the FDC residence or venue when care is taking place. (The smoking ban extends to an area of up to 5m around the land the service is approved to provide education and care).
- Educators must ensure that children being educated and cared for as part of the FDC service remain in an environment that is free from tobacco, drugs and alcohol. This includes when transportation for regular outings or excursions is provided for children.
- It is expected that if educators do smoke, the odour of tobacco/e-cigarette smoke will not be detected on their clothing or hands and any items children may contact, is residue free (cigarette butts, ash, matches etc are disposed of or stored away from children at all times).
- Consideration should be given to ventilation and hygiene within the residence or venue to ensure tobacco smoke is not detected.
- The safe storage of any items related to smoking or vaping must be strictly adhered to in the FDC residence or venue (ashtrays, lighters, matches, cigarettes etc.)

Educators, coordinators or volunteers undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. A medical certificate may be required prior to their approval to provide education and care.

RESPECT FOR PEOPLE AND THE SERVICE

- Management, educators, coordinators and volunteers understand that *workplace health and safety is everyone's responsibility*
- Management, educators, coordinators and volunteers have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*
- Educators must provide adequate supervision of children at all times and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.
- Management, educators, coordinators and volunteers are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.

EXPECTATIONS OF THE APPROVED PROVIDER, COORDINATOR/NOMINATED SUPERVISOR

Management is expected to:

- keep educators informed about essential information and any relevant changes and make all documents readily accessible to them
- take appropriate action if a breach of the *Tobacco, Drug and Alcohol-Free Policy* occurs
- advise new employees and volunteers to the service of the *Tobacco, Drug and Alcohol- Free Policy* during the induction process. Visitors will be advised of this policy through signage such as
 - ‘No Smoking’ signs clearly visible at the front entry of the FDC service
 - signage reminding families and visitors that they should not enter the premises if they under the influence of prohibited drugs or alcohol

EXPECTATIONS OF EMPLOYEES AND EDUCATORS

EMPLOYEES AND EDUCATORS WILL:

- act honestly and exercise attentiveness in all Service operations
- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman
- report any instances of suspected alcohol or drug use ~~at the Service~~
- be mindful of their duty of care towards themselves and others
- not sell, offer to sell, purchase, use, transfer or hold possession of illegal drugs while on the FDC residence or approved venue premises or when representing the service after operating hours
- be committed to valuing and promoting the safety, health, and wellbeing of employees, educators, volunteers, children, and families
- ensure that they are not, by the consumption of drugs or alcohol, in such a condition as to endanger their own safety or that of others at the FDC Service
- ensure they do not operate heavy machinery or operate/drive vehicles while under the influence of or used or consumed drugs or alcohol.

REASONABLE BELIEF OR SUSPICION

If a Coordinator/Nominated Supervisor suspects a FDC educator or educator assistant to be affected by drugs or alcohol, they must inform the Approved Provider immediately. FDC educators will report any concerns they may have about inappropriate actions of any other educator or educator assistant that involves the use of drugs or alcohol to management. Any incidents or reports are to be documented confidentially including action taken which followed the incident or report.

Management will observe and document any reasonable suspicions that an educator is under the influence of drugs or alcohol, this may include:

- observe any smell of alcohol
- eye dilation or red/bloodshot eyes
- slurred speech
- unable to act in a professional manner
- emotions where the employee is argumentative, agitated, irritable or drowsy
- movements where the employee is unsteady or fidgety or
- other behaviours.

If the Coordinator/Nominated Supervisor has reasonable grounds to believe that an educator is under the influence of illegal drugs or alcohol, alternative emergency arrangements will be made for the education and care of children in their residence/venue. Discipline action may follow, which may include termination of employment/engagement due to a breach of Service policy. A breach in the *Tobacco, Drug and Alcohol-Free Policy* may result in termination of employment/engagement, even for a first offence.

BREACH OF THE TOBACCO, DRUG AND ALCOHOL-FREE POLICY

All staff members, educators and coordinators are made fully aware that any breaches of the *Tobacco, Drug and Alcohol-Free Policy* and role responsibilities may lead to termination of employment or engagement including:

- providing education and care for children under the influence of alcohol or drugs
- possessing or selling drugs at the FDC residence or venue
- failure to follow policies and procedures

WORKPLACE HEALTH AND SAFETY (WHS) LEGISLATION

Each state specifies Work Health and Safety Acts and Regulations which involves the management of risks to the health and safety of everyone in the workplace. This includes ensuring children, visitors and educators are provided with a tobacco, drug and alcohol-free environment.

NSW: Work Health and Safety Act 2011 and [Work Health and Safety Regulation 2017](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Tobacco, Drug and Alcohol-Free Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Code of Conduct – Staff Acknowledgement

SOURCE

Australian Government. Business. [Work Health and Safety](#)

Australian Government. Department of Health. [What are drugs?](#)

Australian Government. Safe Work Australia. [Drugs and alcohol](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011). (Amended 2023).

Guide to the National Quality Framework. (2017) (Amended 2023).

NSW Government. SafeWork NSW. [Alcohol and other drugs](#)

NSW Government. Work Cover NSW. (2006) [Alcohol and other drugs in the workplace, Guide to developing a workplace alcohol and other drugs policy](#)

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Queensland Government. Workplace Health and Safety Queensland. [Framework for alcohol and drug management in the workplace](#)

[Smoke-free Environment Act 2000](#).

Tasmanian Government. WorkSafe Tasmania. [Alcohol and drugs](#)

Victoria State Government. Work Safe Victoria. [Guide for developing a workplace alcohol and other drugs policy](#)

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

Work Place Law. [Drug and alcohol testing in the workplace](#).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	05/06/2023
POLICY REVIEWED	JUNE 2023	NEXT REVIEW DATE	JUNE 2024
VERSION	V4.06.23		
MODIFICATIONS	• policy maintenance • hyperlinks checked and repaired as required • addition of e-cigarettes/vaping within content • minor formatting edits within text • continuous improvement/reflection section added		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JUNE 2022	• policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required	JUNE 2023
JUNE 2021	Draft policy developed	JUNE 2022

ADMINISTRATION OF MEDICATION POLICY

In supporting the health and wellbeing of children, the use of medications may be required for children at a 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. Under the *Education and Care Services National Law and Regulations*, early childhood services are required to ensure medication records are kept for each child to whom medication is or is to be administered by the FDC Service (Reg 92).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policy
86	Notification to parent of incident, injury, trauma or illness
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement - anaphylaxis or asthma emergency
95	Procedure for administration of medication

96	Self-administration of medication
136	First Aid qualifications
162(c) and (d)	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
174	Time to notify certain circumstances to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy Dealing with Infectious Diseases Policy Child Protection Policy Code of Conduct Policy Delivery of Children to, and collection from Education and Care Service Premises Diabetes Management Policy Enrolment Policy Epilepsy Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Safe Storage of Hazardous Substances Policy Supervision Policy Work Health and Safety Policy

PURPOSE

To ensure all Kidzone FDC educators of the FDC Service understand their liabilities and duty of care to meet each child's individual health care needs. To ensure all FDC educators are informed of children diagnosed with a medical condition and strategies to support their individual needs. To ensure that all FDC educators are specifically trained to be able to safely administer children's required medication with the written consent of the child's parent or guardian. FDC educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at the FDC Service.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Families requesting the administration of medication to their child will be required to follow the guidelines developed by the FDC Service to ensure the safety of children and educators. The FDC

Service will follow legislative guidelines and adhere to the Education and Care Services National Regulations to ensure the health of children, families, and educators at all times.

For children with a diagnosed health care need, allergy or relevant medical condition a medical management plan must be provided prior to enrolment and updated regularly. A risk minimisation plan and communication plan must be developed in consultation with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child. (see *Medical Conditions Policy*)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all newly engaged educators and employees are provided with a copy of this policy as part of their induction process
- children with specific health care needs or medical conditions have a current medical management plan detailing prescribed medication and dosage by their medical practitioner
- medication is only administered by the FDC educator with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication [Regulation 92(3)(b)]
- medication provided by the child's parents must adhere to the following guidelines:
 - the administration of any medication is authorised by a parent or guardian in writing
 - medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written form from the medical practitioner)
 - medication is from the original container
 - medication has the original label clearly showing the name of the child
 - medication is before the expiry/use by date.
- the *Administration of Medication* Record is completed for each child by the parent/guardian including:
 - name of medication
 - time and date medication was last administered
 - time and date medication is to be administered (or circumstances to be administered)
 - dosage to be administered
 - method of administration
 - period of authorisation

- parent/guardian name and signature
- a separate form must be completed for each medication if more than one is required
- any person delivering a child to the FDC Service must not leave any type of medication in the child's bag. Medication must be given directly to the FDC educator for appropriate storage upon arrival.
- written and verbal notifications are given to a parent or other family member of a child as soon as practicable if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners
- if medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent/ guardian of the child is notified as soon as practicable
- 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 by the approved provider
- reasonable steps are taken to ensure that medication records are maintained accurately
- medication records are kept in a secure and confidential manner and archived for the regulatory prescribed length of time following the child's departure from the Service
- children's privacy is maintained, working in accordance with the Australian Privacy Principles (APP)
- FDC educators receive information about *Medical Conditions and Administration of Medication Policies* and other relevant health management policies during their induction
- FDC educators have a clear understanding of children's individual health care needs, allergy or relevant medical condition as detailed in Medical Management Plans, Asthma or Anaphylaxis Action Plans
- written consent is requested from families on the enrolment form to administer emergency asthma, anaphylaxis, or other emergency medication or treatment if required
- families are informed of the FDC Service's medical and medication policies
- safe practices are adhered to for the wellbeing of both the child and FDC educators
- medication self-administered by a child over preschool aged, is only permitted with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication.

EDUCATOR/EDUCATOR ASSISTANT WILL:

- not administer any medication without the written authorisation of a parent or person with

authority, except in the case of an emergency, when the written consent on an enrolment form, verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted

- ensure 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 in a separate location, inaccessible to children
- ensure adrenaline autoinjectors and asthma medication should be kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when required and **not** locked in a cupboard. A copy of the child's medical management plan should be stored with the adrenaline autoinjector or asthma medication.
- ensure an approved and current first aid qualification in accordance with current legislation and regulations is maintained. The FDC educator is responsible for:
 - checking the *Administration of Medication Record* completed by the parent/guardian
 - checking the prescription label for:
 - the child's name
 - the dosage of medication to be administered
 - the method of dosage/administration
 - the expiry or use-by date
 - confirming that the correct child is receiving the medication
 - signing and dating the *Administration of Medication Record*
 - returning the medication back to the locked medication container.
- ensure another person checks the medication to be administered and the identity of the child to whom the medication is to be administered and signs the *Administration of Medication Record* [Reg.95 (c)]
- follow hand-washing procedures before and after administering medication
- discuss any concerns or doubts about the safety of administering medications with management to ensure the safety of the child (checking if the child has any allergies to the medication being administered)
- not administer medication to the child, if there are inconsistencies
- seek further information from parents/guardian, the prescribing doctor or the Public Health Unit before administering medication if required
- ensure that the instructions on the *Administration of Medication Record* are consistent with the doctor's instructions and the prescription label

- invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English
- ensure that the *Administration of Medication Record* is completed and stored correctly including name and signatures of parent/guardian, date and time of administration
- If after several attempts of encouraging the child to take medication, but they still refuse, contact the parent or guardian. Educators cannot use restrictive practices to make a child take medication at any time
- observe the child post administration of medication to ensure there are no side effects
- respond immediately and contact the parent/guardian for further advice if there are any unusual side effects from the medication
- contact emergency services on 000 immediately if a child is not breathing, is having difficulty breathing, or shows signs of unusual side effects requiring immediate attention following administration of any medication.

FAMILIES WILL:

- provide management with accurate information about their child's health needs, medical conditions and medication requirements on the enrolment form
- provide the FDC Service with a medical management plan prior to enrolment of their child if required
- develop a *Medical Risk Minimisation* plan for their child in collaboration with management and their FDC educator and medical practitioner for long-term medication plans
- develop a *Medical Communication Plan* in collaboration with management and educators
- notify the FDC educator, verbally when children are taking any short-term medications (at home)
- provide written authorisation on the *Administration of Medication Form* when their child requires medication to be administered by the FDC educator, including signing and dating it for inclusion in the child's medication records
- complete written authorisation for their child over preschool age to self-administer any medication (e.g., asthma medication)
- complete and sign an *Administration of Medication Record* for their child requiring medication whilst they are at the FDC Service
- update (or verify currency of) Medical Management Plan annually or as the child's medication needs change
- provide authorisation on the enrolment form for FDC educators to administer paracetamol or ibuprofen in the event their child registers a temperature of 38°C or higher

- for infants under 3 months old, parents/guardians will be notified immediately for any fever over **38°C** for immediate medical assistance
- be requested to sign consent to use creams and lotions ~~should first aid treatment be required (list of items in the first aid kit provided at enrolment)~~
- keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- adhere to our Service's *Incident, Injury, Trauma and Illness Policy and Dealing with ~~Control of~~ Infectious Diseases Policy*
- keep children away at home while any symptoms of an illness remain
- keep children at home for 24 hours from commencing antibiotics to ensure they have no side effects to the medication
- NOT leave any medication in children's bags
- give any medication for their child to the FDC educator who will provide the family with an *Administration of Medication Record* to complete
- complete the *Administration of Medication Record* and the FDC educator will sign to acknowledge the receipt of the medication
- **provide any herbal/ naturopathic remedies or non-prescription medications (including paracetamol) with a letter from the doctor detailing the child's name and dosage**
- acknowledge they have been provided with a copy of the *Administration of Medication Policy* at time of enrolment.

SELF-ADMINISTRATION OF MEDICATION [Reg. 96]

A child over preschool age may self-administer medication under the following circumstances:

- a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication
- medication is stored safely by the FDC educator, who will provide it to the child when required
- supervision is provided by the FDC educator whilst the child is self-administering
- a recording is made in the medication record for the child that the medication has been self-administered
- the *Administration of Medication Record* is signed by the parent upon collection of their child acknowledging the dose and time of administration of medication (eg: Asthma inhaler, Diabetic treatment)

GUIDELINES FOR ADMINISTRATION OF PARACETAMOL

- Paracetamol is not to be used as a first aid or emergency treatment. If, however, a child develops a fever of 38°C or higher whilst at the FDC Service, and parents/guardians have provided written authorisation on the child's enrolment form, paracetamol may be administered to reduce fever and/or pain
- Parents/guardians will be notified immediately and asked to organise collection of the child as soon as possible [usually within 30 minutes]
- Paracetamol will be kept in the locked medication container for onset of high fever whilst at the FDC Service
- Only one dose of paracetamol will be administered. Before administering paracetamol, staff must check that the child has NOT been administered any paracetamol or medicine containing paracetamol in the previous four (4) hours
- Administration of paracetamol must follow the procedure for *Administration of Medication*
- An *Administration of Medication* and/or *Administration of Paracetamol* Record will be completed with educator's full name, signature, time and date of administration clearly recorded and another person's signature who has witnessed the administration of paracetamol
- . While waiting for the child to be collected, educators will:
 - remove excess clothing to cool the child down
 - offer fluids to the child
 - encourage the child to rest
 - monitor the child for any additional symptoms
 - maintain supervision of the ill child at all times, while keeping them separated from children who are well.

MEDICATIONS KEPT AT THE FDC SERVICE

- Any medication, cream or lotion kept on the premises will be checked monthly for expiry dates
- A list of First Aid Kit contents close to expiry or running low will be given to the nominated supervisor/coordinator who will arrange for the purchase of replacement supplies or the FDC educator will ensure these are replaced
- If a child's individual medication is due to expire or running low, the family will be notified by the educator that replacement items are required
- It is the family's responsibility to take home short-term medication (such as antibiotics) at the end of each day, and return it with the child as necessary
- MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE

- Families are required to complete an *Administration of Medication Record* for lotions to be administered.

EMERGENCY ADMINISTRATION OF MEDICATION [Reg.93 (5)]

In the occurrence of an emergency and where the administration of medication must occur, the FDC educator must attempt to receive verbal authorisation by a parent, or a person named in the child's enrolment form who is authorised to consent to the administration of medication.

- 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
- 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 as soon as practicable
- The approved provider/nominated supervisor will contact the regulatory authority within 24 hours as soon as practicably possible (if urgent medical attention was sought or the child attended hospital)
- the educator will complete an *Incident, Injury, Trauma and Illness* record

EMERGENCY INVOLVING ASTHMA OR ANAPHYLAXIS [Reg. 94]

- For anaphylaxis or asthma emergencies, medication/treatment will be administered to a child without authorisation, following the Asthma or Anaphylaxis Action Plan provided by the parent/guardian. [National Asthma Council (NAC) or ASCIA]
- In the event of a child not known to have **asthma** and appears to be in severe respiratory distress, the *Administration of First Aid Procedure* must be followed immediately
 - an ambulance must be called immediately
 - place child in a seated upright position
 - give 4 separate puffs of a reliever medication (e.g.: Ventolin) using a spacer if required.
 - repeat every 4 minutes until the ambulance arrives
- In the event of a child not known to be diagnosed with **anaphylaxis** and appears to be an **anaphylaxis** emergency where any of the following symptoms are present, an EpiPen must be administered
 - difficulty/noisy breathing
 - swelling of the tongue
 - swelling or tightness in throat
 - difficulty talking

- wheeze or persistent cough
- persistent dizziness or collapse pale and floppy

(Sydney Children's Hospitals Network – 2020)

The approved provider/nominated supervisor will contact the following (as required) as soon as practicably possible:

- Emergency Services 000
- a parent of the child
- the principal office of the Family Day Care Service (leave a message if after hours)
- the regulatory authority within 24 hours (if urgent medical attention was sought or the child attended hospital).

The child will be comforted, reassured, and removed to a quiet area under the direct supervision of the FDC educator.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Administration of Medication Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Administration of First Aid Procedure	Managing a Medical Condition Procedure
Administration of Medication Procedure	Medical Communication Plan
Administration of Medication Record	Medical Management Plan
Administration of Paracetamol Record	Medical Risk Management Plan

SOURCES

- Australian Children's Education & Care Quality Authority. (2014).
- Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian society of clinical immunology and allergy. ASCIA. <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>
- Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
- Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations](#). (Amended 2023).
- National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).
- NSW Department of Health: www.health.nsw.gov.au

Revised National Quality Standard. (2018).

The Sydney Children's Hospital Network (2020)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	08/04/2024
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V10.04.24		
MODIFICATIONS	• annual policy review • removal of reference to Sick Child Policy • information required on administration of medication record expanded • added regulation for another person to witness administration of medication for FDC educators • revised Administration of Paracetamol section • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2023	• minor formatting and grammatical edits within text • rearranged some content to FDC educator responsibilities • update to new EYLF (V2.0) reference • hyperlinks checked and repaired as required • Continuous Improvement section added •		APRIL 2024
APRIL 2022	• policy maintenance - no major changes to policy • minor formatting edits within text • minor inclusions to reflect National Regulations • hyperlinks checked and repaired as required		APRIL 2023
APRIL 2021	• review of policy/sources checked for currency • additional information included related to observing children post administration of medication/side effects/management • reference to Administration of Paracetamol record		APRIL 2021
SEPTEMBER 2020	• edits to include written permission to administer medication by parent/authorised person		APRIL 2021

	• self-administration of medication requirements • informing the principal office of any incident/injury requiring notification	
APRIL 2020	• rearrangement of some points for better flow • addition of information • inclusion of Medical Management Plan • additional information re: anaphylaxis or asthma emergency	APRIL 2021
APRIL 2019	Guidelines for administration of Paracetamol added. Deleted point relating to two educators being present to administer medication. Additional information added to points. Sources/references updated and alphabetised. Information added in reference to Regulation 96 – self-medication	APRIL 2020
APRIL 2018	Policy created to comply with National Regulations and National Quality Standard	APRIL 2019

CHILD PROTECTION POLICY

Kidzone Family Day Care (FDC) is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. We will ensure all management, educators and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as Mandatory Reporters. At all times, management, staff and volunteers will treat children with the utmost respect and understanding.

Kidzone FDC believes that:

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour.
- Children who preserve, enhance and better understand their body's response to an emotion are more able to predict the outcome from a situation and evade them or ask for help.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW	
84	Awareness of child protection law
147	Staff records

153	Register of family day care educators, coordinators and educator assistants
155	Interactions with children
168	Education and care service must have policies and procedures
169(2)(g)	Additional policies and procedures- family day care service
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training

LEGISLATION

<u>Children's Guardian Act 2019</u>	<u>Children and Young Persons (Care and Protection) Act 1998 (The Care Act)</u>
<u>Child Protection (Working with Children) Act 2012</u>	<i>Crimes Act 1900</i>

RELATED POLICIES

Child Safe Environment Policy Code of Conduct Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Recruitment Policy	Respect for Children Policy Responsible Person Policy Staffing Arrangements Policy Student and Volunteer Workers Policy Supervision Policy Work Health and Safety Policy

PURPOSE

All Family Day care (FDC) educators, educator assistants, coordinators and other staff are committed to identifying possible risk and significant risk of harm to children and young people at FDC residences and/or approved venues. We comprehend our duty of care responsibilities to protect children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times.

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

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator

assistants, children, families, volunteers and visitors (including contractors) of the Family Day Care Service.

WHAT IS CHILD ABUSE?

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.

NSW Communities and Justice identify different forms of child abuse which include- neglect, sexual, physical and emotional abuse or psychological harm. [See: [Child at risk of harm and neglect](#) for further definitions.]

INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. *The following is a guide only.* One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.

General indicators of abuse and neglect may include:

- marked delay between injury and seeking medical assistance
- history of injury
- the child gives some indication that the injury did not occur as stated
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt
- someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

NEGLECT

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic requirements needed for their growth and development, such as food, clothing, shelter, medical and dental care, and adequate supervision. Some examples are:

- inability to respond emotionally to the child

- child abandonment
- unable or unwilling to provide adequate food, shelter, clothing, medical attention safe home conditions
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

Indicators of Neglect in children

- low weight for age and failure to thrive or develop
- child not adequately supervised for their age
- poor standard of hygiene leading to social isolation
- scavenging or stealing food
- extreme longing for adult affection
- lacking a sense of genuine interaction with others
- acute separation anxiety
- self-comforting behaviours, e.g., rocking, sucking
- delay in development milestones
- untreated physical problems, such as sores, serious nappy rash and urine scalds, dental decay

SEXUAL ABUSE

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or takes advantage of their trust. Children are often bribed or threatened physically and psychologically to make them participate in the activity. Sexual abuse includes:

- exposing the child to the sexual behaviours of others
- coercing the child to engage in sexual behaviour with other children or adults
- verbal threats of sexual abuse
- exposing the child to pornography or prostitution or using a child for pornographic purposes
- previous conviction or suspicion of child sexual abuse

Indicators of Sexual Abuse

- bruising or bleeding in the genital area
- bruising to buttocks, lower abdomen or thighs
- injuries such as tears to the genitalia
- the child describes sexual acts

- direct or indirect disclosures
- age-inappropriate behaviour and/or persistent sexual behaviour
- self-destructive behaviour- self-mutilation
- regression in developmental achievements
- child being in contact with a suspected or known perpetrator of sexual assault

PHYSICAL ABUSE

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- make direct admissions about fear of hurting their children
- have a family history of violence
- have a history of their own maltreatment as a child
- make repeated visits for medical assistance
- use excessive discipline

Indicators of Physical Abuse

- facial, head and neck bruising
- lacerations and welts
- drowsiness, vomiting, fits or pooling of blood in the eyes that may suggest head injury
- explanations are not consistent with injury
- bruising or marks that may show the shape of an object
- adult bite marks or scratches
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol or drugs
- sprains, twists, dislocations
- bone fractures
- burns and scalds
- general indicators of female genital mutilation, such as having a 'special operation'.

EMOTIONAL or PSYCHOLOGICAL ABUSE

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general, it is the frequency and duration of this behaviour that causes harm. Some examples are:

- constant or excessive criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- excessive or unreasonable demands
- persistent hostility, severe verbal abuse, and rejection
- belief that a specific child is bad or 'evil'
- using inappropriate physical or social isolation as punishment
- exposure to domestic violence
- intimidating or threatening behaviour.

Indicators of psychological abuse

- feeling of worthlessness about themselves and life
- inability to value others
- lack of trust in people and expectations
- lack of 'people skills' necessary for daily functioning
- extreme attention seeking behaviours
- extremely eager to please or obey adults
- may take extreme risks, is markedly disruptive, bullying, or aggressive
- other behavioural disorders (disruptiveness, aggressiveness, bullying)
- suicide threats (in young people)
- running away from home.

DOMESTIC AND FAMILY VIOLENCE (DVF)

Domestic and family violence (DVF) refers to any behaviour in a domestic relationship, which is violent, threatening coercive or controlling and causing a person to live in fear for their own or someone else's safety. or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person.

Domestic and family violence causes fear, physical, and/or psychological harm. It is most often violent, abusive, or intimidating behaviour by a man against a woman, but can also be these behaviours by a woman against a man. Living with domestic violence has a profound effect upon children and young people and therefore constitutes a form of child abuse. (*The [NSW Domestic and Family Violence Action Plan 2022-2027](#)*).

Some indicators of Domestic and Family Violence

Babies, toddlers, pre-schoolers –

- frequent crying and signs of irritability and anxiety
- underweight for age
- physical injury
- eating and sleeping difficulties
- concentration problems
- inability to play constructively
- clinginess
- fearfulness
- increased arousal
- adjustment problems
- developmental delay
- physical complaints

[NSW Department of Education – Wellbeing unit](#)

CARER CONCERN RELATED TO SUBSTANCE MISUSE

Misuse of substances can cause high risk to children's physical and emotional wellbeing. Children can be at high risk of neglect. Even before birth, babies may experience adverse effects of substance misuse.

The Mandatory Reporter Guide (MRG) provides further information on substance misuse.

WORKING WITH CHILDREN CHECK

People working or volunteering with children in New South Wales must, by law, have a Working with Children Check (WWCC). The [Office of the Children's Guardian](#) provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people.

A WWCC is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Office of the Children's Guardian will look at criminal history, child protection information and other information.

WWCC are valid for five years. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If new information about a person means they pose a

risk to children's safety, that person's check will be re-assessed and, if necessary, they will be prohibited from working with children. The Office of the Children's Guardian will inform both the person affected and any organisations they're linked to about the change in status.

Organisations need to be registered with the Office of the Children's Guardian to verify employees Working with Children Checks. WWCC must be verified BEFORE the employee begins working with children.

DEFINITIONS

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.

Mandatory reporters are listed in the *Children and Young Persons (Care and Protection) Act 1998 (The Care Act)* and include people who deliver:

- Health care (e.g., registered medical practitioners, specialists, general practice nurses, midwives, occupational therapists, speech therapists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices)
- Education (e.g., teachers, counsellors, principals)
- Children's services (e.g., childcare workers, family day carers and home-based carers)

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or **unintentional** and include acts of omission and commission. Specifically abuse refers to acts of commission and neglects acts of omission. Note that in practice, the terms child abuse and child neglect are used more frequently than the term child maltreatment.

Risk of Significant Harm (ROSH) refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent. Mandatory reporters should report their concern to the Child Protection Helpline within 24 hours.

What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Immediate Risk of Significant Harm (IROSH) is a term used in the Mandatory Report Guide to tell reporters that they must report *immediately* to Communities & Justice.

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

- Firsthand 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

CHILDSTORY REPORTER COMMUNITY

If a child is at immediate risk and police or medical assistance is required, educators/staff must contact emergency services immediately on 000.

Mandatory reporters in **NSW** should use the Mandatory Reporter Guide (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused. The MRG assists in providing mandatory reporters with the most appropriate reporting decision. It is not designed to determine whether the matter constitutes risk of significant harm (ROSH). This is done at the Child Protection Helpline through the Screening and Response Priority (SCRPT) tool.

The MRG supports mandatory reporters to:

- determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person
- identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique.

~~The MRG provides eight different decision trees to assist reporters to match the concerns identified. The decision trees include:~~ [deleted this section as repeated previously]

[see: NSW Child Protection MRG Support Guide- Child Care Centre Desktop]

IMPLEMENTATION

The FDC Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. FDC educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing. To ensure best

practice, all educators will attend compulsory Child Protection training and maintain current knowledge of child protection and Mandatory Reporter requirements by completing Child Protection Awareness Training **annually**.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- any Responsible Person in day-to-day charge of the Family Day Care service has successfully completed child protection training approved by the Regulatory Authority
- all FDC educators', educator assistants, coordinators, students and volunteers' Working with Children Checks (WWCC) are validated unless the person meets the criteria for [exemption from a WWCC](#). (Including keeping a record of the identifying number and expiry date)
- all employees, engaged educators, volunteers and students are:
 - provided with a copy of the current *Child Protection* and *Child Safe Environment Policies* as part of the induction process at the Service
 - aware of their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the NSW Child Protection Helpline on **132 111**
 - clear about their roles and responsibilities regarding child protection
 - aware of indicators showing a child may be at risk of harm or significant risk of harm
- all FDC educators, FDC coordinators and relevant personnel have successfully completed a course in child protection approved by the Regulatory Authority
- training and development in child protection are provided for all FDC educators, staff and volunteers on an annual basis
- FDC educators and educator assistants are provided with training and ongoing supervision to ensure they understand that child safety is everyone's responsibility, and they adhere to the Child Safe Standards
- FDC educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- access is provided to all staff regarding relevant legislations, regulations, standards, and other resources to help educators, staff, and volunteers meet their obligations
- records of abuse or suspected abuse are kept in line with our *Privacy and Confidentiality Policy*
- to notify the regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed 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 FDC Service

- to notify the regulatory authority through the NQA-ITS (within 7 days) of any 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 FDC Service
- to comply with legislation for Reportable Conduct Scheme and ensure the Office of the Children's Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken. [7-day notification form](#)

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so
- be able to recognise indicators of abuse and neglect
- respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels
- allow children to be part of decision-making processes where appropriate
- comprehend they are mandatory reporters under the legislation and their requirement to report any situation where they believe on reasonable grounds that a child is at risk of significant harm to the Child Protection Helpline on **132 111** (available 24 hours/7 days a week)
- have completed online training to understand the child protection reporting process and use of the Mandatory Reporter Guide (MRG) <https://reporter.childstory.nsw.gov.au/s/mrg>
- complete the MRG on each occasion they have concerns about a child's safety or wellbeing
- follow the advice provided by the MRG outcome and submit an eReport through ChildStory Reporter website if required see: [Responding to incidents, disclosures and suspicions of child abuse or harm NSW](#)
- refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services) at <https://www.familyconnectsupport.dcj.nsw.gov.au/> Family consent will be sought before making referrals.
- promote the welfare, safety, and wellbeing of children at the FDC Service
- provide a child safe environment for all children
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation
- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority.

DOCUMENTING A SUSPICION OF HARM

If FDC educators have concerns about the safety of a child they will:

- record their concerns in a non-judgmental and accurate manner as soon as possible
- contact the approved provider/nominated supervisor of the FDC Service/Scheme
- record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child)
- not endeavour to conduct their own investigation
- document as soon as possible so the details are accurate including:
 - child's personal details (name, address, DOB, details of siblings)
 - time, date and place of the suspicion
 - full details of the suspected abuse
 - date of report and signature

[see: Child Protection Notification- Observation Record]

DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

WHEN RECEIVING A DISCLOSURE OF HARM, THE FDC EDUCATOR/NOMINATED SUPERVISOR/COORDINATOR WILL:

- give the child or young person their full attention
- remain calm and not display expressions of panic or shock
- reassure the child or young person it is right to tell
- listen to the child and allow the child to take his/her time
- accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult

- let the child or young person use his or her own words
- don't make promises that can't be kept. For example, never promise that you will not tell anyone else
- tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe and stop the abuse
- honestly tell the child or young person what you plan to do next
- only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- not attempt to conduct their own investigation or mediate an outcome between the parties involved
- do not confront the perpetrator
- document as soon as possible so the details are accurately captured including:
 - time, date and place of the disclosure
 - 'word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken
 - date of report and signature.

CONFIDENTIALITY

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the Children and Young Persons (Care and Protection) Act 1998 effective 1 March 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- the report will not breach standards of professional conduct
- the report cannot lead to defamation and civil and criminal liability
- the report is not admissible in any proceedings as evidence against the person who made the report
- a person cannot be compelled by a court to provide the report or disclose its contents
- the identity of the person making the report is protected.

A report is also an exempt document under the *Freedom of Information Act 1989*.

SHARING OF INFORMATION

Chapter 16A of the [*NSW Children and Young Person \(Care and Protection\) Act 1998*](#) provides for the exchange of information and cooperation between prescribed bodies, if the information relates to the safety, welfare or wellbeing of a child or young person.

Sharing personal information about children and their families must be lawful, which means either gaining consent, or working within relevant legislation. Information sharing by consent, where possible, is important to meaningful work with families to facilitate change. Consent may be obtained verbally or in writing; however, you should not seek consent if doing so might compromise the safety of a child or any other person.

Information can only be shared between prescribed bodies. Prescribed bodies or organisations include:

- NSW Police
- public service agencies or public authorities
- private and public schools, and TAFE establishments
- health care providers
- OOHC providers
- organisations that have direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services or law enforcement, wholly or partly to children or their parent/s.

To provide or request information it must relate to the safety, welfare or wellbeing of a particular child or class of children. The information must be for the purposes of assisting a prescribed body to:

- make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety and welfare of the child or class of children, or
- manage any risk to the child or class of children that might arise in the prescribed body's capacity as an employer or designated agency.

BREACH OF CHILD PROTECTION POLICY

All FDC educators working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- does something that a reasonable person in that person's position would not do in a particular situation
- fails to do something that a reasonable person in that person's position would do in the circumstances

- acts or fails to act in a way that causes harm to someone the person owes a duty of care.

MANAGING A BREACH IN CHILD PROTECTION POLICY

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

- discussing the breach with all people concerned and advising all parties of the process
- giving the educator/staff member the opportunity to provide their version of events
- documenting the details of the breach, including the versions of all parties
- recording the outcome clearly and without bias
- ensuring the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Depending on the nature of the breach outcomes may include:

- emphasising the relevant element of the child protection policy and procedure
- providing closer supervision
- further education and training
- providing mediation between those involved in the incident (where appropriate)
- disciplinary procedures if required
- reviewing current policies and procedures and developing new policies and procedures if necessary.

REPORTABLE CONDUCT SCHEME- ALLEGATIONS AGAINST EMPLOYEES, VOUNTEERS or STUDENTS (or contractors)

The Approved Provider has the legislative obligation under the *Reportable Conduct Scheme* to notify the Office of the Children's Guardian of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation and advise the Office of the outcome. In addition, the Approved Provider must take appropriate action to prevent reportable conduct by employees.

All educators and staff members of our FDC Service have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme to the Approved Provider or OCG. This reportable conduct may have occurred either within work hours or outside work hours. A child is anyone under the age of 18 at the time of the alleged conduct occurred.

In addition, the Approved Provider must take appropriate action to prevent reportable conduct by employees. The *Children's Guardian Act 2019*, effective 1 March 2020, defines the head of an organisation as a 'relevant entity'. An approved education and care service is listed at Schedule 1 of the Act as an 'entity'.

The Approved Provider must notify the Children's Guardian within seven (7) business days and conduct an investigation into the allegations. [7-day notification form](#) Reportable Conduct Directorate: (02) 8219 3800. [\(Monday – Friday\)](#). A final report of the investigation must be ready to submit within 30 calendar days or provide information about the progress of the investigation to the Children's Guardian. [30 Day interim report form](#)

The Approved Provider must send a report to the *Office of the Children's Guardian* that enables the Office of the Children's Guardian to determine whether the investigation was completed satisfactorily and whether appropriate action was or can be taken. The Approved Provider must ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Act or other legislation. The heads of relevant entities have obligations under section 57 of the Act to disclose 'relevant information' to the following persons unless they are satisfied that the disclosure is not in the public interest:

- a child to whom the information relates
- a parent of the child
- if the child is in out-of-home care- an authorised carer that provides out-of-home care to the child.

[See: [Office of the Children's Guardian](#) for further information.]

The Children's Guardian will monitor the entity's response and may conduct their own investigation. The Children's Guardian Act 2019 defines reportable conduct as:

- a sexual offence has been committed against, with or in the presence of a child
- sexual misconduct with, towards or in the presence of a child
- ill-treatment of a child
- neglect of a child
- an assault against a child
- behaviour that cause significant emotional or psychological harm to the child

see: [Office of Children's Guardian](#) or further information and training

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate children:

- about acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding
- about their right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe
- to identify feelings that they do not feel safe
- the difference between 'good' and 'bad' secrets
- that there is no secret or story that cannot be shared with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

RESOURCES FOR INDICATORS OF ABUSE AND NEGLECT

Childcare Centre Desktop- *NSW Child Protection MRG Support Guide*

Child Safe Organisations <https://childsafe.humanrights.gov.au>

NAPCAN- Prevent Child Abuse & Neglect <https://www.napcan.org.au/napcan-brochures/>

NSW Department of Education Child Protection- Responding to harm

<https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-policy-guidelines/resources>

NSW Government Communities & Justice [ChildStory](#)

[ChildStory Reporter Community](#)

[Child Protection Reporting: Overview of legislative amendments \(NSW\) 2020](#)

Office of the Children's Guardian [Child Safe Standards training and resources](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Child Protection Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Child Protection Notification Procedure	Child Protection Report Form
Child Protection Notification Record	NSW Child Protection MRG Support Guide

SOURCE

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

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Australian Government Australian Institute of Family Studies. (2018). [Australian child protection legislation](#)

Australian Government: Australian Institute of Family Studies. (2020). [Mandatory reporting of child abuse and neglect](#)

Child Protection (Working with Children) Act 2012

Children and Young Persons (Care and Protection) Act 1998

ChildStory Reporter: <https://reporter.childstory.nsw.gov.au/s/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Guide to the National Quality Framework. (2017). (Amended 2023).

NSW Government Communities & Justice. (2019). [Mandatory reporters: What to report and when](#)

NSW Government Communities & Justice. Child Protection Reporting: [Overview of legislative amendments](#)

NSW Government Communities & Justice. [Information sharing for service coordination](#)

NSW Government. Department of Health. Child Protection and Wellbeing. [Information exchange for safety, welfare and wellbeing of children and young people](#)

NSW Government Legislation [Children's Guardian Act 2019](#)

NSW Government Legislation [The Commission for Children and Young People Act 1998](#)

NSW [Office of the Children's Guardian](#)

Ombudsman Act 2001.

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	13/08/2023
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION	V13.08.23		
MODIFICATIONS	- related legislation section added - inclusion of NQF changes to ensure coordinators have completed child protection training - updated information re: Domestic and Family Violence (DFV) - review of policy to remove any repetition of information and documentation of disclosure or reporting processes - merged sections <i>receiving a disclosure of harm/in addition</i> - hyperlinks checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
AUGUST/SEPTEMBER 2022	policy maintenance		AUGUST 2023

	- revision of some areas within definitions to correspond to Communities & Justice glossary - minor formatting edits within text - hyperlinks checked and repaired as required (Office of the Children's Guardian updated)	
SEPTEMBER 2021	- additional information re: sharing of information included - content rearranged to ensure consistency and understanding - updated possible signs of abuse or neglect from Department of Communities & Justice - links and resources updated	AUGUST 2022
AUGUST 2020	- Minor edits - Additional regulations included - Links checked and edits highlighted	AUGUST 2021
MARCH 2020	Modifications to comply with NSW Reportable Conduct Scheme and changes to legislation- <i>Children's Guardian Act 2019</i> Additional information added (highlighted) re-write of some content for ease of flow and relevance	AUGUST 2020
NOVEMBER 2020	Edit National Law requirement Related policies added State jurisdictions checked for currency Flow of policy modified	AUGUST 2020
AUGUST 2019	Additional information added to points. Irrelevant information deleted. All information researched to check for currency & accuracy. Rearranged the order of points for better flow. 'types of abuse' updated. Combined 'emotional abuse' & 'psychological abuse' sections. Resources section added for further 'indicator' information Related policies alphabetised. Sources (all deleted and new list created) Unnecessary/unrelated references deleted. Incorrect links deleted and replaced with correct ones where available.	AUGUST 2020
AUGUST 2018	Minor amendments made	AUGUST 2019
DECEMBER 2018	Modifications made to comply with changes to the National Quality Standard	OCTOBER 2017
MAY 2017	Modifications	TBA

CHILD SAFE ENVIRONMENT POLICY

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Children's safety and wellbeing are paramount at our Service. Our Family Day Care (FDC) Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. [NQF October 2023]

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children

S166	Offence to use inappropriate discipline
S167	Offence relating to protection of children from harm and hazards
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
102(A-D)	Transportation of children (risk assessments and authorisations)
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
116	Assessments of family day care residence and approved family day care venues
117	Glass
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for by family day care educator
136	First aid qualifications
149	Volunteers and students
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
168 (2)(h)	Education and care services must have policies- Providing a child safe environment
169 (2)g	Additional policies and procedures- family day care services
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
274	Swimming pools

RELATED POLICIES

Assessment, Approval and Re-assessment of Approved Family Day Care Residence/Venue Policy	Medical Conditions Policy
Child Protection Policy	Nutrition and Food Safety Policy
Code of Conduct Policy	Photograph Policy
Cyber Safety Policy	Physical Environment Policy
Dealing with Complaints Policy	Privacy and Confidentiality Policy
Delivery of Children to, and Collection from Education and Care Service Premise Policy	Probation Induction and Orientation Policy
Emergency Evacuation Policy	Safe Storage of Hazardous Chemicals Policy
Excursion Policy	Safe Transportation of Children Policy
Furniture and Equipment Safety policy	Sleep and Rest Policy
Governance Policy	Staffing Arrangements Policy
Injury, Incident, Trauma and Illness Policy	Student and Volunteer Policy
Interactions with Children, Families and Staff Policy	Sun Safe Policy
Managing an Unidentified Dog Policy	Supervision Policy
	Tobacco Drug Alcohol Free Policy
	Visitors to Family Day Care Residence Policy
	Water Safety Policy
	Work Health and Safety Policy

PURPOSE

Kidzone Family Day Care (FDC) Service has a legal and ethical responsibility to ensure our educators provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. Children's safety and wellbeing is paramount, and we aim to take all practical steps to protect children and young children from harm, ensuring healthy and safe environments. Our robust risk assessments ensure approved Family Day Care residences/and or venues provide children and visitors with an environment that helps to make children feel safe and provides a sense of belonging. We ensure all our FDC educator's residences are free from the use of tobacco, alcohol and illicit drugs.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. (Regulation 168, Regulation 170). The National Law requires management to ensure all children being educated and cared for are adequately

supervised and every reasonable precaution is taken to protect children and young people from harm and any hazard likely to cause injury. Our focus is to build a child safe environment which is reflected in our FDC Service policies and procedures and understood and practiced by all children, young people, educators, staff, visitors, volunteers and students.

KEY TERMS – DEFINITIONS

Code of Conduct	Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards
Disclosure	The process where a child or young person conveys or attempts to convey that they are being or have been abused.
Information sharing	Refers to sharing or exchanging information, including personal information about or related to, abuse in organisational contexts. The terms refer to sharing information between (or within) organisations, as well as sharing information with professionals who provide key services for children.
Mandatory reporter	A person who is required to report known and suspected cases of child abuse and neglect to a nominated government department or agency.
Mandatory reporting	The legislative requirement for selected classes of people to report suspected cases of child abuse and neglect.
National Principles for Child Safe Organisations	Reflect ten child safe standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse and are the vehicle for giving recommendations relating to the standards.
Reportable conduct	Certain organisations or entities have legal obligations under Reportable Conduct Schemes to notify and investigate certain allegations of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined in the legislation.
Rights of the Child	Human rights belonging to all children, as specified in the United Nations Convention of the Rights of the Child.
Wellbeing	Sound wellbeing results from the satisfaction of basic needs. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.
Working with Children / working with vulnerable people check (WWCC/WWVP)	

A notice, certificate or other document granted to, or with respect to a person under a working with children law. The person has been assessed as suitable to work with children; there has been no information that if the person worked with children the person would pose a risk to the children; or the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.

Definitions sourced from

ACECQA. (2023). Policy and procedure guidelines. *Providing a Child Safe Environment*.

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

COMMITMENT TO THE SAFETY OF CHILDREN AND YOUNG PEOPLE (National Principles 1-10)

Kidzone Family Day Care Service is committed to being a child safe organisation and ~~embeds~~ embeds the National Principles of Child Safe Organisations, placing the protection of children as a priority of our responsibilities and obligations. The Child Safe Standards recommended by the Royal Commission provide guidance for our Service to ensure our policies and procedures, strategies and attitudes, ensure children's safety is paramount and that we continue to improve our child safe culture and practices.

This focus is reflected in our Service policies and procedures and understood and practiced by all educators in their own homes/or venues.

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. Our nominated supervisors, coordinators, FDC educators and educator assistants are trained to identify signs and behaviours that may indicate child abuse and thoroughly understand their obligations and responsibilities to respond to incidents, disclosures or suspicions of harm as mandated reporters.

We are committed to diversity and welcome all children and young people regardless of their abilities, sex, gender or social economic or cultural background.

Our FDC Service will not tolerate bullying or harassment and our *Behaviour Guidance - Bullying Policy* and procedure outlines the preventative strategies and supervision implemented by our FDC Service to deal with bullying and help protect children. Our priority is to ensure the safety and wellbeing of children and young people and encourage positive relationships.

COMMUNICATION (National Principles 2 and 3)

We aim to build and maintain positive and respectful relationships with children, families, staff and educators of our FDC Service and prioritise a child safe environment. We communicate regularly and clearly with all stakeholders and ensure our policies and procedures are available to staff, educators, employees, students, volunteers, visitors, families and children and young people. (Reg. 170). Our policy folder is available at each FDC residence or approved venue. We welcome and encourage all stakeholders to share feedback and evaluation of our policies and procedures through surveys, feedback or discussions with management.

[Primary policies –Child Protection; Code of Conduct; Interactions with Children, Families and Staff]

PARTICIPATION OF FAMILIES, CHILDREN AND YOUNG PEOPLE (National Principle 2)

Our FDC Service ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child’s safety whilst at our Service including:

- policy and procedure review
- child protection
- allegations/grievance procedures
- sun safety
- written authorisations- parenting orders
- code of conduct
- inclusivity and supporting children and young people with diverse needs.

We promote a respectful, child safe culture where children and young people concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

Our FDC Service provides opportunities for conversations with children and young people about their rights and encourages children and young people speak up if they are feeling unsafe or worried. We provide multiple channels for children and young people to lodge complaints, tailoring these options to their communication preferences based on their feedback. We work individually with children and young people about the type of support that maybe required to participate in the complaints procedure.

[Primary policies – Dealing with Complaints; Interactions with Children Families and Staff]

CODE OF CONDUCT (National Principles 4 and 6)

Management, educators, staff, volunteers and students will adhere to our FDC Service's *Code of Conduct Policy*. Our *Code of Conduct Policy* clearly outlines expectations regarding behaviour and describes the principles, values, and ethical guidelines that guide our staff and stakeholders in their interactions and activities. All FDC educators and staff members are made fully aware that following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment. Individuals can report any concerns they may have about inappropriate actions of any educator, staff, student or volunteer that involves children or young people to management, ensuring a prompt and thorough response to maintain a safe and secure environment for all. We will:

- promote a culture of child safety and wellbeing in all aspects of our Service's operations
- adhere to our *Child Safe Environment Policy*, *Child Protection Policy* at all times
- ensure all staff, educators, volunteers and students have undertaken current child protection legislation training
- provide adequate and effective supervision of children at all times
- take reasonable action to protect children and young people for risk of harm
- ensure the service premise is free from the use of tobacco, illicit drugs and alcohol
- be responsible for their own, and others health and safety
- be a positive role model to children and young people
- respect children and young people's privacy and dignity at all times
- listen and respond appropriately to the views and concerns of children and young people
- report any allegations of child abuse to the approved provider
- notify the approved provider and/or the regulatory authority within 24 hours of any serious incident or complaint as per the National Regulations
- encourage children and young people to 'have a say' on issues that are important to them.

FDC educators, educator assistants, coordinators, staff and volunteers must:

- not discriminate against any child, because of age, gender, cultural background, race, ethnicity or disability
- not put children or a young person at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos, or music)
- not develop any 'special' relationships with children or young people that could be seen as favouritism such as the offering of gifts or special treatment
- not be under the influence of illegal drugs or alcohol
- not smoke or vape in or on surrounding areas of the FDC Service.

[Primary policies – Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation; Technology; Tobacco, Drug and Alcohol-Free Policy]

RECRUITMENT PROCESS AND WORKING WITH CHILDREN CHECK (National Principle 5)

Working in conjunction with the Child Protection Act and National Regulations, the safety, welfare and wellbeing of children is paramount within our Family Day Care Service and community. All staff and engaged educators, undergo an extensive recruitment screening and assessment process including consideration of their suitability for working and caring for children, clearance for a Working with Children Check and checking their criminal history before engagement with the Service. All educators, educator assistants and any family members over the age of 18 living in the residence are required to hold a current Working with Children Check (WWCC).

All educators, educator assistants and family members are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. The approved provider is responsible for the periodic review and maintenance of up-to-date records of Working with Children Check, including the Working with Children Check number and the date on which each clearance expires. WWCC information will be placed in the individual's file and continue to be updated as required.

The approved provider is responsible for ensuring all students and volunteers working with a FDC educator, hold a current Working with Children Check (WWCC). The approved provider will keep a record for each day a student or volunteer participates in the service including date and hours of participation.

[Primary policies – Probation Induction and Orientation; Staffing Arrangements, Visitors to Family Day Care Residences]

CHILD PROTECTION- REPORTABLE CONDUCT SCHEME (National Principle 6)

Children and young people always have a right to be safe and protected. All FDC educators and management have a legal and moral duty to protect children from harm. It is essential when working with children to be aware of indicators of harm and be able to recognise and report concerns regarding suspected harm or protection concerns. Coordinators, educators and educator's assistants, understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law (Reg 84).

FDC educators:

- will take all reasonable steps to protect children from abuse

- ensure children are never left alone with visitors, volunteers or students
- must be contactable by telephone whilst children are in attendance at the FDC service
- must be available to children at all times they are educated and cared for at the FDC service
- are aware 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

Coordinators or responsible persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority on an annual basis. All educators must refresh their knowledge about mandatory reporting each year. The approved provider will ensure all educators and educator assistants are familiar with the Reportable Conduct Scheme and the types of reportable conduct.

To protect children and young people and ensure their safety, welfare and wellbeing, management is responsive to report allegations or convictions of harm or risk of harm to a child or young person and child related misconduct by any staff member, educator, volunteer or visitor to the relevant organisation or Department for Child Protection.

Our FDC Service is committed to providing support to children, young people, families, educators or staff who have made a report regarding child protection, with a focus on upholding strict confidentiality throughout the process. Our primary concern is the well-being and safety of the child or young person, and we will work closely with relevant authorities, professionals, and support networks to ensure that the child or young person's best interests are met throughout the process. Our dedicated support system will assist FDC educators and staff in navigating this challenging process while safeguarding their privacy and professional well-being.

CHILD PROTECTION- ALLEGATIONS AGAINST EMPLOYEES

To protect children and ensure their safety, welfare and wellbeing, the Approved Provider must report allegations or convictions of child abuse and child related misconduct by any educator, staff member or visitor or volunteer to the [Office of the Children's Guardian \(OCG\) NSW](#) as part of the *Reportable Conduct Scheme*.

Our FDC Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the [Children's Guardian Act 2019](#). Our FDC Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the [Children's Guardian Act 2019](#). We take our legislative responsibilities as part of the Reportable

Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

[Primary policy – Child Protection Policy]

REPORTING AND RESPONDING TO GENERAL COMPLAINTS (National Principle 6)

Feedback from children, families, educators, staff and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education. We ensure FDC educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)

We aim to investigate all complaints and grievances with a high standard of equity and fairness. Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence.

The approved provider will place a prominently displayed notice in the foyer area of our FDC residence or approved venues, providing contact information, including the name and telephone number for lodging complaints. FDC educators and staff will receive guidance on the complaint/ grievance policy and procedure and the process for reporting complaints during their service induction. Families, children and young people will be advised of the complaint/ grievance policy and procedure and how to report complaints during orientation of enrolment.

[Primary policy – Dealing with Complaints]

SAFETY CHECKLISTS- ANNUAL ASSESSMENTS

Regular safety checks maintain basic standards of safety within FDC residences or venues. FDC educators will complete the following daily checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child:

[Insert safety checks conducted within by Family Day Care educators. For example: indoor safety checklist, outdoor safety checklist, fence/gate checks etc]

Any findings that require attention will be either dealt with immediately or submitted into the maintenance book depending on priority. Coordinators must be notified of any areas that need immediate attention within the residence or venue.

Annual Risk Assessment

The approved provider/coordinator will conduct an annual risk assessment of each FDC residence and approved venue to ensure that the health, safety and wellbeing of children are protected. The assessment will ensure the FDC residence and approved venue adheres to all regulatory requirements and all equipment (including outdoor play equipment), furniture uphold the Australian Safety Standard where applicable. Whether the equipment carries an Australian Standard marking or not, the approved provider and educator must undertake regular checks for safety purposes.

The premises and all equipment and furniture used within the FDC educator's residence is audited to ensure all aspects are safe, clean and in good repair. FDC educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for children. Regular checks occur within the FDC residence to ensure that all toys, furniture and equipment are in good condition and working order. These checks include:

[Include all equipment and maintenance records used within your Service. Maintenance Record, toys register, toy cleaning register etc]

Records of all assessments will be kept at the FDC principal office and the FDC educator's residence.
[Primary policies – Health and Safety Policy, Equipment Safety Policy and Assessment, Approval and Re-assessment of Approved FDC Residence and/or Venue Policy]

SUPERVISION (National Principles 5 & 7)

Children's safety is embedded in our day-to-day practices. FDC educators will provide effective and adequate supervision of children at all times. FDC Educators will employ 'active supervision' strategies within the FDC environment and when transporting children. Consideration will be made for the different ages and abilities of children and the activities that may require different levels of supervision. Sleeping infants and toddlers will be closely monitored at regular intervals and will always be within sight and hearing distance of the FDC educator so a child's breathing, and the colour of their skin can be monitored.

To ensure compliance with regulations, educator to child ratio is 1:7. FDC educators are only permitted to provide education and care to a maximum of 4 children preschool age or under. Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them.

[Primary policies – Supervision; Sleep and Rest]

RISK ASSESSMENT & RISK ASSESSMENT TOOL (National Principle 8)

It is a legislative requirement that all services implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety (through the National Principles for Child Safe Organisations) and Education and Care National Regulations are embedded across our Service. The key principles of risk management include:

1. Identifying all hazards or potential hazards in the service/residence/venue
2. Assess the risk of harm or potential harm for each hazard
3. Control or manage the risk – Risk Rating Matrix
4. Monitor and improve safety – Risk Assessment Action Plan
5. Evaluate and Review

It is the responsibility of the approved provider and/or coordinators to ensure risk assessments are completed where children's safety may be jeopardised and whenever the FDC educator may be organising an excursion/incursion.

Children's safety must be incorporated into everyday practice within the FDC residence and/or venue. Common hazards which may require a risk assessment include:

- cross-infection and infectious disease
- administration of medication
- anaphylaxis procedures and management
- building and equipment (including storage)
- inadequate space for conducting activities and experiences
- hazardous chemicals
- electrical appliances
- food preparation and storage
- environmental influences such as shade, noise etc
- sun safety

- children's behaviours
- safe rest and sleep practices
- nappy change facilities
- play equipment
- water safety- swimming pools, spas, water
- fire equipment
- pets and/or animals
- supervision of children
- safe transportation of children
- children's activities and experiences
- Work Health and Safety such as manual handling (e.g., safe lifting children from cots and highchairs)
- potential emergencies
- natural disasters
- safe arrival of children
- organisation culture (child-safe culture)
- physical contact
- training
- online activities
- electrical devices (photographs/videos)
- privacy and confidentiality
- non-compliance risk
- hot drinks

To maintain a child safe environment, all staff, FDC educators and educator assistants will adhere to FDC Service policies and procedures and conduct the following checklist and audits:

[Insert checklists and audits used, this may include risk assessment, maintenance record, excursion risk assessment etc]

[Primary policies – Administration of First Aid; Behaviour Guidance; Child Protection; Code of Conduct; Emergency and Evacuation; Incident, Injury, Trauma and Illness Policy; Excursion; Medical Conditions; Safe Arrival of Children; Safe Transportation of Children; Sun Safety; Sleep and Rest]

EMERGENCY AND EVACUATION PROCEDURES

FDC educators will ensure a copy of the emergency and evacuation floor plan is displayed in a prominent position near each exit at the residence or approved venue.

All staff, FDC educators and educator assistants are familiar with emergency evacuation procedures and regulatory requirements.

Educators will rehearse emergency and evacuation procedures at least once every 3 months and ensure all children are involved. Copies of emergency phone contacts will be readily available. Records will be kept for all rehearsals.

[Primary policy- Emergency Evacuation]

STORAGE OF HAZARDOUS SUBSTANCES

We reduce the risk of harm to children, young people and educators by using eco-friendly products. FDC educators will endeavour to provide a safe environment ensure necessary chemical and hazardous equipment are safely stored away from children and handled appropriately. FDC educators will keep a register of hazardous chemicals used within their residence, including Safety Data Sheets.

To maintain a safe environment for children and young people, the following audits and checklists are conducted:

[Insert safety checks and audits used within your Service. Safe Storage of Hazardous Chemicals audit, Poison audit, Medication storage audit, etc]

[Primary policy – Safe Storage of Hazardous Chemicals; Administration of Medication]

ARRIVAL AND DEPARTURE AUTHORISATION

Our FDC Service prioritises children's safety at all times. FDC educators will only release children or a young person to an authorised person as named on the child's enrolment form. Management will request families provide current court orders, and parenting plans to ensure our records are up to date.

National Regulations require FDC educators to keep an accurate record of children's and visitor's arrival and departures with the signatures of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child.

FDC educators will work in collaboration with our *Delivery of children to and Collection from Education Visitors to Family Day Care Residence Policy and Care Premises Policy, Safe Arrival of Children Policy* and to ensure children are safe and secure at all times.

To ensure children's safety, FDC educators have a clear understanding of their legal obligation to check identification when a person is collecting a child from their residence/venue. To maintain compliance, parents will provide written authorisation if a person who is not named as an emergency contact on the enrolment form to collect a child from the FDC service.

FDC educators will ensure court orders are strictly adhered to and protect children from any potential harm.

[Primary policy - Delivery of children to and Collection from Education and Care Premises; Safe Arrival of Children; Visitors to Family Day Care Residence]

ONLINE SAFETY (National Principle 8)

Our FDC Service is committed to create and maintain a safe online environment with support and collaboration with children and young people, FDC educators, families, and community. Our FDC Service ensures backups of important and confidential data is made regularly and either stored securely offline, or online. Software and devices are updated regularly to avoid any breach of confidential information.

Families are provided with information about the Harmony software program which is password protected and used to share observations, photos, videos, daily reports and portfolios. Passwords are not to be shared with others as per our written agreement.

Written authorisation is requested as part of the enrolment process for children to use computers/tablets; have their photo taken and published as part of promotional marketing or on the app program used by the FDC Service. The identity of a child is not published on any platform.

FDC educators will not use their personal mobile phones to take photos or video of children at the FDC service.

Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use. Children are always supervised using any technology.

[Primary policies – Cyber Safety; Technology; Privacy and Confidentiality, Code of Conduct]

CONTINUOUS REVIEW (National Principle 9)

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated and improved. We aim to ensure all FDC educators, staff, students and volunteers understand and effectively implement our policies and procedures to provide a child safe environment.

We will regularly review and monitor the effectiveness of our Child Safe policies and procedures and invite children, staff members, families and communities to contribute to their development.

Any updates or revisions will be communicated to all stakeholders. Our *Child Safe Environment Policy* will be reviewed on an annual basis.

CHILD SAFE STANDARDS LEGISLATION/RESOURCES

The Children’s Guardian Amendment (Child Safe Scheme) Bill 2021 came into effect on 1 February 2022 requiring organisations who work with or provide services to children to implement the NSW Child Safe Standards. Compliance and enforcement measures under the Children’s Guardian Act commenced from 1 February 2023.

[Children’s Guardian Act 2019](#)

Children’s Guardian Amendment (Child Safe Scheme) Bill 2021

NSW Office of the Children’s Guardian [Child Safe Self-Assessment](#)

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Child Safe Environment Commitment Statement	Child Safe Environment Procedure
Child and Youth Risk Management Strategy	Child Safe Standards Checklist NSW
Template (QLD)	Child Safe Risk Assessment NSW

SOURCES

Australian Children’s Education & Care Quality Authority. (2014).
 ACECQA. (2023). Policy and procedure guidelines. [Providing a Child Safe Environment](#).
 ACECQA. (2023). [Embedding the National Child Safe Principles](#).
 Australia Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government. Department of Skills. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022
 Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
 Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafe.humanrights.gov.au/>
 Child Protection (Working with Children) Act 2012
 Children’s Health and Safety – An analysis of Quality Area 2 of the National Quality Standard
 Department of Education NSW. Providing a child safe environment
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
 NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside school hours care services](#)
 NSW Government Office of the Children’s Guardian *A guide to the Child Safe Standards*. (2020).
 Revised National Quality Standard. (2018).

United Nations Convention of Rights of the Child, (1989). (UNCRC)
[Western Australian Education and Care Services National Regulations](#)
 Work Health and Safety Act, (2011).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/11/2023
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V9.11.23		
MODIFICATIONS	• annual policy maintenance • additional related policies included • deleted Child Safe Standard definition to National Principles of Child Safe Organisations • updated definition of Code of Conduct (ACEQCA) • updated content to reflect NQF review and legislation changes re: embedding the National child safe principles; child protection law, code of conduct • additional related policies added • sources updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2023 /NOVEMBER 2022	March • additional information added re: Child Safe Standards for each state/territory • links to EYLF/MTOP V2.02 added in sources November • Policy updated to include Child Safe Standard Principles • Policy sections rearranged to align with Child Safe Policy template suggestions from NSW (OCG) • Additional related policies added • Key Terms/Definitions added	NOVEMBER 2023	
NOVEMBER 2021	• Additional law/regulations added- ACECQA Guidelines to Policy and Procedure document (June 2021) • additional information re: supervision, online safety and continuous review • sources checked for currency	NOVEMBER 2022	
SEPTEMBER 2020	• rewrite of policy to meet regulatory requirements • new sections added: National Principles Child Safe Organisations, annual	NOVEMBER 2021	

	assessments, risk assessments, excursions, Code of Conduct	
NOVEMBER 2019	New policy created for Family Day Care services	

Disclaimer

Childcare Centre Desktop does not guarantee that the examples provided within this policy are sufficient for early childhood services' compliance with the Child Safe Standards within each state/territory. Please check your own state/territory for implementation of Child Safe Standards.

SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. *“At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.”* (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows Family Day Care (FDC) educators to actively engage in play and leisure opportunities that are meaningful to children and support their wellbeing, development and learning.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
116	Assessments of family day care residences and approved family day care venues
119	Family day care educator and family day care educator assistant to be at least 18 years old
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care
127	Family day care educator qualifications

144	Family day care educator assistant
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care service
176	Time to notify certain circumstances to Regulatory Authorities

RELATED POLICIES

Administration of Medication Policy Adventurous Play Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Emergency Evacuation Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Multi-Storey Building Policy Nappy Change and Toileting Policy Physical Environment Policy Road Safety Policy Safe Transportation Policy Sleep and Rest Policy Visitors to Family Day Care Residences Policy Water Safety Policy

PURPOSE

Kidzone Family Day Care (FDC) educators have a duty of care to ensure children are actively supervised at all times, maintaining a safe and secure environment adhering to Education and Care Services National Law and National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

FDC educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides FDC educators with the opportunity to support and build on children's play experiences. Kidzone FDC will ensure no child or children are left alone with a visitor, student or volunteer.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The Family Day Care environment requires careful consideration for supervision as there may be a variety of ages of children attending for care and before/after school care. The FDC educator must

respond to each child's developmental needs and provide a child safe environment at all times. Children may be involved in play in different parts of the FDC residence or approved venue and the educator will need to consider how to effectively supervise children. Supervision of infants and toddlers who are sleeping also need careful consideration to ensure the FDC educator can see and hear children. (See: *Sleep and Rest Policy*).

(Source: ACECQA, 2020).

THE NOMINATED SUPERVISOR WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure engaged FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure a copy of this policy is provided to all newly engaged FDC educators and staff as part of their induction process
- provide families with a copy of this policy upon enrolment
- ensure that the Family Day Care approved residence or approved venue is organised and maintained to facilitate effective supervision of children while maintaining the rights and dignity of all children
- assist in the development and regular review of supervision plans and strategies for both the indoor and outdoor area which will support the FDC educator and educator assistant (if in attendance) to position themselves effectively to allow them to observe the maximum area possible
- provide FDC educators and educator assistants with information and guidance to ensure a range of strategies are used to provide effective supervision in any situation/environment including conducting regular head counts
- ensure additional risk assessments are conducted for FDC residences/venues located in multi-storey buildings to ensure adequate supervision (See: *Multi-storey Building Policy*)
- conduct a thorough review of any risk assessments submitted for transportation of children and excursions to ensure supervision is adequately planned for before approving
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24-hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was call in response (not as a precaution) to the incident, situation or event

- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the FDC Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
- ensure FDC educators hold an approved certificate III level (or higher) prior to commencing their role as educator **or** for existing engaged educators, complete their approved qualification by **July 1, 2024**
- ensure students, volunteers and/or visitors are never left alone with a child whilst at the FDC Service under any circumstance
- ensure the required educator-to-child ratio and maximum number of preschool age children or under is adhered to at all times-
 - 1:7 educator to child ratio
 - Maximum of 4 children preschool age or under
 - Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them

FAMILY DAY CARE EDUCATOR/EDUCATOR ASSISTANT WILL:

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- conduct risk assessments taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and/or nappy change facilities
- develop, maintain and regularly review supervision plans and strategies for both the indoor and outdoor areas in collaboration with the coordinator and nominated supervisor. These will be displayed for families in all rooms and in the outdoor area
- promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- ensure each child will be within sight and/or hearing of the FDC educator or educator assistant
- actively engage with children to support their learning whilst actively supervising and observing children
- 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
- avoid activities or actions that will distract them from supervision, such as speaking on the phone for prolonged periods of time, taking personal phone calls, checking mobile phones or administrative tasks

- implement vigilant supervision strategies for hygiene requirements including:
 - regular handwashing
 - toileting
 - cough and sneeze routines- using disposable tissues and handwashing
- respond to the different levels of supervision required due to children's ages and individual needs- (supervision of infants and toddlers will require children remaining in close proximity to the FDC educator, where older school aged children may be able to be effectively supervised whilst in the outdoor environment)
- conduct a risk assessment to determine how children are supervised while being transported [Reg. 102C]
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed. (See *Incident, Injury, Trauma & Illness Policy*)
- ensure children are never left in an unattended vehicle under any circumstances. This applies even if the vehicle remains in sight of the FDC educator and/or educator assistant
- ensure adequate supervision is provided when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- ensure a Risk Assessment and 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.
- ensure visitors (including students and/or volunteers) are never left alone with a child whilst at the FDC residence or approved venue under any circumstance
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- ensure supervision of sleeping children is active, effective and frequent [as per our supervision plan relevant to the ages and developmental stages of children attending the service [see: *Safe Sleep Policy/Procedure*]
- 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
- ensure that hazardous equipment and chemicals are inaccessible to children

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults

- considering supervision of children when FDC residence/venue is located on different levels of a residence/building
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk (e.g.: carpentry, water play, climbing)
- making decisions and guiding FDC educators and educator assistants to make decisions about when children's play needs to be interrupted and redirected
- supporting FDC educators and educator assistants with specific strategies positioning, peripheral vision and monitoring children's arrival and departure from the FDC residence or venue

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Child Safe Environment Procedure Risk Assessment Guide and Procedure	Transport Pick-up and Drop-off checklist Safe

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Active Supervision: Ensuring safety and promoting learning.](#)

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Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Victoria Department of Education and Training. (2012). *Supervision* [Practice Note 12]:

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	08/04/2024
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025

VERSION NUMBER	V10.04.24	
MODIFICATIONS	- major review of policy- approved provider/nominated supervisor section separated from responsibilities of FDC educator/educator assistant - added information related to FDC qualification/approval of risk assessments/consideration of supervision in multi-storey buildings/ supervision strategies - sources checked and repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2023	- minor formatting edits within text - additional information added re: supervision requirements for transportation of children/risk assessment - additional statement re: visitors to FDC service - hyperlinks checked and repaired as required - EYLF/MTOP sources updated to V2.0 - Continuous Improvement section added - Childcare Centre Desktop Resource section added - link to Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024
APRIL 2022	- policy maintenance - additional information regarding consideration of supervision added to implementation section - minor formatting edits within text - hyperlinks checked and repaired as required	APRIL 2023
APRIL 2021	- policy review - minor edits - sources checked for currency	APRIL 2022
APRIL 2020	rearranged some points for better flow amended National Regulations specifically for FDC additional information added in some sections supervision for handwashing added	APRIL 2021
APRIL 2019	Terminology changed to be specific to FDC services. Introduction changed Additional information added to points. Irrelevant information deleted.	APRIL 2020
APRIL 2018	Minor terminology changes made to improve understanding and implementation	APRIL 2019
DECEMBER 2017	Updated policy to comply with current National Quality Standard	APRIL 2018

MAY 2017	Policy updated to comply with Family Day Care Regulations	TBA

MEDICAL CONDITIONS POLICY

To support children's wellbeing and manage specific healthcare needs, allergy or relevant medical condition Kidzone FDC Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are implemented. We aim to take every reasonable precaution to protect children's health and safety by explicitly adhering to individual medical management and risk management plans and responding to any emergency situation should they arise.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
85	Incident, injury, trauma and illness policy
86	Notification to parent of incident, injury, trauma or illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical Conditions Policy
90 (1) (a)	The management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis
90 (1) (iv)	Medical Conditions Communication Plan
90 (2)	The medical conditions policy of the education and care service must set out practices in relation to self-administration of medication by children over preschool age if the service permits that self-administration

91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
136	First Aid qualifications
162(c) and (d)	Health information to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173(2)(f)	Prescribed information to be displayed- a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the service
174	Time to notify certain circumstances to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Enrolment Policy
Administration of First Aid Policy	Epilepsy Management Policy
Administration of Medication Policy	Health and Safety Policy
Anaphylaxis Management Policy	Incident, Illness, Accident and Trauma Policy
Asthma Management Policy	Nutrition Food Safety Policy
Celebrations Policy	Privacy & Confidentiality Policy
Child Safe Environment Policy	Supervision Policy
Diabetes Management Policy	Work Health and Safety Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure services have policies and procedures in place for medical conditions. We aim to efficiently respond to and manage medical conditions, health care needs or allergies of children and staff at the Family Day Care Service ensuring the safety and wellbeing of all 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.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide:

- a. a safe environment for children free of foreseeable harm *and*
- b. adequate supervision of children at all times.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Family Day Care Service is committed to adhering to privacy and confidentiality procedures when dealing with individual health care needs, allergies or relevant medical conditions. There are a number of concerns that must be considered when a child with a diagnosed health care need, allergy, or medical condition is enrolled at the FDC Service. Key procedures and strategies must be in place prior to the child commencing care at a FDC residence or venue to ensure their individual health, safety and wellbeing.

The Approved Provider/Coordinator will ensure:

- all enrolment forms are reviewed to identify any specific health care need, allergy or medical condition
- existing enrolment forms are reviewed, and parents contacted to confirm if the existing diagnosed health care need, allergy or relevant medical condition still applies and whether any new needs have been diagnosed
- parents are provided with a copy of the Service's *Medical Conditions Policy*
- a child is not enrolled at, nor will attend the FDC Service without a medical management plan and prescribed medication by their medical practitioner. In particular, medication for life-threatening conditions such as asthma, anaphylaxis or diabetes must be provided at the service each day [e.g. asthma inhalers, adrenaline auto injection devices or insulin]
- FDC educators and educator assistants have a clear understanding of children's individual medical conditions enrolled in their service

- FDC educators, educator assistants and other staff have knowledge and access to this policy and relevant health management policies (*Asthma Management Policy/ Anaphylaxis Management Policy, Diabetes Management Policy*)
- medication will only be administered to a child:
 - if the medication is authorised in writing by a parent or authorised person
 - is administered in accordance to a child's Medical Management Plan or other instructions provided by a registered medical practitioner
 - as prescribed by a registered medical practitioner
 - is in the original container
 - has the original label clearly showing the name of the child
 - is before the expiry/use by date
 - after the educator has checked the child's identity and dosage of the medication against the written instructions provided
- an *Administration of Medication* Record is completed for each child and acknowledged by the parent at the end of each day
- to develop a communication plan in collaboration with the Nominated Supervisor/Responsible Person and FDC educator to ensure communication between families and educators is on-going and effective

educators and educator assistants receive appropriate professional development and training in managing specific medical conditions and meeting children's individual needs. Additionally, educator will undergo training from professional bodies in relation to EpiPen management training. [ASCIA anaphylaxis e-training for schools and early childhood education/care](#)

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- FDC educators hold current accredited first aid and CPR qualifications, emergency asthma and emergency anaphylaxis management certificates (as approved by ACECQA)
- FDC educators and educator assistants have a clear understanding about their role and responsibilities when caring for children with a medical condition
- FDC educators and educator assistants adhere to practices and procedures in relation to safe food handling and consumption of food
- families provide required information on their child's medical condition, including:
 - medication requirements
 - allergies
 - medical practitioner contact details
 - medical management plan

- a medical management plan has been developed in consultation with parents and the child's medical practitioner and provided to the FDC service and/or
 - an individual Asthma or Anaphylaxis Action Plan is developed in consultation with parents and the child's medical practitioner eg: (ASCIA) or National Asthma Council of Australia
 - an individual Diabetes Management Plan is developed in consultation with parents and the child's medical practitioner
- risk minimisation plan has been developed in consultation with parents and management prior to the child commencing at the FDC service
- FDC educators will be informed immediately about any changes to a child's medical management plan, risk management plan
- to record any prescribed health information and retain copies of medical management plan, anaphylaxis management plan or asthma management plan and risk minimisation plan in the child's enrolment folder
- FDC educators and educator assistants have access to emergency contact information for the child
- casual educators are informed of children (and any other staff-educator assistant) who have specific medical conditions or food allergies, the type of condition or allergies they have and the FDC Service's procedures for dealing with emergencies involving allergies and anaphylaxis
- a notice is displayed prominently in the main entrance of the residence or venue stating that a child diagnosed at risk of anaphylaxis is being cared for or educated, and providing details of the allergen/s (regulation 173)
- a copy of the child's medical management plan is visibly displayed in an area not generally available to families and known to educators and educator assistants in the residence/venue
- medication self-administered by a child over preschool aged, is only permitted with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication

In the event of a high-risk scenario where a child suffers from a reaction, incident, situation, or event related to a medical condition the FDC educator will:

- follow the child's medical management plan as per Regulation 90(1)(c)(ii)
- commence first aid measures/monitoring
- call an ambulance immediately by dialling 000
- contact the parent/guardian when practicable but as soon as possible

- contact the emergency contact if the parents or guardian can't be contacted when practicable but as soon as possible
- contact the Coordinator/Nominated Supervisor or Approved Provider of the FDC Service as soon as possible
- complete an *Incident, Injury, Trauma and Illness Record* as soon as possible
- request the approved provider/coordinator to notify the regulatory authority (within 24 hours) in the event of a serious incident.

Families will ensure:

- they provide the FDC Service management with accurate information about their child's health needs, allergies, medical conditions, and medication requirements on the enrolment form
- they provide the FDC Service with a medical management plan prior to enrolment of their child
- they consult with Coordinator and FDC educator to develop a risk minimisation plan and communication plan
- the FDC Service enrolment form is completed in its entirety providing specific details about the child's medical condition
- they acknowledge they have received a copy of the *Medical Conditions Policy* and *Administration of Medication Policy*
- they notify the FDC Service and educator if any changes are to occur to the medical management plan
- they notify the FDC Service and educator verbally when children are taking any short-term medications AND whether or not these medications may be self-administered (only applicable for a child over preschool age)
- they provide adequate supplies of the required medication and complete the *Administration of Medication Record*
- they provide an updated copy of the child's medical management plan **annually** or evidence from a Medical Practitioner to confirm the plan remains unchanged
- they provide written consent for their child's medical management plan to be displayed in the FDC residence/service.

Self-Administration of Medication

A child over preschool age may self-administer medication under the following circumstances:

- a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication
- medication is stored safely by the FDC educator, who will provide it to the child when required

- supervision is provided by the FDC educator whilst the child is self-administering medication
- a recording is made in the medication record for the child that the medication has been self-administered
- parents will acknowledge the details in the medication record upon collection of their child with a signature and date

(See *Administration of Medication Policy* for further information)

MEDICAL MANAGEMENT PLAN

Any medical management plan provided by a child's parents and/or registered medical practitioner should include the following:

- specific details of the diagnosed health care need, allergy or relevant medication condition
- supporting documentation (if required)
- a recent photo of the child
- current medication and dosage prescribed for the child
- if relevant, state what triggers the allergy or medical condition
- first aid/emergency response that may be required
- any medication that may be required to be administered in case of an emergency
- further treatment or response if the child does not respond to the initial treatment
- when to contact an ambulance for assistance
- contact details of the medical practitioner who signed the plan
- the date of when the plan should be reviewed
- a copy of the medical management plan will be displayed for FDC educators and educator assistants to see to ensure the safety and wellbeing of the child, whilst ensuring the child's privacy by displaying only in an area generally only available to staff of the FDC Service and FDC educator
- the FDC Service must ensure the medical management plan remains current all times.

RISK MINIMISATION PLAN

All children with a diagnosed health care need, allergy or relevant medical condition must have a risk minimisation plan in place. (regulation 90(1)(c))

A meeting will be arranged with the parents/guardian as soon as the FDC Service has been advised of the diagnosed health care need, allergy or medical condition. During this meeting a risk minimisation plan will be developed in consultation with the parent/guardian and FDC educator to ensure:

- that the risks relating to the child's specific health care need, allergy, or medical condition are assessed and minimised
- that practices and procedures in relation to the safe handling, preparation, serving, and consumption of food are developed and implemented
- 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
- practices are developed and implemented to ensure that all FDC educators, educator assistants, and volunteers can identify the child, the child's medical management plan and the location of the child's medication
- that the child does not attend the care without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or medical condition
- risk minimisation plan(s) are reviewed at least annually and/or revised with each change in the medical management plan in conjunction with parents/guardians
- all relevant information pertaining to the child's health and medical condition is communicated to parents at the end of each day by the educator
- parents are notified by the educator in advance of any special activities taking place such as celebrations, sporting events or excursions so plans of safe inclusion can be developed
- appropriate hygiene practices are followed by the educator when managing medical conditions in accordance with the *Control of Infectious Diseases Policy*.

COMMUNICATION PLAN

The communication plan explains how relevant staff members and volunteers are informed about the medical management and risk management plans and how the parent of the child can communicate any changes to the diagnosed health care need, allergy or medical condition.

A communication plan will be created after the meeting with the parents/guardian to ensure:

- all relevant staff members, educators and volunteers are informed about the *Medical Conditions Policy*, the medical management plan and risk minimisation plan for the child; and
- an individual child communication document is created so that a parent can communicate any changes to the medical management plan and risk management plan for the child in writing.

At all times, families who have a child attending the FDC Service who have a diagnosed healthcare need, allergy or medical condition will be provided with a copy of this policy and other relevant policies specific to their child's health management and communication plans.

Resources

[ASCIA anaphylaxis e-training for schools and early childhood education/care](#)

[ASCIA plans for Anaphylaxis](#)

[Coeliac Australia](#)

[Cystic Fibrosis Australia](#)

[Diabetes Australia](#)

[Epilepsy Foundation](#)

[National Asthma Australia](#)

[National Allergy Strategy](#)

SOURCE

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Federal Register of Legislation *Privacy Act 1988*.

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

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National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.). *Occupational Health and Safety Act 2004*.

Revised National Quality Standard. (2018).

Department of Education Victoria *Meeting children's health needs* (2020).

REVIEW

POLICY REVIEWED BY:	Sharmeena Jaweed	Nominated Supervisor	25/05/2022
POLICY REVIEWED	OCTOBER 2021	NEXT REVIEW DATE	JUNE 2024

MODIFICATIONS	• Policy reviewed and included suggested guidelines from ACECQA Dealing with Medical Conditions in Children (June 2021) • Additional section added <i>Cook and Food Handlers</i> • National Allergy Strategy link added	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MAY/JULY 2021	• Duty of Care section added • minor edits as policy was reviewed in September 2020 following feedback from QLD regulatory authority • inclusion of staff annual ASCIA anaphylaxis e-training as best practice • resources added for management of medical conditions • communication plan information added • sources checked for currency	JUNE 2022
SEPTEMBER 2020	• additional regulations added • administration of medication regarding original container, prescribed dosage/authorisations added • minor changes to relate policy to Administration of Medication Policy • procedure for self-administration of medication added	JUNE 2021
APRIL 2020	• additional information added to points • additional wording added to include diagnosed health care need, allergy or relevant medical condition	JUNE 2020
JUNE 2019	• Some grammar, punctuation and spelling edited. • Some sentences reworded/refined. • Additional information added to points. • Sources/references added & alphabetised. • Related policies added.	JUNE 2020
JUNE 2018	• Included the 'Related Policies' section and minor adjustments made to terminology.	JUNE 2019
DECEMBER 2017	• Updated policy to comply with the changes to the National Quality Standard	JUNE 2017
MAY 2017	• Modifications made for Family Day Care Services	TBA

EXCURSION/INCURSION POLICY

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for managing excursions (Reg. 168) and take reasonable steps to ensure policies and procedures are followed. Excursions/incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. Our Family Day Care Service recognises that excursions provide opportunities for children to explore the wider community in a small or larger group and extend on the educational program provided offered by our experienced Family Day Care educators.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
4 (1)	Definition of regular outing
89	First Aid Kits
90	Medical conditions policy
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursion
102B	Transport risk assessment must be conducted before service transports child

102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care educator
136	First Aid qualifications
159	Children's attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisation to be kept in enrolment records
168	Policies and Procedures are required
170	Policy and procedures to be followed
171	Policies and procedures to be kept available
Sec. 165	Offence to inadequately supervise children
Sec.167	Offence relating to protection of children from harm and hazards

RELATED POLICIES

Acceptance and refusal of Authorisations Policy	Incident, Incident, Trauma and Illness Policy
Administration of Medication Policy	Interaction with Children, Family and Staff Policy
Administration of First Aid Policy	Medical Conditions Policy
Child Safe Environment Policy	Orientation of New Families Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
Delivery of Children to, and Collection from and Education and Care Service Premises	Respect for Children Policy
Educational Program Policy	Safe Transportation Policy
Emergency Evacuation Policy	Sun Safety Policy
Family Communication Policy	Supervision Policy
	Water Safety Policy

PURPOSE

To ensure that all excursions and incursions undertaken by Kidzone Family Day Care Service are planned and conducted in a safe manner, maintaining children's health, safety and wellbeing at all times in accordance with Education and Care National Regulations. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local and the wider community.

SCOPE

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

IMPLEMENTATION

Excursions and incursions will be conducted with the children's safety and wellbeing in mind at all times. We may schedule incursions and visitors to Kidzone Family Day Care Service and participate in regular outings, however, if we feel an excursion will benefit the children and offer a valuable experience, we will adhere to the National Regulations and Family Day Care Service policies and procedures to plan and manage an experience that is enjoyable and educational for children. This policy relates to excursions that may be a 'regular outing' or a one-off excursion for a particular purpose.

DEFINITIONS (effective 1 October 2020)

Excursion: means an outing organised by an education and care service or family day care educator but does not include an outing organised by an education and care service provided on a school site if-

- (a) a child or children leave the education and care service premises in the company of an educator and
- (b) the child or children do not leave the school site

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

Incursion: means an activity organised by our FDC Service, whereby an outside body is employed or engaged to visit the service to run an educational program and to promote culture and diversity. This could include a visit from a dentist, the Rural Fire Service, an Aboriginal Cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

CONSIDERATIONS FOR AN EXCURSION

The purpose of the excursion should be clearly identified by the FDC educator and provide information on how the excursion or incursion supports the educational program and contributes to the outcomes for children.

Excursions/incursions should be planned in advance and consideration given to the:

- time away from the FDC residence/or venue
- availability of toilet and washing facilities at the venue
- access to safe drinking water
- adequate health and hygiene practices
- possible risk to children (identified in risk assessment)
- accessibility for all children
- transportation in FDC educator's car or another vehicle
- cost
- teaching children safety procedures and responsibilities whilst on an excursion
- weather- wet weather arrangements
- Risk Assessment documentation provided by the excursion venue

EXCURSION/INCURSION RISK ASSESSMENT

Family Day Care educators must conduct a risk assessment which reflects regulation 101 before an authorisation is scheduled under regulation 102 to determine the safety and appropriateness of the excursion/incursion. If the excursion involves transporting children, the risk assessment must adhere to **all** components of regulations 101 and 102 102B, 102C (effective March 2023).

The FDC Service will ensure:

- an *Excursion/Incursion Risk Assessment* and management plan is developed by the FDC educator prior to any excursion or incursion and approved by the Coordinator/Nominated Supervisor [see: Excursion Risk Management Plan, Regular Outing Risk Management Plan, Incursion Risk Management Plan]
- families are notified about the excursion using an *Excursion Permission* letter and written authorisation must be provided by a parent or other person named in the child's enrolment record
- families have a right to view the risk assessment prior to the excursion/incursion upon request in which the FDC Service must comply with ensuring all information is available
- the risk assessment must
 - identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion
 - specify how the identified risks will be managed and minimised
 - consider the proposed route and destination for the excursion and
 - identify any water hazards
 - reflect on any risks associated with water-based activities

- consider the transport to and from the proposed destination for the excursion
- consider the duration of the transportation
- consider any requirements for seatbelts or safety restraints under a law for our **NSW** jurisdiction
- the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
- 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
- consider the risks posed by the excursion/incursion, the FDC educator, educator assistant or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children's safety (e.g.: lifesaving skills)
- consider the planned activities
- determine the duration of the excursion
- consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).
- consider strategies to ensure supervision is consistent at all times during the excursion-transitions, toileting, departure and conclusion of the excursion

If the excursion is a regular excursion, *or 'regular outing'* a risk assessment is only required to be carried out once in a 12-month period, however, must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

PARENT/FAMILIES AUTHORISATION

The Nominated Supervisor will ensure:

- that a child is not taken outside the FDC residence/approved venue on an excursion unless written authorisation has been provided
- the authorisation must be given by a parent or other authorised person named in the child's enrolment record as having authority to authorise transportation of a child
- the authorisation form must state:
 - the child's name
 - the reason the child is to be taken outside the premises
 - the reason the child is to be transported (if transportation is included in the excursion)

- if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outing
- the date the child is to be taken on the excursion and transported
- a description of the proposed pick-up location and destination for the excursion
- the method of transport to be used for the excursion- e.g.: FDC educator's private vehicle
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the FDC residence or venue
- the period of time during which the child is to be transported
- the anticipated number of children likely to be attending the excursion
- the anticipated educator to child ratio attending the excursion to the anticipated number of children attending the excursion (as per regulations for FDC services)
- the anticipated number adults who will accompany and supervise the children on the excursion
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- that a risk assessment has been prepared and is available at the FDC Service
- that written policies and procedures for transporting children are available at the Service
- if the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period
- authorisations must be kept securely in the child's enrolment records

STAFFING ARRANGEMENTS

The Approved Provider, Nominated Supervisor and FDC educator will ensure that:

- educator to child ratios is no less than the prescribed ratios as per National Regulations
- additional staff are engaged to provide care and support to children with additional needs
- consideration for adequate supervision may include:
 - the number, age and ability of children
 - the number and physical positioning of educators
 - each child's current activity
 - risks related to the mode of transport (for example: walking)
 - visibility and accessibility
 - the experience and skill of each educator
- FDC educators are aware of their responsibility to provide supervision to other responsible adults or volunteers assisting on the excursion

- FDC educators are aware the procedures to follow in the event of an emergency
- FDC educator must hold current approved first aid qualification, current approved emergency asthma management and current approved anaphylaxis management training

PARENT AND VOLUNTEER PARTICIPATION

The Nominated Supervisor and Coordinators will ensure parents and volunteers:

- are encouraged to participate in excursions where possible
- cannot be counted as part of the educator to child ratio
- cannot be left alone with a child/children and must be supervised by the FDC educator at all times
- are briefed prior to participating on an excursion about the risk assessment, emergency procedures, supervision, photograph policy for privacy and confidentiality and use of mobile phone
- are aware that smoking is not permitted
- are aware of need to wear appropriate clothing and footwear.

ITEMS TO TAKE ON AN EXCURSION

The FDC educator must ensure that the following items are taken on all excursions, as per the risk assessment:

- a suitably equipped first aid kit
- fully charged and operating mobile phone
- emergency contact information details for all children participating on the excursion
- medication for children requiring medical and relevant medical management plans
- items required for excursion circumstances- such as sunscreen, hats, other equipment
- child's attendance record

TRANSPORTATION FOR EXCURSION

Excursions involving transportation must adhere to the *Safe Transportation Policy* including ensuring a risk assessment has been completed prior to children being transported by the service and authorisation for the service to transport children as part of the excursion.

It is a requirement of the National Regulation that the means of transport is stated on the risk assessment record and parent authorisation record. Information must be included in the risk assessment about the process for embarking and disembarking the means of transport, including how each child is to be accounted for.

The *means of transport* may mean:

- **Walking**

FDC educators must ensure children and adults use the safest footpaths and safe crossings where possible, such as pedestrian crossings and traffic lights

FDC educators will actively supervise children at all times

FDC educators will ensure all children and adults obey road rules

FDC educators will ensure children follow the 'stop, look, listen and think' process when walking near roads

FDC educators will remain vigilant that no child runs ahead or lags behind the group

- **Bus**

The Family Day Care Service or FDC educator must ensure that the seating capacity as displayed on the compliance registration is not exceeded. All children must sit on seats, preferably with, or close to an adult. Any requirements for seat belts or safety restraints under law must be followed depending on the vehicle used. If the bus has seat belts, they must be worn at all times. If the bus has seat belts, they must be worn at all times.

- **Train**

The FDC educator will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination, and the number of children and adults who will be travelling.

Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. This will allow the station to inform the train guard so that they can hold the train for the period of time for safe boarding and disembarkment. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage if possible- and not in a Quiet Carriage.

- **Car**

FDC educators and FDC educator assistants must only transport the number of children that can be safely transported in the car/vehicle. The motor vehicle that is used to transport children on an excursion must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

The vehicle must be registered and free of any defects that could put any passenger at harm.

All children must be fastened in the vehicle according to National Child Restraint Laws for Vehicles (below). The FDC educator and FDC educator assistant who transport children should hold a current Australian driver's licence. The process for entering and exiting the Service premises safely must be considered at all times.

NATIONAL CHILD RESTRAINT LAWS FOR VEHICLES

- children up to the age of six months must be secured in an approved rearward facing restraint
- children aged from six months old but under four years old must be secured in either a rear or forward-facing approved child restraint with an inbuilt harness
- children under four years old cannot travel in the front seat of a vehicle with two or more rows.
- children aged from four years old but under seven years old must be secured in a forward-facing approved child restraint with an inbuilt harness or an approved booster seat
- children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- children aged from seven years old but under 16 years old who are too small to be restrained by a seatbelt properly adjusted and fastened are strongly recommended to use an approved booster seat
- children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

If the child is too small for the child restraint specified for their age, they should be kept in their current-sized child restraint until it is safe for them to move to the next level.

If the child is too large for the child restraint specified for their age, they may move to the next level of child restraint.

Source: NSW Government Centre for Road Safety, 2017.

INSURANCE

FDC educators must review their insurance policy prior to the excursion/incursion to ensure liability is protected by the FDC Service. A copy of the insurance policy should be kept within the FDC educator's vehicle at all times.

CHECKING FOR CHILDREN'S SAFETY

The FDC educator and educator assistant will ensure:

- children's attendance records are taken on excursions
- all children are accounted for when embarking/disembarking the car/vehicle or bus
- children's names are marked off as they enter and leave the vehicle including time and date
- a thorough check is made of the vehicle to ensure no child is left in the vehicle (a second person should repeat this check for safety- **best practice**)
- the vehicle is parked to avoid other vehicles, driveways or car parks
- the vehicle is parked as close as possible to the FDC residence or visiting venue
- children only disembark the vehicle when it is safe to do so
- where possible, educators hold children's hands to supervise them walking into the FDC residence/venue
- head counts are conducted at least every 30 minutes whilst on the excursion
- bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised

LOST CHILD DURING AN EXCURSION

In the event of a child being unaccounted for during an excursion, the FDC educator will immediately:

- inform another educator and provide supervision for groups
- conduct a head count
- ask children/parent helpers/other educators if they have seen the missing child
- search the premises
- check organised meeting points (use mobile phone to contact other educators *if possible*)
- alert the venue management and request that an announcement is made
- if the child is still unaccounted for after checking as above, the educator will contact the Police on 000 and report the incident
- contact the nominated supervisor at the principal office to contact parents/guardian
- educators will reassure other children and provide supervision
- the Approved Provider must make a notification to the Regulatory Authority within 24 hours of a serious incident

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Excursion/ Incursion Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Excursion Authorisation Form	Regular Outing Checklist and Coversheet
Excursion Risk Assessment and Management Plan GUIDE	Regular Outing Parent Authorisation
Excursion - Risk Assessment Management Plan	Regular Outing - Risk Assessment Management Plan

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority (ACECQA). 2021. Policy and Procedure Guidelines. *Excursion Guidelines*.
 Australian Government Department of Education. (2022) [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
 Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
 Education and Care Services National Law Act 2010. (Amended 2018).
[Education and Care Services National Regulations](#). (2011). (Amended 2023)
 Guide to the National Quality Framework. (2018). (Amended 2023).
 Kidsafe Victoria *Road Safety* <https://www.kidsafevic.com.au/road-safety/>
 Kids and Traffic Early Childhood Road Safety Education Program (NSW) [Transporting Children Safely](#)
 NSW Government Centre for Road Safety. (2017):
<https://roadsafety.transport.nsw.gov.au/stayingsafe/children/childcarseats/index.html>
 Revised National Quality Standard. (2018).
 Road Transport (Safety & Traffic Management) Act 1999.
 Victoria State Government Education and Training *Early Childhood Professionals*
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	20/05/2023
POLICY REVIEWED	MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V11.05.23		
MODIFICATION	- Annual policy maintenance - Information added regarding new regulations related to safe transportation - minor formatting edits within text - hyperlinks checked and repaired as required - continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

MAY/JUNE 2022	• Policy reviewed and suggestions from ACECQA <i>Excursions Policy Guidelines</i> (June 2021) added • Policy name change to included Incursion • Additional legislative requirements added • Additional related policies • Definition of incursion added • Sources checked for currency	MAY 2023
MAY 2021	• Policy reviewed for currency • additional inclusion for checking for children's safety • ensuring adequate supervision added • lost child procedure added Links checked and additional resource added	MAY 2022
AUGUST 2020	amendments to policy to reflect new regulations for risk assessments for excursions and written authorisations for parents (effective 1 October 2020) new definition added for 'regular outing'	MAY 2021
MAY 2020	additional regulations added additional sections added: considerations/staffing arrangements /items to take on an excursion/parent and volunteer information /walking sources edited and checked for currency minor editing and formatting	MAY 2021
MAY 2019	Additional information added to points. Points added (Highlighted). Section added and referenced: National Child Restraint Laws for Vehicles Sources/references corrected, updated, and alphabetised. 'Related policies' alphabetised.	MAY 2020
MAY 2018	Minor changes made to include 'Incursions' as the same process of risk assessment would apply.	MAY 2019
DECEMBER 2017	Updated to comply with changes to National Quality Standard	MAY 2018
MAY 2017	Modifications made to adhere to Family Day Care Service	TBA

FURNITURE & EQUIPMENT SAFETY POLICY

Adequate furnishings and equipment are an essential component of quality Family Day Care (FDC) Services. Under the Education and Care Services National Law and Regulations, we have a responsibility to protect the health and safety of children enrolled at Kidzone FDC Service. Whilst this is reflected in our health and safety policies, nursery furniture and equipment require careful consideration to minimise risks to all those entering the FDC Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
116	Assessment of family day care residences and approved family day care venues
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures must be followed
174	Time to notify certain circumstances to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Assessment, Approval and Re-Assessment of Family Day Care Residence And/or Approved Venue Policy Child Safe Environment Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Physical Environment Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Management and Family Day Care educators have a responsibility and duty of care to ensure that the building (residence or venue), furniture, grounds, and equipment are safe and hygienic. We aim to ensure that all furniture and equipment at the Family Day Care residence or venue adheres to recognised safety standards and is age appropriate for the children.

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 FDC Service understands the importance of children experiencing and learning about risk through safe and creative play. All children have the right to be safe. The provision of safe environments for children is essential to prevent injury and enable them to grow and develop. Our FDC educators will only use furniture and equipment that has been made in accordance with Australian mandatory design standards and follow recommendations from the Kidsafe Family Day Care Safety Guidelines.

NOMINATED SUPERVISOR AND COORDINATION UNIT WILL ENSURE:

- assessments are conducted of the FDC residence or approved venue at least annually to ensure that the health, safety and wellbeing of children are protected
- a proactive process of risk management is implemented, and clear processes are in place for the identification of hazards, risk minimisation and other control measures
- every reasonable precaution is taken to protect children from harm (e.g., not locating a swing too close to a concrete wall)
- to adhere to the Education and Care Services National Law and Regulations and licensing requirements that relate to the safety of children at the Family Day Care Service
- records are kept of inspections and maintenance of furniture, playgrounds, and equipment

- FDC educators conduct daily/weekly routine visual inspections to identify obvious hazards in surfacing, fixed and mobile equipment, moving parts, swings, ropes, chains, tyres, fences, sandpits
- mandatory Australian Safety Standards are always adhered to when
 - purchasing new equipment or furniture, in particular in relation to cots, prams and strollers, baby dummies and dummy chains, baby walkers, bicycle helmets, and child restraints
 - installing equipment (for example: equipment footings, clustering of equipment, free height fall, swings)
 - entrapment hazards
- the equipment and furniture used in providing education and care at the residence/approved venue is safe, clean and in good repair
- there is sufficient furniture and developmentally appropriate equipment so each child can take part in the educational program depending on their interests, ages and abilities
- to implement recommendations from organisations, such as Kidsafe, on fall zones and suitable heights of furniture, equipment and playground equipment (soft fall such as grass, sand or tan bark) (minimum height of equipment requiring fall zone is 500 mm)
- the age recommendation in relation to the age and developmental stage of the children using the furniture and equipment is adhered to.
- FDC educators are aware of appropriate instructions for use and supervision for all equipment and furniture
- furniture in the FDC residence or venue is securely built so it will not collapse, is easy to clean, and non-toxic
- entrapment hazards are identified; it is easy for small fingers and limbs to get caught in gaps. Head and upper body entrapments can cause death by asphyxiation. (Be aware that fingers can get caught in holes or openings between 5-12mm, limbs in gaps between 30-50mm and heads in gaps over 85mm.)
- all equipment and furniture are kept in a clean and hygienic state, particularly before and after food service.
- furniture and equipment do not contain any lead. This is most likely to occur with second-hand furniture
- the Regulatory Authority is notified of any serious incident involving serious injury or trauma to a child within 24 hours.

EDUCATORS/EDUCATOR ASSISTANTS WILL ENSURE:

- to provide effective supervision of children, including the supervision of infants at all times to minimise the risk of accidents and injuries that could result from the furniture and equipment within the learning environment and nursery
- consideration should be made for the different ages of children at the service and adapt supervision of these play resources accordingly
- they regularly check furniture and equipment for stability and wear and tear- (corners, surface-splinters, missing bike handle grips, faulty cleats in boards or ladders, heavy objects on climbing frames that destabilise the equipment)
- considerations are made about fall zones and heights recommended by KidSafe
- soft fall is maintained (grass, sand, tanbark or fall mats)
- they keep records of daily/weekly inspection of indoor/outdoor equipment
- that a record is kept of any furniture or equipment that needs maintenance in the *Equipment and Maintenance Record* and this is reported to the FDC Coordinator
- the FDC educator ensures repairs and maintenance is completed as indicated above
- they carefully consider all aspects regarding the use of furniture and equipment and how it suits the age and stage of the children's development
- to regularly test locking devices to ensure they are functioning correctly
- non-toxic, easy to clean surfaces will be sourced for all equipment
- to reflect on common accidents and incidents in the learning environment and implement an action plan to ensure the safety of children and minimise accidents at the Family Day Care Service
- to provide a safe physical environment that allows children to play safely
- they remain up to date with health and safety changes within the early childhood sector by attending appropriate professional development
- the furnishings and equipment within the program support and stimulate children's development
- the coordinator/approved provider and regulatory authority are notified of any serious incident involving serious injury or trauma to a child within 24 hours.

NURSERY FURNITURE

- all equipment will comply with compulsory Australian safety standards- (AS/NZS 2172 for cots AS 4684 for highchairs)
- locking devices and stability of cots and highchairs will be checked daily/weekly
- inspections will be made regularly and a record kept to check bolts and nuts on cots to ensure they are maintained as per instructions supplied with the cot

- nappy change facilities are suitable for children attending the service. Any nappy change table must be sturdy and have:
 - roll-off protection, such as a child safety harness and raised edges
 - ends and sides that are raised at least 100mm with smooth edges
 - no gaps that could injure a child's fingers or toes
- the Nursery area will be free from small objects or items that can break and become a potential hazard
- cots will be positioned away from heaters, power points, windows or curtain and blind cords
- cots will be stored
- FDC educators will always use furniture and equipment that is free of rough surfaces, sharp edges, points, projections and/or small pieces that can break off
- the use of unsafe equipment such as baby walkers will be avoided
- to reduce the risk of harm, collapsible furniture and furniture that presents possible entrapment hazards will not be used (e.g., toy boxes with heavy lids)
- sleeping infants will be closely monitored at all times
- all infants will be safely secured in their highchair when eating
- FDC educators will ensure that the sides of cots are put up when occupied by children

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Furniture & Equipment Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Equipment and Maintenance Record Outdoor Environment and Playground Safety Audit	Outdoor Cleaning and Safety Checklist Opening and Closing Checklist

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Competition & Consumer Commission. (2013). Keeping baby safe – a guide to infant and nursery products: <https://www.productsafety.gov.au/publication/keeping-baby-safe-a-guide-to-infant-and-nursery-products>
 Australian Competition & Consumer Commission. (n.d.). Product safety Australia: Mandatory standards: <https://www.productsafety.gov.au/product-safety-laws/safety-standards-bans/mandatory-standards>
 Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Kidsafe NSW Kidsafe (2020) *Family Day Care Safety Guidelines* 7th edition

Kidsafe NSW Inc. Home and community safety information sheets:

<https://www.kidsafensw.org/resources/information-sheets/>

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

WESTERN AUSTRALIA JURISDICTION	
Consideration requirements when assessing the Family Day Care Residences and Venues	
Things to consider when conducting an assessment include:	
- are the premises, furniture and equipment suitable for the children who attend the service? - is fencing and security adequate? - is there enough furniture, materials and equipment? - availability of laundry facilities or other arrangements for dealing with soiled clothing? - suitable toilet, washing and drying facilities? - is there enough ventilation and natural light? - have glass windows and doors been made child safe? - availability of nappy change arrangements for children who wear nappies. - are there any water hazards, water features or swimming pools at or near the premises? - are there any animals that could harm the children? - A record of assessment of family day care residences and approved family day care venues about safety of furniture and equipment	

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	24/08/2023
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION	V6.08.23		
MODIFICATIONS	- Additional information regarding storage of cots/bedding - annual policy maintenance - continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEW REVIEW DATE
AUGUST 2022	- policy maintenance - no major changes to policy - minor formatting edits - hyperlinks checked and repaired as required		AUGUST 2023

AUGUST 2021	• additional QA added (QA3) • Minor formatting changes • sources checked for currency • Reference to outdoor environment and playground safety audit added	AUGUST 2022
AUGUST 2020	• additional regulations added • notification to Regulatory Authority added • points added to Management responsibilities • additional points to Nursery Furniture/Equipment • sources checked for currency- new source added	AUGUST 2021
AUGUST 2019	• sentences reworded/refined • additional information added to points • points added • relevant sources added • sources checked for currency – updated as required • sources alphabetised • related policies alphabetised	AUGUST 2020
SEPTEMBER 2018	• new policy draft for FDC	SEPTEMBER 2019

MISSING CHILD PROCEDURE

Kidzone Family Day Care (FDC) educators have a duty of care to ensure children are supervised at all times, maintaining safe and secure environments whilst adhering to Education and Care Services National Law and National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

FDC educators are to follow the *Supervision Policy* and conduct regular attendance monitoring throughout the day to ensure all children are accounted for at all times of the day where education and care is provided. Working in conjunction with the *Supervision Policy* and *Delivery of children to, and collection from an Education and Care Service Premises Policy*, this procedure provides detailed steps for FDC educators to follow if a child appears missing or unaccounted for while attending our FDC Service.

FDC educators will follow the *Missing Child During Regular Transport Procedure* if a child is missing or unaccounted for during transportation to or from the FDC Residence or approved venue.

IMPORTANT: Although researched the steps listed below are a guide only. Please ensure you adjust to your own circumstances and physical environment and then assess these before application in your FDC Service.

Education and Care Services National Law or Regulations (R. 12, 99, 101, 115, 121, 122 and 168) NQS QA 2: Element 2.1.2 and 2.2.2 Health practices and procedures

Related Policies: Supervision Policy, Delivery of children to, and collection from an Education and Care Service Premises Policy, Lockdown Policy

MISSING CHILD PROCEDURE		
1	The FDC educator will implement the <i>Lockdown Policy</i> to ensure all children are accounted for and to maintain supervision for other children.	
2	The FDC educator will check sign out register to ensure the child has not been collected by a parent/authorised person	
3	The FDC educator will conduct a comprehensive, coordinated search of the FDC Service/residence/venue, ensuring the following areas are searched: • Storerooms • Cupboards • Play Equipment • Fixed Play Equipment • Cubby Houses • Hidden or Obstructed Areas in the indoor and outdoor environment • Ensure all exit doors and gates are closed and locked	

4	If the missing child has not be located within 10 minutes , the FDC educator will notify the Police by calling 000	
5	The FDC educator will contact the child's parents as soon as possible	
6	The FDC educator will contact the Nominated Supervisor/ Responsible Person and advise of the situation as soon as possible	
7	The Nominated Supervisor will notify the regulatory authority within 24 hours of becoming aware of a serious incident	
8	The FDC educator will complete a detailed statement, explaining the incident that has occurred. This must be done on the same day and include the date and time along with signature of person who has written the statement.	
9	The Nominated Supervisor will conduct a risk assessment of the incident in consultation with the FDC educator	

REVIEW OF PROCEDURE			
Date procedure created	09/09/2023	To be reviewed	September 2025
Approved by	Ahmed Ibrahim	Signature	AI
Procedure Reviewed Date	Modifications/Changes		
September 2023	Additional reference to <i>Missing Child During Transportation Procedure</i>		

WATER SAFETY POLICY

The safety and supervision of children is paramount when in or around water. This policy relates to managing water safety including any activity involving water play, excursions near water, safety around hot water and hygiene practices with water at Kidzone Family Day Care (FDC) approved residences and venues. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
26(1)(l)	Application for service approval- family day care-swimming pool
12	Meaning of a serious incident
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
116A	Inspection of swimming pools, water features and other potential water hazards at the family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues

116 (2) (d)	The existence of any water hazards, water features or swimming pool at or near the residence or venue
136	First aid qualifications
168	Education and care service must have policies and procedures
168(2)(a)(iii)	Education and care service must have policies and procedures in relation to- Water safety, including safety during any water-based activities
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
173	Prescribed information to be displayed- family day care service
174A	Family day care educator to notify certain information to approved provider
176	Time to notify the certain information to the Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Assessment Approval and Re-Assessment of FDC Residences and Venues Policy Child Safe Environment Policy Educational Program Policy Excursion/Incursion Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Physical Environment Policy Sun Safe Policy Supervision Policy

PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water hazards, hot water, drinking water and hygiene practices with water in the Family Day Care Service environment.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students and visitors (including contractors) of the Family Day Care Service.

WATER HAZARDS

The National Regulations make reference to ‘*water hazards*’ however the term is not expressly defined. In this policy, a water hazard is defined as anything that can hold 5cm of water and fit a child’s nose and mouth and a ‘water hazard’ may include:

- large bodies of water such as dams, creeks, river or pooling water, swimming pool, portable pools and spas, jetted bathtubs (or Jacuzzis)
- fishponds
- smaller bodies of water such as baths, nappy/mop buckets
- sinks, basins
- water features, such as a wishing well
- containers for feeding animals
- water troughs, containers
- beach

DROWNING

Drowning is one of the major causes of unintentional death for children 0-4 years. According to the Life Saving Society of Australia an annual average of 30 drowning deaths of children aged 0-4 years occur in swimming pools and 5 drowning deaths of children 0-4 years in bathtubs/spa baths. (Kidsafe, 2020).

Although home swimming pools are the most common site for drowning, children can drown in just a few centimetres of water. Adult supervision of young children is therefore critical when any child is in or around water.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for managing water safety, including during any water-based activities and take reasonable steps to ensure those policies and procedures are followed.

Legal requirements for pools, spas, paddling pools and other water troughs vary across each state and territory. Family Day Care approved providers must ensure they adhere to National Regulations, Council requirements and national safety standards when approving an educator and assessing the residence *before* providing care approval. Changes to improve safety of children at Family Day Care (FDC) residences or venue around any water hazard, water feature or swimming pools has been highlighted in the NQF Review 2019 under regulation 116 effective from October 2023.

FAMILY DAY CARE APPROVED PROVIDER WILL:

- adhere to all obligations under the *Education and Care National Law and Regulations*

- ensure that each FDC educator and educator assistant hold current ACECQA approved first aid qualification that was attained within the previous three years (Regulation 136)
- ensure each FDC educator and educator assistant successfully completes cardio pulmonary resuscitation training (CPR) each year
- assess each proposed FDC residence or venue before education and care is provided, to ensure the safety, health and wellbeing of children. Consideration must be made for residences with water hazards, swimming pools or spas as to their suitability according to the number, ages and abilities of children.
- ensure any swimming pool at the FDC residence or approved venue complies with fencing requirements for fencing a swimming pool under relevant fencing laws, regulations and standards in participating jurisdiction
- conduct, record and keep **monthly** inspections of each FDC residence and approved venue with a water hazard, water feature, swimming pools or spa, including fencing and surrounds- (either the approved provider or a person nominated by the approved provider) – see: [Water Hazard Safety Inspections](#)
- ensure the inspection is conducted in person or remotely using technology that enables the person to conduct the inspection without visiting the residence or venue in person
- provide a copy of the inspection within 7 days with a written report to the family day care educator identifying any safety risks or issues. Should any issue be identified, an estimated time needed to rectify the safety issue will be determined
- ensure additional consideration and risk assessments are conducted for FDC educators located in regional, remote and rural areas where creeks, rivers and canals are located. In additional consideration must be made when managing risk where other water hazards exist such as: water troughs for animals, dams and waterways.
- ensure premises adjacent to or providing access to any water hazards that are not able to be adequately supervised at all times (e.g., dams, swimming pool) are to be isolated from children by a child resistant barrier or fence
- ensure a diagram showing the areas of a FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children. The diagram must also indicate the existence of any water hazards, water features or swimming pools.
- ensure no person engages in swimming whilst education and care is provided by the FDC educator (including other children who live at the residence)
- ensure detailed risk assessments are completed for any identified water hazards and water-based activities

- ensure boundary barriers around pools and spas comply with Australian Standards including
 - self-locking gates
 - making spas inaccessible with locked pool cover and isolation barriers at least 1.2m high
 - ensure pool barriers are at least 1.8m high
 - ensuring any doors that form part of the pool barrier have a self-closing mechanism and child resistant lock
 - making pool filters inaccessible to children
- ensure a diagram showing the areas of a FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children is clearly displayed for families to view. The diagram must also indicate the existence of any water hazards, water features or swimming pools.
- inform all families of FDC educator residences that have swimming pools or spas and the risk mitigation strategies that have been implemented to provide safety for their child whilst in the care of the educator
- provide direction and education to educators, educator assistants and families on the importance of children's safety and supervision in and around water
- ensure health and safety practices are incorporated to ensure safe storage of water and water play
- ensure any items around the perimeter of the pool (for example, tables, chairs, pot plants etc.) are not able to be used as a climbing aid for children
- ensure a Cardiopulmonary Resuscitation (CPR) chart is displayed near any swimming pool, wading pool, or body of water
- ensure any containers that hold or collect water, such as nappy buckets, ponds, spas must be safely covered or made inaccessible to children
- notify the regulatory authority of any serious incident whilst a child is being educated and cared for by the FDC service

FAMILY DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS WILL:

- ensure a diagram showing the areas of the FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children is clearly displayed for families to view. The diagram must also indicate the existence of any water hazards, water features or swimming pools.

- complete risk assessments that identify and assess risks associated with any water hazards and water-based activities
- ensure all water hazards have Australian Standard barriers- fencing; self-closing mechanism and child-resistant locks and that fencing complies with relevant fencing laws, regulations and standards in participating jurisdiction
- complete and assist in record keeping of monthly inspections of swimming pools, spas and water features
- take action within the given time frame to rectify any identified safety issue and mitigate risks associated with it before it is rectified
- ensure adequate supervision is provided when participating in water activities including:
 - supervising children near water at all times
 - never leave children alone near any water
 - direct and constant monitoring of children
 - scanning and moving around the environment
 - observing play and anticipating behaviour
- conduct a risk assessment in accordance with the regulatory requirements (regulation 101) prior to taking children on an excursion, clearly identifying any water hazard and indicating how this is assessed and managed
 - seek approval by the Approved Provider before any outing/excursion is conducted
 - ensure all emergency procedures are adhered to whilst on any excursion as per *Excursion Policy*
- gain prior written authorisation from parents, indicating any water hazard and educator to child ratios that will be applied to ensure supervision requirements are met, prior to any excursion.
 - for children who are less than 3 years- 1 adult to each child
 - for children who are at least 3 years but not yet 6 years- 1 adult to 2 children
 - for children 6 years and over- 1 adult to 4 years
- ensure children in a bath (if required) are
 - directly supervised at all times and;
 - remain within arm's reach of educator
- 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
- complete a daily [Water Safety Check](#) of premises to ensure that all hazards are known and minimised (including items close to a pool fence that could provide climbing access). When a

hazard or potential hazard is detected, the educator will complete a risk assessment to address any concerns and children will be excluded from the area until the hazard has been rectified.

- utilise water activities in appropriate weather as part of the planned program
- allow the children the opportunity to experiment with water, sand, and mixing materials
- incorporate water safety awareness into the educational program
- monitor all taps on the premises that children have access to and ensure they are turned off securely when not in use
- safely cover or make inaccessible to children all water containers, e.g., mop buckets, nappy bucket
- empty wading pools immediately after every use and store to prevent the collection of water, e.g., upright
- check for and empty any water that has collected in holes or containers after rainfall or watering gardens
- ensure water troughs are not used without a stand to keep it off the ground.
- ensure children remain standing on the ground whilst using the water trough
- ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after **each** use
- ensure wading pools are hygienically cleaned, disinfected and chlorinated appropriately:
 - on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant
 - wash away disinfectant before filling pool
 - add Chlorine to pool before children used the pool
 - check chlorine levels frequently
 - children with diarrhoea, upset stomach, open sores or nasal infections should not use the pool
 - all children should wear appropriate swimwear / bathers, go to the toilet before entering the pool, and follow correct toilet hygiene practices while in the pool
 - remove all children immediately, empty and disinfect the pool should a child pass a bowel motion whilst in the pool
- discourage children from drinking from these water activities (as above)
- ensure laundry, storerooms have signage to remind the educator/adults to close doors behind them
- ensure buckets of water for soaking toys or clothing are inaccessible to children
- teach children about staying safe in and around water

- notify the approved provider if any serious incident occurs whilst a child is being educated and cared for by the educator

OPERATIONAL SAFETY

- 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
- The educator will discuss with the children the use of water tank water and how it differs from drinking water
- Hot water accessible to children will be maintained at the temperature of 45.C° which will be tested annually (AS 3498)
- Hot drinks are not to be consumed near children by educators
- Water for pets at the FDC residence must be changed daily and only be accessible to children when the educator or educator assistant is supervising.

IMPORTANT: Parents will be notified as soon as practicable but within 24 hours if their child is involved in an incident/accident at the FDC Service or while under Service care.

Details of the incident/accident will be recorded on an *Incident, Injury, Trauma and Illness Record*.

Regulation 176: 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 by the Approved Provider.

FDC Educators will follow emergency procedures and contact emergency services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident.

RESOURCES

[KidSafe Family Day Care Safety Guidelines 2020 \(7th edition\)](#)

Royal Life Saving Society Australia Toddler drowning prevention

<https://www.royallifesaving.com.au/families/at-home/toddler-drowning-prevention>

The Royal Children’s Hospital Melbourne Safety: Swimming Pools

https://www.rch.org.au/kidsinfo/fact_sheets/Safety_Swimming_pools/

ACECQA- [Monthly Water Hazard Safety Inspection](#)

CONTINUOUS IMPROVEMENT

Our *Water Safety Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

Kidzone Family Day Care - RELATED RESOURCES

Water Safety Procedure

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
 ACECQA. (2023). [Policy and procedure guidelines- Water Safety Guidelines](#)
 ACECQA. (2023). [Family Day Care Pool/Water Hazards/Water Features Safety Check](#)
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Guide to the National Quality Framework. (Amended 2023).
 KidSafe (2021). Water Safety. <https://kidsafe.com.au/water-safety/>
 National Health and Medical Research Council (NHMRC): www.nhmrc.gov.au
[National Quality Framework Review \(NQF\) 2019](#).
 Revised National Quality Standard. (2018).
 Victoria Government. [Better Health Channel. Water safety for children](#).
[Western Australian Education and Care Services National Regulations](#)
 Western Australia Government. [Department of Communities. Improving safety at family day care residences or venues with swimming pools, spas and water features in Western Australia](#). (2023).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	09/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V11.9.23		
MODIFICATIONS	- regular policy maintenance - amendments to Education and Care Regulations added – monthly inspections of FDC residences/venues with water features/swimming pools - ACECQA Pool/Water Hazards/Water Features Safety check added - notification of serious incident to regulatory authority added - sources updated - CCD related resources added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

SEPTEMBER 2022	- regular policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required - Additional information regarding 'safety devices' and monthly inspections for residence/venues with pool/spas for services located within Western Australia	SEPTEMBER 2023
SEPTEMBER 2021	- Policy reviewed and included suggested guidelines from ACECQA Water Safety Policy Guidelines (June 2021) - Additional legislative requirements added - Additional related policies - deleted 'nappy' bucket and replaced to 'mop bucket'	SEPTEMBER 2022
SEPTEMBER 2020	additional section re: 'water hazards' risk assessment measures added detail regarding fencing/child resistant locks added hot water temperature edited re: Australian Standards additional supervision section added additional sources sources checked for currency resources added	SEPTEMBER 2021
SEPTEMBER 2019	Wording 'corrected'. Some sentences reworded/refined. Additional information added. Points added. Sources/references corrected, updated, and alphabetised. Related policies alphabetised.	SEPTEMBER 2020
SEPTEMBER 2018	Latest updates include terminology and grammar improvements. Added the section displaying related policies on page 2.	SEPTEMBER 2019
DECEMBER 2017	Updated to comply with National Quality Standard	SEPTEMBER 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	TBA

NAPPY CHANGE AND TOILETING POLICY

Our Family Day Care (FDC) Service aims to ensure Family Day Care (FDC) educators meet the needs of children by providing a clean, safe, and hygienic place for nappy changes and toileting in their residence or venue. We believe that nappy-changing and toileting rituals provided in a caring and responsive manner are valuable opportunities to promote children's learning, meet individual needs, and to develop strong relationships with children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
120	Educators who are under 18 to be supervised

155	Interactions with children
156	Relationships in groups
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Dealing with Infectious Diseases Policy Family Communication Policy Interactions with Children, Families and Staff Policy	Hand Washing Policy Health and Safety Policy Supervision Policy

PURPOSE

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting, ensuring that bathrooms used by children and nappy change areas are maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. Our FDC Service will also ensure that the nappy change and toileting routines implemented are used as an opportunity for one-on-one positive interactions between the FDC educator and child.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Nappy changes and toileting routines are incorporated into the FDC educator's routine, both at designated times and throughout the day to meet children's individual needs. Educators will communicate with parents to develop continuity between their FDC service and home in regard to their child's nappy change and toileting practices. FDC educators will develop a toileting plan in consultation with parents to develop a consistent approach to toilet training. Educators/educator assistants must be responsive to special requirements related to culture, religion, or privacy.

Toileting and nappy changing will be carried out at frequent intervals throughout the day. Children who are in nappies will have each nappy change recorded in the **Nappy Change Register** by the FDC Educator. This is situated <insert location> for parents to sight. The FDC educator will monitor the progress of a

child's toilet training and provide information to parents of how many times the child actually sat on the toilet or managed to use the toilet in a day.

Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is also important to remember that the way that educators react to soiled or wet nappies, toileting needs, and toileting accidents give children powerful messages about themselves and their bodies.

Nappy changing and toileting routines are an excellent opportunity for educators/educator assistants to:

- conduct one-to-one interactions with babies, toddlers, and children, giving them undivided attention
- build trusting and caring relationships with babies, toddlers, and children
- support children's agency to develop an understanding and control of their own bodily functions
- interact with babies and toddlers using verbal and non-verbal communication and respond to children's communication
- participate in age-appropriate activities with children, such as singing, saying rhymes
- build children's understanding of what is happening by inviting them to the bathroom and supporting their ability to predict what will happen next in the routine
- help children begin to develop and extend their self-help skills, which includes handwashing and dressing, and encouraging children to identify the feeling of accomplishment and pride that come with this
- educators/educator assistants will carry out nappy changing; however, at times if a student is required to carry out this as part of their practical requirements, they will be under the constant supervision of the FDC educator

Appropriate hygiene practices must be maintained, and procedures followed to minimise any risk of infection at all times. FDC educators/educator assistants will continuously role-model and promote healthy hygiene practices and hand washing procedures, encouraging and supporting the children to follow these practices.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:

- implement policies, procedures, and training for FDC educators to ensure nappy change procedures support children's safety, protection, relationships, and learning
- conduct annual assessments of the FDC residence/approved venue

- consider the suitability of toileting and nappy change arrangements for children attending, or likely to attend the FDC Service who wear nappies
- ensure nappy changing and toileting areas are safe and do not pose a risk to children (Reg 106)
- ensure FDC educators display handwashing posters in bathrooms and near nappy change area
- provide information to families at time of enrolment about:
 - use of disposable nappies
 - procedures if their child develops or presents with nappy rash
 - *Administration of Medication* authorisation for application of products to treat nappy rash including prescription treatments or over the counter creams
 - requests to provide adequate supplies of clothes for children who are toilet training
 - the importance of ongoing and open communication between educators and families about nappy changing and toilet training with their child

THE FDC EDUCATOR and/or EDUCATOR ASSISTANT WILL:

- provide an adequate and appropriate hygienic facility for nappy changing and toileting
- ensure the nappy change facility is designed and located in a way that prevents unsupervised access by children and not pose a risk to children (Reg. 106)
- ensure that the nappy change facility is designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children using the facilities
- discuss children's individual needs with families to ensure practices are reflective of their home environment and are culturally sensitive
- develop systems to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access
- ensure that adult and children's hand washing facilities are located within the nappy change area and procedures are displayed visually and in community languages in appropriate areas (Reg. 112)
- ensure handwashing posters are displayed in bathrooms and nappy change areas
- ensure nappies are checked regularly throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- provide information to families regarding children's nappy changes
- ensure nappy bins have a 'hands-free' lid
- ensure nappy bins are located out of children's reach, preferably in a child-proof cupboard
- ensure nappy bins are emptied once during the day and at the end of each day, or more regularly as required

- ensure nappy change procedures remain compliant and current
- always follow the FDC Service's requirements for nappy changing and toileting and communicating with families
- utilise nappy change times to interact with children, toddlers, and babies on an individual basis. The nappy change time will allow the educator to converse, sing, play, and generally interact with the child. This time is a particularly good time for supporting language skills
- organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children's interactions and to encourage learning and language development
- ensure physical contact and direct supervision with babies and toddlers throughout the nappy change experience
- ensure no child is left alone on a nappy change mat or bench
- keep nappy change area fully stocked with all required materials at all times to ensure efficiency and the health and safety of each child
- encourage mobile children to walk to the nappy change area
- assist the mobile baby or toddler to walk up the steps onto the nappy change bench to minimise lifting by educators and to promote children's agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the baby to the nappy change mat.
- only apply nappy cream to a child if authorisation is provided in an *Administration of Medication* form, signed by the parent/guardian.

TOILET TRAINING

Toileting occurs at any time of the day and is specific to individual needs. The FDC educator will communicate with parents/guardians to develop consistency between home and the service in regard to their child's toileting habits. FDC educators must be aware of and consider any special requirements related to culture, religion, or privacy needs.

Decisions about when to begin toilet training will be made by families or may occur through shared decision making between families and the FDC educator. This decision is based on mutual respect and open communication, which is crucial for a successful outcome. Families may have strong views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences which must be respected by educators/educator assistants.

The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.

Early signs of readiness may start to appear when children are around two years old, but generally appear closer to the child's third birthday. These signs may include:

- showing interest in the toilet, including having an interest in others using the toilet
- indicating a need to go to the toilet either before, or while they are passing urine or faeces
- staying dryer for longer periods of time
- beginning to dislike wearing a nappy and perhaps trying to pull it off when it's wet or soiled
- indicating a desire to sit on the toilet

It is important to keep the process subdued and not place unnecessary attention and pressure on the child to perform. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence. Families and educators can expect accidents, which should be treated respectfully, without fuss, and in a supportive manner.

Educators and families will communicate with each other regarding how the toilet learning is progressing, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children will be given the opportunity to complete the toileting procedure, such as toileting, flushing the toilet, and washing and drying their hands, but will always be supervised and assisted if required.

During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children. FDC educators can take advantage of the child being in a group and the many opportunities that provides for learning from each other. FDC educators and families need to remember that comparing children is inappropriate as there will always be individual differences and variables.

EDUCATORS WILL:

- request parents to supply a clean change of clothing for children who are toilet training
- assist the child to use the toilet independently
- assist the child to get dressed (and if required, change into dry clothes)

- encourage children, especially girls, to wipe front to back to reduce introducing bowel bacteria to the urinary tract
- encourage children to flush the toilet
- encourage and assist children to wash and dry their hands thoroughly as per *Handwashing Policy*

If the child has soiled or wet their clothes:

- place soiled clothes in a plastic bag or alternative and keep these in a designated area for parents to take home- rinse any wet and/or soiled clothes in a dedicated wash area
- empty solid waste into the toilet where possible
- wash their own hands after helping children use the toilet
- wear disposable gloves, use paper towel, or disposable cloths with detergent and disinfectant, when dealing with spills- such as urine, faeces or vomit

CONTINUOUS IMPROVEMENT/REFLECTION

The *Nappy Change and Toileting Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bathroom and Nappy Change Cleaning Checklist Cloth Nappies Guide and Procedure Nappy Change Procedure	Nappy Change Record Toileting Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Children's Education & Care Quality Authority. National Quality Standard Information Sheet. (2023)
[Toileting and Nappy Changing Principles and Practices](#).
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
 Family & Community Services. (2019). Babies and toddlers: Toilet training:
<https://www.facs.nsw.gov.au/families/parenting/caring-for/toddlers>
 National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government.
 Raising Children Network (2018) Nappy rash <https://raisingchildren.net.au/newborns/health-daily-care/poos-wees-nappies/nappy-rash>
 Revised National Quality Standard. (2018).

The NSW Work Health and Safety Act 2011

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim		Director	05/01/2024
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025	
VERSION NUMBER	V8.01.24			
MODIFICATIONS	• annual policy maintenance • minor adjustments to policy • sources checked for currency and updated as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
JANUARY 2023	• Sources checked for currency • Minor edits throughout policy • Additional section added for Continuous Improvement • Additional section added for Related Resources • Nappy change procedure removed from policy (separate resource available)		JANUARY 2024	
JANUARY 2022	• Review of policy as part of annual cycle process • Minor edits in formatting • Sources checked for currency		JANUARY 2023	
JANUARY 2021	• additional related policies • additional information added to FDC service section re: parent communication • administration of medication forms required for application of nappy rash cream • additional section for educators related to toilet training • inclusion of 'draft' Nappy change procedure as Appendix 1		JANUARY 2022	
JANUARY 2020	• Additional regulations and responsibilities added • Rewording of some content • Additional information added where relevant • Sources/references corrected and updated		JANUARY 2021	
JANUARY 2019	• Rearranged the order of points for better flow • Sources/references corrected, updated, and alphabetised.		JANUARY 2020	

	Unnecessary/unrelated references deleted.	
AUGUST 2018	New Policy Created for Family Day Care Service to support best practice	JANUARY 2019

ANAPHYLAXIS MANAGEMENT POLICY

The *Education and Care Services National Regulations* requires approved providers to ensure services have policies and procedures in place for medical conditions including anaphylaxis.

Anaphylaxis is a severe and sometimes sudden allergic reaction which is potentially life threatening. It can occur when a 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. Any anaphylactic reaction always requires an emergency response.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of a serious incident
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan

91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
173(2)(g)	Prescribed information to be displayed- 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
174	Time to notify certain circumstances to Regulatory Authority

RELATED POLICIES

Administration of first aid Policy Administration of Medication Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Supervision Policy

PURPOSE

We aim to minimise the risk of an anaphylactic reaction occurring at our Family Day Care (FDC) Service by following the *Anaphylaxis Management Policy* and implementing risk minimisation strategies. We ensure all Family Day Care (FDC) educators, educator assistants and staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction.

SCOPE

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

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to provide

- a. a safe environment for children free of foreseeable harm and
- b. adequate supervision of children.

Our focus is keeping children safe and promoting the health, safety and wellbeing of children attending our FDC Services. FDC educators and staff members, including relief educators, need to be aware of children at the FDC Service who suffer from allergies that may cause an anaphylactic reaction, maintaining a healthy and safe environment. Management will ensure FDC educators and staff are aware of children's Australasian Society of Clinical Immunology and Allergy (ASCIA) Action Plans, risk minimisation plan and required medication.

BACKGROUND

Anaphylaxis is a severe, rapidly progressing allergic reaction that is potentially life threatening.

The most common allergens in children are:

- Peanuts
- Eggs
- Tree nuts (e.g., cashews)
- Cow's milk
- Fish and shellfish
- Wheat
- Soy
- Sesame
- Certain insect stings (particularly bee stings)

Signs of anaphylaxis (severe allergic reaction) include any 1 of the following:

- difficult/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking/and or a hoarse voice

- wheeze or persistent cough
- persistent dizziness or collapse
- pale and floppy (young children)
- abdominal pain and/or vomiting (signs of a severe allergic reaction to insects)

The key to the prevention of anaphylaxis and response to anaphylaxis within the FDC Service is awareness and knowledge of those children who have been diagnosed as at risk, awareness of allergens that could cause a severe reaction, and the implementation of prevention measures to minimise the risk of exposure to those allergens. It is important to note however, that despite implementing these measures, the possibility of exposure cannot be completely eliminated. Communication between the FDC Service and families is vital in understanding the risks and helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Children at risk of anaphylaxis will not be enrolled into the FDC Service until the child's personal ASCIA Action Plan is completed and signed by their medical practitioner. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

The [ASCIA Action Plans](#) meet the requirements of regulation 90 as a medical management plan. It is imperative that all FDC educators, educator assistants and volunteers follow a child's ASCIA Action Plan ~~medical management plan~~ in the event of an incident related to a child's specific health care need, allergy, or medical condition.

The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs, including having families provide written permission to display the child's ASCIA Action Plan in prominent positions within the FDC residence or approved venue. A copy of all medical management plans will be kept at the FDC Service principal office.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

- that as part of the enrolment process, **all** parents/guardians are asked whether their child has been diagnosed as being at risk of anaphylaxis or has severe allergies and clearly document this information on the child's enrolment record
- if the answer is yes, the parents/guardians are required to provide an ASCIA Action Plan signed by a registered medical practitioner **prior** to their child's commencement at the Service
- parents/guardians of an enrolled child who is diagnosed with anaphylaxis are provided with a copy of the *Anaphylaxis Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- that all FDC educators, educator assistants and coordinators hold current ACECQA approved first aid qualifications, and have undertaken current approved anaphylaxis management training and current approved emergency asthma management training
- that all FDC educators, educator assistants and coordinators, whether they have a child diagnosed at risk of anaphylaxis enrolled at their service or not, undertakes training in the administration of the adrenaline auto-injection device and cardio- pulmonary resuscitation every 12 months, recording this in the staff records
- that all FDC educators, educator assistants and other staff, are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and location of EpiPen® / Anapen® kit
- that a copy of this policy is provided and reviewed during each new FDC educator and educator assistant's induction process
- that updated information, resources and support for managing allergies and anaphylaxis are regularly provided to families
- anaphylaxis risk management plans are developed prior to any excursion or incursion consistent with Regulation 101
- that at least one general use adrenaline injector is available at the FDC residence or approved venue in case of an emergency- Regulation 89. First Aid Kits [\[National Allergy Strategy-best practice\]](#)

IN FAMILY DAY CARE SERVICES WHERE A CHILD DIAGNOSED AT RISK OF ANAPHYLAXIS IS ENROLLED THE NOMINATED SUPERVISOR/COORDINATOR WILL:

- meet with the parents/guardians and FDC educator and begin the communication process for managing the child's medical condition
- not permit the child to begin education and care until an ASCIA Action Plan is provided by the family and signed by a medical practitioner
- ensure the ASCIA Action Plan includes:

- specific details of the child's diagnosed medical condition
- supporting documentation (if required)
- a recent photo of the child
- triggers for the allergy/anaphylaxis (signs and symptoms)
- first aid/emergency action that will be required
- administration of adrenaline autoinjectors
- contact details and signature of the registered medical practitioner
- date the plan should be reviewed
- develop a risk minimisation plan in collaboration with parents/guardian, by assessing the potential for accidental exposure to allergens while the child at risk of anaphylaxis is in the care at the FDC residence or approved venue (particular attention should be given to mealtimes as this is a significant risk for children with food allergies)
- ensure that a child who has been prescribed an adrenaline auto-injection device is **not** permitted to attend the FDC Service without a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management plan)
- collaborate with parents/guardians and FDC educator to develop and implement a communication plan and encourage ongoing communication regarding the status of the child's allergies, this policy, and its implementation
- request parental permission to display an ASCIA Action Plan for each child with a diagnosed risk of anaphylaxis in key locations at the FDC residence for example, in the children's room, kitchen and / or near the medication cabinet
- display ASCIA First Aid Plan for Anaphylaxis (ORANGE) in key locations of the FDC residence
- ensure if meals are provided for children at the FDC residence, the FDC educator is trained in managing the provision of meals for a child with allergies, 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.
- ensure that a notice is displayed prominently in the main entrance of the FDC residence or approved venue, stating that a child diagnosed at risk of anaphylaxis is being cared for or educated and providing details of the allergen/s (Regulation 173 (2)(f))
- ensure that all relief FDC educators have completed training in anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction and awareness of any 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

- ensure FDC educators display an emergency contact card by the telephone
- ensure risk assessments for excursions consider the risk of anaphylaxis
- ensure that whenever the FDC educator takes children outside the residence, a copy of the ASCIA Action Plan with the auto-injection device kit is always taken
- ensure an up-to-date copy of the medical management plan and/or ASCIA action plan is provided whenever any changes have occurred to the child's diagnosis or treatment
- provide information to the Service community about resources and support for managing allergies and anaphylaxis
- ensure anaphylaxis risk management plans are developed prior to any excursion or incursion consistent with Regulation 101

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- read and comply with the *Anaphylaxis Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- ensure that a complete auto-injection device kit (which must contain a copy the child's ASCIA Action Plan signed by the child's registered medical practitioner) is provided by the parent/guardian for the child while at the FDC residence or approved venue
- ensure a copy of the child's ASCIA Action Plan is visible and known to the FDC educator assistant and coordinator, visitors, and students at the FDC residence or approved venue
- follow the child's ASCIA Action Plan in the event of an allergic reaction, which may progress to anaphylaxis
- 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
- ensure the child at risk of anaphylaxis only eats food that has been prepared according to the parents' or guardians' instructions
- always check a meal before it is given to a child with anaphylaxis
- ensure tables and bench tops are washed down effectively before and after eating
- ensure all children wash their hands upon arrival at the FDC residence/approved venue and before and after eating
- increase supervision of a child at risk of anaphylaxis on special occasions such as excursions, incursions, parties and family days
- ensure that the auto-injection device kit is:

- stored in a location that is known to the FDC educator/educator assistant, relief staff, coordinator and any family members residing in the FDC residence
 - NOT locked in a cupboard
 - easily accessible to adults but inaccessible to children
 - stored in a cool dark place at room temperature
 - NOT refrigerated
 - contains a copy of the child's medical management plan
- ensure that the auto-injection device kit containing a copy of the ASCIA Action Plan for each child at risk of anaphylaxis is carried by the FDC educator accompanying the child when the child is removed from the FDC residence e.g., on excursions/regular outings that this child attends or during an emergency evacuation
- regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month).

SCHOOL-AGED CHILDREN WHO CARRY THEIR OWN ADRENALINE AUTOINJECTOR

In some cases, children over preschool age attending the FDC Service as part of a before/after school or vacation care program might carry their own adrenaline auto-injector. Children at risk of anaphylaxis usually only carry their own adrenaline auto-injector once they travel independently to and from school. This often coincides with high school or the latter years of primary school.

To ensure compliance with the National Quality Framework an authorisation for a child over preschool age to self-administer medication is required (Regulation 96).

- Where a child carries their own adrenaline auto-injector it is advisable that the FDC Service requests the child's parent to provide a second adrenaline auto-injector to be kept at the FDC residence/approved venue in a secure location, as it should not be relied upon that the auto-injector is always being carried on their person.
- If a child does carry an auto-injector device, its exact location should be easily identifiable by the FDC educator. Where an auto-injector device is carried on their person, a copy of the child's medical management plan must also be carried.

FAMILIES WILL:

- inform the FDC educator and coordinator at the FDC Service, either on enrolment or on diagnosis, of their child's allergies and/or risk of anaphylaxis

- provide the FDC service with their child's ASCIA Action Plan giving written consent to use the auto-injection device in line with this action plan and signed by a registered medical practitioner
- develop an anaphylaxis risk minimisation plan in collaboration with the Coordinator and FDC educator
- develop a communication plan in collaboration with the Coordinator and FDC educator
- provide the FDC educator with a complete auto-injection device kit each day their child attends the FDC residence or approved venue
- comply with the FDC Service's policy that a child who has been prescribed an adrenaline auto-injection device is **not** permitted to attend the Service or its programs without that device
- maintain a record of the adrenaline auto-injection device expiry date so as to ensure it is replaced prior to expiry
- assist FDC educator and other staff by offering information and answering any questions regarding their child's allergies
- communicate all relevant information and concerns to FDC educators and staff, for example, any matter relating to the health of the child
- notify the FDC Service and FDC educator if their child has had a severe allergic reaction while not at the service- either at home or at another location
- read and be familiar with this policy
- bring relevant issues to the attention of the FDC educator
- notify the FDC educator of any changes to their child's allergy status and provide a new ASCIA Action Plan in accordance with these changes

If a child suffers from an anaphylactic reaction the FDC educator will:

- Follow the child's ASCIA Action Plan - administer an adrenaline injector
- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Record the time of administration of adrenaline autoinjector
- If after 5 minutes there is no response, a second adrenaline autoinjector should be administered to the child if available
- Ensure the child experiencing anaphylaxis is lying down or sitting with legs out flat and is not upright
- Do not allow the child to stand or walk (even if they appear well)
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian cannot be contacted when practicable

- Notify the Approved Provider/Coordinator of the FDC Service as soon as practicable
- Notify the regulatory authority within 24 hours

In the event where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:

- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Administer an adrenaline autoinjector
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian cannot be contacted when practicable
- Notify the Approved Provider/Coordinator of the FDC Service as soon as practicable
- Notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any anaphylactic incident is considered a serious incident (Regulation 12).

- FDC educator/educator assistant involved in the incident will complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the person in charge of the FDC Service at the time of the incident- the Nominated Supervisor/Coordinator
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- if necessary, a copy of the completed form will be sent to the insurance company
- a copy of the *Incident, Injury, Trauma and Illness Record* will be placed in the child's file
- the Coordinator/Nominated Supervisor will inform the FDC Service management about the incident
- the Nominated Supervisor or the Approved Provider will inform Regulatory Authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)
- the FDC educator and educator assistant will be debriefed after each anaphylaxis incident and the child's individual anaphylaxis medical management plan and risk minimisation plan, evaluated, including a discussion of the effectiveness of the procedure used
- discussions will be held about the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

EDUCATING CHILDREN

Allergy awareness is regarded as an essential part of managing allergies in early childcare services. FDC educators will:

- talk to children about foods that are safe and unsafe for the anaphylactic child. They will use terms such as ‘*this food will make _____ sick*’, ‘*this food is not good for _____*’, and ‘*_____ is allergic to that food*’.
- help children understand the seriousness of allergies and the importance of knowing the signs and symptoms of allergic reactions (e.g., itchy, furry, or scratchy throat, itchy or puffy skin, hot, feeling funny)
- encourage empathy, acceptance, and inclusion of the allergic child
- **implement Food Allergy Smart Education Program- [My Food Allergy Friends](#)**

CONTACT DETAILS FOR RESOURCES AND SUPPORT

[Allergy Aware- A hub for allergy awareness resources](#) A project developing national Best Practice Guidelines and supporting resources for the prevention and management of anaphylaxis in schools and children’s education and care services (April 2022)

[Australasian Society of Clinical Immunology and Allergy \(ASCIA\)](#) provide information on allergies. The ASCIA Action Plans for Anaphylaxis are device-specific and must be completed by a medical practitioner. <https://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>

Current ASCIA Action Plans are the 2023 versions, however previous versions (2022 and 2021) are still valid for use throughout 2023. There are ~~two~~ three types of ASCIA Action Plans for Anaphylaxis and a First Aid Plan. The 2023 plans have been reformatted for the first time in 20 years.

- ASCIA Action Plan (**RED**) are for children or adults with medically confirmed allergies, who have been prescribed adrenaline autoinjectors (Plans are available for EpiPen® or Anapen®)
- ASCIA Action Plan for Drug (Medication) Allergy (**DARK GREEN**) for children or adults with medically confirmed drug (medication) allergies, who have NOT been prescribed adrenaline injectors.
- ASCIA Action Plan for Allergic Reactions (**GREEN**) is for children or adults with medically confirmed food or insect allergies who have not been prescribed adrenaline autoinjectors and
- ASCIA First Aid Plan for Anaphylaxis (**ORANGE**)

[Allergy & Anaphylaxis Australia](#) is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and other resources are available for sale from the Product Catalogue on this site.

Allergy & Anaphylaxis Australia also provides a telephone support line for information and support to help manage anaphylaxis: Telephone 1300 728 000.

[Royal Children’s Hospital Anaphylaxis Advisory Support Line](#) provides information and support about anaphylaxis to school and licensed children’s services staff and parents. Telephone 1300 725 911 or Email: anaphylaxisadvice@rch.org.au

[NSW Department of Education](#) provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

ADDITIONAL INFORMATION

NEW SOUTH WALES (NSW)

[Anaphylaxis- NSW Government website- Education](#)

[Anaphylaxis and Allergy- NSW Anaphylaxis Education Program, Sydney Children’s Hospitals Network](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Anaphylaxis Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

Australian Children’s Education & Care Quality Authority. (ACEQCA). (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

ASCIA Action Plans, Treatment Plans, & Checklists for Anaphylaxis and Allergic Reactions:

<https://www.allergy.org.au/hp/ascia-plans-action-and-treatment>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Guide to the National Quality Standard. (Amended 2023).

National Allergy Strategy. (2021). [Best practice guidelines for anaphylaxis prevention and management in schools and children’s education and care \(CEC\) services \(Guidelines\)](#).

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

New South Wales Department of Education and Communities. (2014). *Anaphylaxis Guidelines for Early Childhood Education and Care Services*.

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	07/07/2023
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V8.7.23		
MODIFICATIONS	• Annual policy maintenance • Reference to medical management plan as: ASCIA Action Plans • ASCIA Action Plans information updated for 2023 versions • Links checked and repaired where required • continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY 2022	• policy maintenance - no major changes to policy • minor formatting edits within text- reference to Family Day Care Service abbreviated to FDC for consistency within policy • hyperlinks checked and repaired as required • hyperlinks edited to the name of the document where possible	JULY 2023	
OCTOBER 2021	Additional information re: best practice from National Allergy Strategy- October 2021	JULY 2022	
JULY 2021	• rearranged content within policy and deletion of repetitive statements in all sections • consistent wording to align with related Medical Conditions policies (asthma, epilepsy, diabetes) • policy review includes ACECQA policy guidelines/components (June 2021) • links added for suggested education program for children • ASCIA action plans updated for 2021 • communication plan information added • links to state/territory information checked and edited where required	JULY 2022	
JULY 2020	Additions to content of policy Additional regulations added Additions to emergency first aid requirements rearranged some points under Educators to Nominated Supervisor Storage of autoinjector updated Updated 2020 ASCIA Action Plans All State/Territory contacts checked for currency Additional links for some states added	JULY 2021	

JULY 2019	Section added – “School-aged children who carry their own adrenaline autoinjector” to cater for school-aged children in before/after school care & vacation care. Grammar and punctuation edited. Additional information added to points. Sources checked for currency. Contact information updated (email address) Regulation 136 added.	JULY 2020
JULY 2018	New policy draft	JULY 2019

ASTHMA MANAGEMENT POLICY

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. Kidzone Family Day Care (FDC) Service recognises the need to educate its staff, educators, educator assistants and families about asthma and to implement responsible asthma management strategies.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record

93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
174	Time to notify certain circumstances to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Handwashing Policy Medical Conditions Policy Privacy and Confidentiality Policy Supervision Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions including asthma management. We aim to create and maintain a safe and healthy environment for all children enrolled at the FDC Service where all children with asthma can fully participate. We ensure all FDC educators, educator assistants, coordinators and staff follow our *Asthma Management Policy* and procedures and children's medical management plans.

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

We are committed to be an Asthma Friendly Service as outlined by Asthma Australia. This means:

- the majority of staff have current training in Asthma First Aid and routine Asthma management
- each FDC educator and educator assistant holds a current ACECQA-approved Emergency Asthma Management certificate
- Asthma Emergency Kits (AEKs) are accessible and include in-date reliever medication, and single-use spacers with masks for children under 5
- Asthma First Aid posters are on display and information is available for FDC Educators and parents
- Policies are Asthma Friendly.

Source: Australian Children's Education & Care Quality Authority (acecqa.gov.au)

Our FDC Service has a legal responsibility to take reasonable steps to provide

- a safe environment free from foreseeable harm and
- adequate Supervision for children

All FDC educators, educator assistants, including relief staff, must have adequate knowledge of the signs and symptoms of asthma to ensure the safety and wellbeing of the children. Management will ensure all FDC educators and educator assistants are aware of children's medical management plans and risk management plans.

BACKGROUND

Asthma is clinically defined as a chronic lung disease, which can be controlled but not cured. In clinical practice, asthma is defined by the presence of both excessive variation in lung function, i.e., variation in expiratory airflow that is greater than that seen in healthy children ('variable airflow limitation'), and respiratory symptoms (e.g., wheeze, shortness of breath, cough, chest tightness) that vary over time and may be present or absent at any point in time (National Asthma Council Australia, 2015, p.4).

Asthma affects approximately one in 10 Australian children and adults. It is the most common reason for childhood admission to hospital. However, with correct asthma management people with asthma need not restrict their daily activities. Community education assists in generating a better understanding of asthma within the community and minimising its impact.

Symptoms of asthma may vary between children, but may include wheezing, coughing (particularly at night), chest tightness, difficulty in breathing and shortness of breath. It is generally accepted that children under six years of age do not have the skills and ability to recognise and manage their own

asthma without adult assistance. Kidzone FDC Service recognises the need to educate FDC educators and parents/guardians about asthma and to promote responsible asthma management strategies.

Asthma causes three main changes to the airways inside the lungs, and all of these can happen together:

- the thin layer of muscle within the wall of an airway can contract to make it tighter and narrower – reliever medicines work by relaxing these muscles in the airways.
- the inside walls of the airways can become swollen, leaving less space inside – preventer medicines work by reducing the inflammation that causes the swelling.
- mucus can block the inside of the airways – preventer medicines also reduce mucus.

Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. Our FDC Service will ensure that all FDC educators and educator assistants have current approved emergency asthma management training in accordance with the Education and Care Services National Regulations.

It can be difficult to diagnose asthma with certainty in children aged 0–5 years, because:

- episodic respiratory symptoms such as wheezing, and coughing are very common in children, particularly in children under 3 years
- objective lung function testing by spirometry is usually not feasible in this age group
- a high proportion of children who respond to bronchodilator treatment do not go on to have asthma in later childhood (e.g., by primary school age).

ASTHMA AND COVID-19

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.

Health practitioners have encouraged parents of children with asthma to:

- update their child's Asthma medical management/action plan with their general practitioner
- ensure their child uses their reliever and preventer medicines (if required) as prescribed
- ensure their child continues taking medication to keep their asthma well controlled
- practice good hygiene and other measures to reduce contact with people who may be infected
- have their child tested for COVID-19 if they develop any symptoms (cough, fever, shortness of breath, sore throat)

(Asthma Australia, June 2020)

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of our *Medical Conditions Policy* will be provided to all FDC educators, volunteers, and families of the FDC Service and reviewed on an annual basis. It is important that communication is open between families and educators to ensure appropriate asthma management.

It is imperative that all FDC educators 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.

MANAGEMENT/NOMINATED SUPERVISOR/CO-ORDINATORS WILL ENSURE:

- that as part of the enrolment process, **all** parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record
- if the answer is yes, the parents/guardians are required to provide a medical management plan and signed by a registered medical practitioner **prior** to their child's commencement at the FDC Service [see section below-*When a child with asthma is enrolled in the FDC Service*]
- parents are provided with a copy of the Service's *Medical Conditions Policy*, *Asthma Management Policy* and *Administration of Medication Policy* upon enrolment of their child
- written consent is requested from families on the enrolment form to administer emergency asthma medication or treatment if required
- that all FDC educators hold approved and current first aid qualifications, anaphylaxis management training and Emergency Asthma Management training meeting the requirements of the National Law and National Regulations and are approved by ACECQA
- the details of approved Emergency Asthma Management training are included on the staff record
- upon employment/engagement at the Family Day Care Service all staff will read and be aware of all medical condition policies and procedures, maintaining awareness of asthma management strategies
- that medication is administered in accordance with the *Administration of Medication Policy*
- an *Administration of Medication Record* is kept for each child to whom medication is to be administered by the FDC Service
- that in the event of a serious incident such as a severe asthma attack, notification to the regulatory authority is made **within 24 hours of the incident**

- that when medication has been administered to a child in an asthma emergency, the parent/guardian of the child are notified as soon as is practicable or within 24 hours of the incident
- children with asthma are not discriminated against in any way
- children with asthma can participate in all activities safely and to their full potential.
- to communicate any concerns with parents/guardians regarding the management of children with asthma at the FDC Service
- Asthma Australia's Asthma First Aid posters are displayed in key locations at the FDC Service
- discussions occur regarding authorisation for children to self-administer asthma medication if applicable. Any authorisations for self-administration must be documented in the child's Medical Management Plan and approved by the FDC Service, FDC educator, parents/guardian and the child's medical management team

WHEN A CHILD WITH ASTHMA IS ENROLLED AT THE FDC SERVICE THE NOMINATED SUPERVISOR/COORDINATOR WILL:

- meet with the parents/guardians to begin the communication process for managing the child's medical condition
- not permit the child to begin education and care until a medical management plan developed in consultation with parents and the child's medical practitioner is provided
- develop and document a risk minimisation plan in collaboration with parents/guardian and the FDC educator [see Risk Minimisation Plan section]
- discuss with the requirements for completing an *Administration of Medication Record* for their child
- discuss any requests for self-administration of medication with families and the FDC educator
- ensure the medical management plan includes:
 - specific details of the child's diagnosed medical condition
 - supporting documentation (if required)
 - a recent photo of the child
 - triggers for asthma (signs and symptoms)
 - list of usual asthma medicines including doses
 - response for an asthma emergency including medication to be administered
 - contact details and signature of the registered medical practitioner
 - date the plan should be reviewed
- keep a copy of the child's asthma medical management plan and risk minimisation plan in the enrolment record
- ensure families provide reliever medication and a spacer (including a child's face mask, if required) whilst their child is attending the FDC residence or approved venue

- collaborate with parents/guardians and the FDC educator to develop and implement a communication plan and communicate any concerns with parents/guardians regarding the management of their child's asthma [see Communication Plan section]
- ensure that whenever the FDC educator takes children out of the FDC residence or approved venue, they carry a copy of each child's individual asthma medical management action plan and required medication
- ensure an *Administration of Medication Record* is kept for each child to whom medication is to be administered by the FDC educator
- ensure families update their child's asthma medical management/action plan regularly or whenever a change to the child's management of asthma occurs
- regularly check the expiry date of reliever medication and ensure that spacers and facemasks are cleaned after every use

FDC EDUCATORS WILL ENSURE:

- they are aware of the Family Day Care Service's *Asthma Management Policy* and asthma first aid procedure (ensuring that they can identify children displaying the symptoms of an asthma attack and locate their personal medication, and Asthma medical management plan)
- to maintain current approved Emergency Asthma Management qualifications
- they are able to identify and, where possible, minimise asthma triggers as outlined in the child's asthma medical management plan and risk minimisation plan
- that the first aid kit, children's personal asthma medication and Asthma medical management plans are taken on excursions or other offsite events, including emergency evacuations and drills
- to administer prescribed asthma medication in accordance with the child's asthma medical management plan and the FDC Service's *Administration of Medication Policy*
- to discuss with parents/guardians the requirements for completing an *Administration of Medication Record* for their child
- ensure any asthma attacks are clearly documented in the *Incident, Injury, Trauma or Illness Record* and advise parents as a matter of priority, when practicable
- communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate fully in all activities
- that children with asthma are not discriminated against in any way
- that children with asthma can participate in all activities safely and to their full potential, ensuring an inclusive program

FAMILIES WILL:

- inform staff, either on enrolment or on initial diagnosis, that their child has asthma
- read the FDC Service's *Asthma Management Policy*
- provide a copy of their child's Asthma medical management/action plan to the FDC Service ensuring it has been prepared in consultation with, and signed by, a medical practitioner
- provide written authorisation to the FDC Service for their child to self-administer medication (if applicable)
- develop a risk minimisation plan in collaboration with the Nominated Supervisor/Responsible Person/Coordinator and FDC educator
- ensure all details on their child's enrolment form and medication record are completed prior to commencement at the FDC Service
- provide an adequate supply of appropriate asthma medication and equipment for their child when they attend the FDC residence or approved venue
- provide an updated plan at **least annually** or whenever medication or management of their child's asthma changes
- communicate regularly with their FDC educator in relation to the ongoing health and wellbeing of their child, and the management of their child's asthma
- encourage their child to learn about their asthma, and to communicate with their FDC educator if they are unwell or experiencing asthma symptoms

IF A CHILD SUFFERS FROM AN ASTHMA EMERGENCY THE FDC EDUCATOR WILL:

- Follow the child's asthma medical management/action plan
- If the child does not respond to steps within the Asthma medical management/action plan call an ambulance immediately by dialling 000
- Continue first aid measures
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child while the child is being educated and cared for by the FDC Service for which the child attended, or ought reasonably to have attended a hospital e.g., severe asthma attack is considered a serious incident (Regulation 12).

- FDC educator/s involved in the incident are to complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the Nominated Supervisor/Coordinator of the FDC Service
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- place a copy of the record in the child's file
- the Nominated Supervisor /Coordinator will inform the management about the incident
- the Nominated Supervisor or the Approved Provider will inform Regulatory Authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)
- the FDC educator will be debriefed after each serious incident and the child's individual medical management plan/action plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used
- discussions about exposure to the allergen/trigger and the strategies that need to be implemented and maintained to prevent further exposure.

MINIMISATION PLAN FOR A CHILD WITH DIAGNOSED ASTHMA

The Coordinator and FDC educator together with the parents/guardians of a child with asthma, will discuss and agree on a risk minimisation plan for the emergency management of an asthma attack based on the child's asthma medical management/action plan. This plan will be included as part of, or attached to, the child's asthma medical management/action plan and enrolment record.

The plan will assess and minimise risks relating to the child's diagnosed health care need including any known allergens. Strategies for minimising the risk are developed and implemented.

The risk minimisation plan is to be updated whenever the child's medical management plan is changed or updated.

Common asthma triggers include:

- viral infections- such as colds, flu and respiratory conditions
- cigarette smoke
- physical exercise
- allergens- mould, pollens, pets
- irritants in the environment- dust, pollution, wood/bush fire smoke
- weather- changes in air temperature or thunderstorms
- chemicals and strong smells- perfumes, cleaning products
- stress or high emotions (including laughter or crying)

Betterhealth.vic.gov

COMMUNICATION PLAN

A communication plan will be created in accordance to our *Medical Conditions Policy*. The communication plan will be developed in collaboration with parents/guardians. It will detail the negotiated and documented manner to communicate any changes to the child's medical management plan and risk management plan for the child with relevant staff, educators, and volunteers. Any changes to a child's medical management plan and risk minimisation plans will be documented in the communication plan.

RESOURCES

[Asthma First Aid A4 Poster](#)

[Asthma Action Plan](#)

[FIRST AID FOR ASTHMA CHILDREN UNDER 12](#)

[Aiming for Asthma Improvement in Children](#)

[Supporting the Continuity of Asthma Care \(for patients with severe asthma during Coronavirus \(COVID-19\) pandemic\)](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Asthma Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

Asthma Australia: <https://asthma.org.au>

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Early Childhood Australia Code of Ethics. (2016).

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<https://www.asthmahandbook.org.au/>

National Asthma Council Australia. (2019). *My asthma guide*. <https://www.nationalasthma.org.au/living-with-asthma/resources/patients-carers/brochures/my-asthma-guide>

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	07/07/2023
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V8.7.23		
MODIFICATIONS	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY/SEP 2022	• policy maintenance - no major changes to policy • minor formatting edits within text- abbreviation of Family Day Care to FDC throughout policy for consistency • hyperlinks checked and repaired as required (updated in September)		JULY 2023
JULY 2021	• Major changes/rearrangement of policy for consistency with related medical conditions policies (anaphylaxis, diabetes, epilepsy) • deletion of repetitive statements in all sections • new sections added- <i>'When a child is diagnosed with asthma is enrolled at the FDC Service'</i> and <i>'Reporting procedures'</i> • Policy review includes ACECQA policy guidelines/components (June 2021) • information regarding self-administration of asthma medication added • additional resources for FDC service added		JULY 2022
JULY 2020	• minor formatting changes • Additional regulations added • Additional related policies added • Additional resources added • COVID-19 recommendations • Communication Plan information included • sources checked for currency		JULY 2021
JULY 2019	• Grammar and punctuation edited. • Additional information added to points. • Sources checked for currency. • New source added to represent referenced work. • Regulation 136 added. • Moved the 'scope' to before information begins.		JULY 2020
JULY 2018	• New policy draft		JULY 2019

ROAD SAFETY POLICY

Traffic related injuries remain one of the leading, preventable causes of death and serious injury for young children. Driveways, car parks, unfenced yards, private roads, and farms are particular danger areas and many young children, predominantly toddlers, are killed or injured each year in their own home driveway (Kids and Traffic; Kidsafe).

Our duty of care as an Early Childhood Education and Care Service, is to provide children with an adequate level of care and protection to safeguard their health, safety and wellbeing at all times. Kidzone Family Day Care (FDC) Service is committed to providing road safety education to help children become responsible road users as pedestrians, passengers and users of bikes, scooters and other wheeled toys.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
s165	Failure to adequately supervise children
s167	Failure to take reasonable precautions to protect children from harm and hazards
12	Meaning of a serious incident

99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursions
101	Conduct of risk assessment for excursions
102	Authorisation for excursions
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
136	First aid qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Child Safe Environment Policy Delivery of children to, and collection from Education and Care Service Premises Policy Educational Program Policy	Excursion Policy Incident, Injury, Trauma and Illness Policy Safe Arrival of Children Policy Safe Transportation Policy Supervision Policy Unexpected Death of a Child Policy

PURPOSE

Our Family Day Care Service will ensure best practice guidelines are implemented to ensure that children are kept safe whilst travelling as pedestrians, cyclists, and passengers in vehicles. We encourage families to participate in road safety education with their children to support them to become safe and responsible on and around roads.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, and educator assistants, children, families and visitors of the FDC Service.

IMPLEMENTATION

To comply with the National Law and National Regulations, Early Childhood Services are required to protect children from harm and hazards likely to cause injury. To ensure compliance, management

and FDC educators of the Family Day Care Service will ensure best practice is adhered to, maintaining children's health and safety at all times.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Road Safety Policy*
- road safety education is embedded in the program supporting children's understanding and knowledge- (e.g., Kids and Traffic, Vic Roads Primary School roads information)
- FDC educators and FDC educator assistants have access to regular professional development and training in road safety, complying with National Regulations and National Quality Standard
- road safety educational resources are available in all FDC residences/venues for educators and families
- a comprehensive written risk assessment is undertaken prior to excursions, including the safest route for travel, method of travel, type of vehicle, required restraints, proposed pick up and destination, process of embarking the means of transport including how each child is to be accounted for upon embarking and disembarking the vehicle [Reg. 101]
- a comprehensive risk assessment is conducted for regular outings and regular transportation at least every 12 months or whenever the risks of that transportation change [Reg: 102C]
- a comprehensive risk assessment is conducted at least annually to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between a FDC Service and an educational facility [Reg: 102AAC] (Refer to *Safe Arrival of Children Policy*)
- FDC educators only allow a child to participate in an excursion or regular transportation with the written authorisation of a parent/guardian, in accordance with National Regulations (*Refer to Excursion Policy and Safe Transportation Policy*)
- FDC educators accompany children at all times when transporting children (with approval from the approved provider, the FDC educator assistant may stand in. Written consent from parents must be provided to the FDC educator and given to the approved provider).
- FDC educators provide annual vehicle car restraint check and vehicle check if a vehicle is used whilst providing education and care for children
- FDC educators, coordinators and FDC educator assistants receive training on how to correctly install and use child restraints and booster seats

- FDC educators correctly use seatbelts and the correct child restraints when using a bus or car to transport children
- road safety educational resources are available in all FDC residences/venues for educators and families
- there are visible signs for families to remind them about keeping children safe at all FDC residences/venues. For example, where to park their car safely around the Family Day Care residence.
- parents and families are provided with specific road safety information, including:
 - parking safely
 - locking their car and
 - local area speed limits
- parents and families are provided with general road safety information about transporting children to and from the FDC Service, including:
 - driveway safety
 - child restraint information
 - using the kerb side door to access the car and
 - the importance of role modelling safe road and car park use.
- parents and families have a clear understanding about our policies in order to keep children safe
- a *Car park safety checklist* is carried out on a regular basis and items requiring attention promptly rectified
- children are adequately supervised at all times whilst being educated and cared for within the FDC residence and/or approved venue
- FDC educators provide helmets for children to be able to ride bikes and scooters in the outdoor environment safely
- helmets meet Australian/New Zealand Standard 2063:2008 and are fitted correctly
- children wear an approved helmet before participating in riding bikes and/or scooters
- FDC educators are aware of their duty of care obligations and understand how to address a situation where they observe parents/families putting children at risk of harm or injury due to unsafe practices for road/car safety-
 - travelling in a car unrestrained
 - parent appears unfit to drive (intoxicated, drug affected)
 - children riding a bike without a helmet
 - parent not supervising children crossing roads

- children under 12 years of age do not travel in the front seat of a vehicle if there are rear seats available (parental consent is required for a child to travel in the front seat)
- notify the regulatory authority within 24 hours of becoming aware of a serious incident (Reg.12).
- maintain a register of vehicles and authorised drivers including:
 - motor vehicle registration
 - insurance and licence details
 - details of any driving offences

THE EDUCATOR/EDUCATOR ASSISTANT WILL:

- implement and adhere to this *Road Safety Policy*
- have a comprehensive understanding of the National Regulations and National Quality Standard
- participate in regular professional development/training in road safety, safe transportation legislation and procedures
- take every reasonable precaution to protect children from harm and from any hazard likely to cause injury when transporting children in their own car, by public transport or walking to a destination
- ensure written parental authorisation is received before children leave the FDC Service residence for regular outings, regular transportation or excursions (walks to the library or park)
- ensure their vehicle is locked and inaccessible to children when not in use
- provide annual child restraint check and vehicle checks to the approved provider for any vehicle used to transport children
- only transport the number of children that can be safely transported in the car
- ensure child restraints, booster seats and seat belts are properly fitted and adjusted
- ensure child restraints, booster seats are safe, clean and in good condition
- ensure any child under 12 years of age does not travel in the front seat unless parental permission is received and there are no other rear seats available
- ensure parents/guardians of children with a disability provide information from a health professional about the appropriate child restraint for their child if required
- children exit the vehicle using the 'safety door'
- conduct a comprehensive transport specific risk assessment at least annually for '*regular transportation*' of children to minimize and manage all potential risks for transporting children [Reg. 102B, 102D (4)].
- regularly assess and evaluate risk assessments to facilitate continuous improvement

- communicate excursion requirements with the Nominated Supervisor/Coordinator to ensure they have a clear understanding about expectations for children's safety and wellbeing
- ensure children's attendance is checked by the FDC educator before departure from the designated pick-up location and marked as present as they disembark from the vehicle
- complete a new risk assessment to identify and assess any hazard that poses a risk to a child's health, safety and/or wellbeing for all excursions
- ensure they comply with first aid requirements of Regulation 136 at all times
- hold a current Australian driver's licence
- never leave children unattended in a vehicle at any time
- not refuel a car whilst educating and caring for children
- ensure the vehicle is locked and inaccessible to children when not in use
- maintain and fully insure the vehicle at all times
- have a comprehensive understanding of the National Regulations and Standards in regard to keeping children safe
- educate all children about the importance of road safety, obeying the rules, listening to families, holding hands, pedestrian safety, car safety etc.
- embed road safety guidelines into the program for children to gain a clear understanding and gain the knowledge required to stay safe around roads and traffic
- ensure bike helmets meet Australian/New Zealand safety Standard 2063:2008
- set up helmets when bikes and scooters are made available to children, and ensure all children wear them when participating in this activity
- ensure helmets are fitted properly (remove any hats prior to wearing a helmet)
- discuss road safety expectations and guidelines with families, including making families aware of young children's limited capacity to judge distances and speeds of travelling vehicles
- adhere to their duty of care to protect children from harm and keep children safe
- follow guidelines/procedures for discussing safety concerns with parents/families or reporting this concern to the approved provider or Police (see Duty of Care section below)
- follow appropriate procedures in the event of a vehicle accident including children, FDC educator or families, including informing management at the earliest possible convenience
- notify the approved provider as soon as possible in the event of a vehicle crash involving any children whilst under the care of the FDC educator
- notify parents/guardians as soon as practicable but within 24 hours if their child is involved in an accident at the Service or while under Service care. Details of the incident/accident will be

recorded on an *Incident, Injury, Trauma and Illness Record* and parents will be required to acknowledge the details upon collection of their child

- contact the approved provider, to notify the regulatory authority within 24 hours, 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).

FAMILIES WILL:

- read, sign and date permission forms prior to excursions to confirm they agree to the excursion conditions
- read, sign and date permission forms for regular transportation at least annually
- ensure their child/children travels in an appropriate and approved restraint suitable for their age and weight when arriving and departing the FDC Service; FDC residence or approved venue
- be aware of and comply with road and car park safety requirements when arriving and departing from the FDC residence/approved venue (see *Car park safety management sheet*)
- never leave a child/children and/or animal in the car alone at any time
- use the 'safety door' when arriving and departing the FDC Service
- be aware of the Service policy relating to the safe transportation of children to and from the Service. (see: Safe Transportation Policy)
- communicate any concerns relating to their child's wellbeing or safety to the FDC educator or approved provider.

DUTY OF CARE

The approved provider, nominated supervisor, coordinator, FDC educators and FDC educator assistants have a duty of care to ensure the safety of children at all times. Where a parent or guardian is observed demonstrating unsafe behaviour such as: not securing a child in a suitable restraint, parking incorrectly or driving erratically, not providing a bike helmet for the child to wear on a bike or scooter, crossing roads incorrectly, the FDC educator should-

- talk to the parent about their concerns calmly
- provide a copy of this policy to the parent
- provide information to the parent about safe transportation of their child
- provide information on car restraints and services to install these in the local area
- provide information about the use of helmets when riding to the parent
- inform the coordinator or approved provider of the FDC Service

If the parent/guardian arrives at the FDC residence and does not appear fit to take care of the child (intoxicated or under the influence of drugs), the FDC educator should:

- discuss their concerns with the parent
- suggest that another parent or authorised nominee collects the child
- contact an authorised nominee to collect the child
- notify the police or child protection if they have any concern for the child's safety
- contact the Approved Provider
- document the actions for evidence

(see: *Acceptance and Refusal Policy; Delivery of children to, and collection from Education and Care Service Premises Policy*)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Road Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Car Park Safety Checklist	Outdoor Environment and Playground Safety Audit

USEFUL RESOURCES

Car Seats Save Lives: <https://carseatssavelives.com.au>

Child Road Safety: www.childroadsafety.org.au

Kids and Traffic: <http://www.kidsandtraffic.mq.edu.au/>

[Kids and Traffic- Early Childhood Road and Safety Education Program](#)

Kidsafe Inc: www.kidsafensw.org/road-safety/

Road Safety Education Victoria Teaching Resources Early Childhood

<http://www.roadsafetyschools.vic.gov.au/teaching-resources/early-childhood>

Transport for NSW Centre for Road Safety

<https://roadsafety.transport.nsw.gov.au/aboutthecentre/resources/index.html>

Transportation of children with Additional Needs ELAA <https://elaa.org.au/wp-content/uploads/2016/10/Safe-transport-for-children-with-additional-needs.pdf>

SOURCES

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Australian Government Department of Education. [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*](#)

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Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Kids and Traffic: Early Childhood Road Safety Education Program. (2014): <http://www.kidsandtraffic.mq.edu.au/>

Kidsafe: Child Accident Prevention Foundation of Australia. (2018): <https://kidsafe.com.au/statistics-2/>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	05/12/2023
POLICY REVIEWED	DECEMBER 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION NUMBER	V6.12.23		
MODIFICATIONS	• annual policy maintenance • added QA1 to NQS section re: educational program for Road Safety • information related to <i>Safe Arrival of Children</i> added • added related policies and resources • updated sources as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DECEMBER 2022	• policy maintenance - no major changes to policy • continuous improvement/reflection section added • Sources checked for currency		DECEMBER 2023
DECEMBER 2021	• re-arranged some dot points for better flow- The Approved Provider/Coordinator section • reviewed policy against current Regulations • resources and sources checked for currency		DECEMBER 2022
DECEMBER 2020	• Additional regulations added (Safe Transportation of children) • Written authorisation for regular transportation added • Duty of Care section added • Additional resources for Early Years educators added • Sources checked for currency		DECEMBER 2021

DECEMBER 2019	Additions to policy introduction Modifications for Family Day Care specific needs Related policies added Additional resources added Transportation information/requirements for FDC educators	DECEMBER 2020
DECEMBER 2018	New policy drafted for FDC	DECEMBER 2019

BOTTLE SAFETY AND PREPARATION POLICY

Infants and young children are more susceptible to food borne illness making it necessary for Family Day Care (FDC) educators to implement the highest level of health and hygiene practices within their approved residence/venues. Safe practices for handling, storing, preparing and heating breast milk or formula must be implemented to minimise risks to children being cared for by FDC educators.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Breastfeeding Policy Dental Health Policy Health and Safety Policy	Nutrition and Food Safety Policy Work Health and Safety Policy

PURPOSE

To ensure FDC educators maintain hygienic premises for infants and toddlers requiring bottles,

educators will certify that bottles are prepared safely and hygienically and that practices meet Work Health and Safety and current Food Safety Standards.

Kidzone Family Day Care (FDC) Service encourages all 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 children, educators, coordinators, educator assistants, approved provider, nominated supervisor, families, staff, and management of the FDC Service.

IMPLEMENTATION

During their first year of life, babies are at their most vulnerable to viruses, bacteria, and parasitic infections, due to their immune system not yet being fully developed. Unsafe or careless food handling practices can therefore lead to anything from a mild attack of thrush to a more serious condition of gastroenteritis, all of which are similar to food poisoning and can cause vomiting and diarrhoea, and subsequent dehydration.

To ensure that bottles are consistently prepared in a safe and hygienic manner, educators will adhere to the Family Day Care Service procedures at all times.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND COORDINATOR WILL ENSURE:

- FDC educators, FDC educator assistants students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Bottle Safety Preparation Policy*
- develop procedures for the safe storage and heating of food provided in bottles in collaboration with educators
- FDC educators are aware of and strictly adhere to the procedures for sterilising bottles and teats, and preparing, heating and storing bottles of formula and breast milk
- ensure families are familiar with their responsibilities in accordance with this policy.

FAMILY DAY CARE EDUCATORS WILL:

- ensure that they adhere to the procedures for preparing, heating and storing bottles of formula and breast milk
- implement safe food handling practices

- wash hands thoroughly **and wear gloves when preparing bottles (adjust for your service)**
- ensure that children have access to safe drinking water at all times and are regularly offered food and beverages appropriate to their individual needs
- seek to provide a supportive environment for breastfeeding
- 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
- adhere to the procedure for the safe storage and heating of food provided in bottles
- ensure infants over 6 months of age are given small amounts of cooled boiled tap water in addition to breastmilk or formula
- ensure infants and children are not given fruit juice in their bottle due to the increase risk of tooth decay
- give bottle-fed children their bottles before going to bed
- ensure children are not be put in cots or in beds with bottles as per the *Dental Health Policy*
- adhere to each child's feeding routine
- complete a record of the amount of milk each infant consumed including times of feeds
- communicate regularly with families about infant and children's feeding patterns and routines

FAMILIES WILL:

- read and comply with the policies and procedures of the FDC Service
- be informed during orientation that children's bottles must be clearly labelled with the child's name
- label bottles, containers or zip lock bags containing breast milk with the date of preparation or expression
- supply breast milk in well labelled, multiple small quantities to prevent wastage
- provide a labelled bottle(s) for use at the FDC Service for children
- be encouraged to communicate regularly with the educator about their children's bottle and feeding requirements
- not put fruit juice in children's bottles as per our *Dental Health Policy*

STERILISING BOTTLES, TEATS AND DUMMIES

After sterilising any item for infants, it is important to remember not to touch any part that will go into the baby's mouth with your hands. Generally, all sterilising systems come with tongs for this purpose, which must also be sterilised with the items.

Always read and follow the manufacturer's instructions that come with the sterilising system and ensure that the recommended sterilising times are strictly adhered to.

Prior to using any sterilising system or device or removing items from a steriliser staff will wash their hands. This is the single most effective way of preventing the spread of infection.

STEAM STERILISING

Electric steam sterilising is based on hospital methods and is quick and efficient, taking eight to twelve minutes plus cooling time. Care must be taken that only equipment that is safe to boil is sterilised in this manner. For example, some parts of breast pumps cannot be boiled. Bottles, teats and other items must be placed upside down and must have sufficient room (not touching any other item) to ensure they are fully sterilised.

Microwave steamers take around five to eight minutes to work, plus cooling time. Note that metal utensils cannot be used in microwaves. Where possible leave the lid on the steriliser until it has cooled sufficiently to prevent steam burns. If using a microwave for sterilising, ensure that a purpose designed sterilisation container is being used.

BOILING

Most bottle-feeding equipment must be boiled for at least 10 minutes. Ensure the pot you use is large enough for all bottles to be completely submerged and use the pot exclusively for sterilising. Be aware that teats that are frequently boiled become sticky and may need to be replaced more frequently than if using other sterilisation methods.

CHEMICAL STERILISING

Chemical sterilisation is achieved using cold water and a non-toxic liquid or tablet that is added to cold water to create a sterilising solution that is highly effective in killing bacteria. It is extremely safe to use and can be applied to the skin or even swallowed with no harmful effects. Educators need to check that there are no air bubbles left in the bottles to ensure complete sterilisation.

Always read the manufacturer's instructions to ensure the solution is mixed correctly and items are left in the solution for the required amount of time: Generally, they are sterile after half an hour and can be safely left in the solution for up to 24 hours. The solution must be changed daily.

Avoid leaving sterilised empty bottles out on work surfaces as they will quickly lose their sterility. Ideally, sterilisers have built-in storage facilities and bottles can be removed when required.

Note: Dishwashers can be used to clean bottles and equipment, but these items must still be sterilised – the dishwasher does not sterilise.

STORING STERILISED BOTTLES

If not using sterilised bottles immediately, care needs to be taken to store them correctly to avoid them coming into contact with bacteria.

- Ensure your hands and the work bench are clean
- Using sterile tongs, place the teat 'upside-down' in the bottle, and place the sterilised cap and lid on the bottle
- Store bottles in a clean place away from dust
- If not used within 24 hours sterilised bottles should be sterilised again before use.

PREPARING FORMULA

Before preparing formula

- Ensure your hands and the work bench are clean
- Boil water and leave to cool for approximately 30 minutes. This will ensure that the water is not too hot (70°C is the best temperature to prepare formula as it will dissolve easily).

When preparing infant formula always closely follow the instructions on the tin. In general:

- always wash hands thoroughly prior to preparing formula
- do not compact the formula powder in the scoop, and always ensure the correct ratio of formula to water as specified on the tin: Too little formula powder may leave the infant hungry, whilst too much can cause constipation
- always use a sterilised knife to level the top of the scoop when measuring the formula powder
- without touching the teat shake the bottle well to mix the contents
- cool the made-up formula as quickly as possible: If using immediately run under cold tap water or place in a large bowl of cold water (with the lid on to avoid contaminating the teat).
- if not using immediately made-up formula should be cooled and stored in the fridge.

Heating bottles

- Heat bottles once only
- Do not allow a bottle to cool and then reheat as this can allow germs to grow
- Stand the bottle in a container of hot water for no more than 15 minutes

- Before feeding the infant, check the temperature of the milk by letting a small drop fall on the inside of your wrist-it should feel warm or even a little cool
- **Do not** microwave breast milk or bottles
- **Do not** refreeze thawed breast milk
- Discard any milk that has not been used.

STORING BREASTMILK AND FORMULA

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.

- Formula or breast milk must be kept refrigerated or frozen if not being immediately consumed
- Whenever possible, make up formula as it is needed. Formula should not be refrigerated for more than 24 hours
- Any remaining formula should be thrown out if an infant does not finish a bottle: It should not be frozen or reheated
- Prior to placing bottle in the fridge, check that it/they are labelled with the child's name and the date the bottle was prepared.

BREAST MILK CAN BE STORED IN SEVERAL WAYS, WHICH INCLUDE:

1. refrigerated for no more than 72 hours at 5°C or lower (5°C is the typical temperature of a standard fridge).
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:

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

Source: 5th Edition Staying Healthy Preventing infectious diseases in early childhood education and care services (June 2013).

CONTINUOUS IMPROVEMENT/REFLECTION

The *Bottle Safety Preparation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Breast Milk Preparation Procedure FDC	Formula Bottle Preparation Procedure FDC

SOURCES

Australian Breastfeeding Association www.breastfeeding.asn.au

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Health and Aged Care. [Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood](#).

Australian Government Department of Health and Aged Care. [Pregnancy, birth and baby](#).

Australian Government National Health and Medical Research Council. (2013). Eat for health: Infant feeding guidelines: Information for health workers.
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ECA Code of Ethics. (2016).

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

Food Standards Australia – www.foodstandards.gov.au

Education and Care Services National Law Act 2010. (Amended 2023).

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National Health and Medical Research Council. (2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services- 5th Edition*

NSW Ministry of Health. (2014). Caring for children birth to 5 years: Food, nutrition and learning experiences.
<https://www.health.nsw.gov.au/heal/Publications/caring-for-children-manual.pdf>

NSW Food Authority – www.foodauthority.nsw.gov.au

Pregnancy, Birth and baby. (2023). Storing breast milk

Safe Food and Health Service Executive. (2013). How to prepare your baby's bottle.

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	26/02/2024
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V10.2.24		
MODIFICATIONS	- annual policy review - approved provider/nominated supervisor/coordinator section added - sources checked for currency and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
FEBRUARY 2023	• annual policy maintenance • no major edits to policy • continuous improvement/reflection section added • procedure removed from policy- (separate procedure available on Desktop) • Sources checked for currency	FEBURARY 2024
FEBRUARY 2022	• Minor edits • Additional regulations added • Sources checked	FEBRUARY 2023
FEBRUARY 2021	• minor changes to policy (storage of breast milk in fridge amended) • sources checked for currency	FEBRUARY 2022
FEBRUARY 2020	• Added sections: <i>Storing sterilised bottles and Preparing formula</i> • <i>Storing breast milk and formula, sterilising Chemical sterilising and heating bottles</i> • Additional information added to points • Added section on record keeping for parents	FEBRUARY 2021
FEBRUARY 2019	• Re-worded opening statement and purpose. • Combined with <i>Sterilising bottles and teats policy</i>. • Added sections: <i>Storing sterilised bottles and Preparing formula</i>. • Changed heading from <i>Storing bottles to Storing breast milk and formula</i>. • Changed heading from <i>Cold water sterilising to Chemical sterilising</i>. • Additional information added to points • Rearranged the order of points for better flow • Sources checked for currency	FEBRUARY 2020
FEBRUARY 2018	• Added the 'related policies' list • Included statements regarding handling & storage to further support compliance	FEBRUARY 2019
DECEMBER 2017	• Updated policy to comply with the revised National Quality Standard	FEBRUARY 2018
MAY 2017	• Modifications made to adhere to Family Day Care Service	DECEMBER 2017

CYCLONE MANAGEMENT POLICY

Tropical cyclones and severe storms can produce hail, flooding rains, lightning and winds up to 280km/h. Experiencing a cyclone can be frightening and traumatic causing injury and loss of life and cause major structural damage to buildings and whole communities.

The storm season in Australia is usually from November -April and requires all services providing education and care to children to be aware of their responsibility to ensure the safety and security of children, educators, staff and families by being prepared for cyclones, minimizing risks and implementing explicit management strategies. The Australian Warning System is a new national approach to information and warnings during emergencies including cyclone and severe storms.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions "multi-storey building" and "storey"
12(d)	Meaning of a serious incident- any emergency for which emergency services attended

97	Emergency and evacuation procedures
98	Telephone and other communication equipment
99	Children leaving the education and care service premises
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency Evacuation Policy Family Communication Policy Flood Management Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Supervision Policy

DEFINITION

A cyclone is a low-pressure system that forms over warm tropical waters. They are formed by a system of winds rotating inwards to an area of low barometric pressure, in a clockwise circulation in the southern hemisphere. They are characterised by wind gusts up to 280 km/h and can cause flooding and storm surges.

PURPOSE

We recognise that our Family Day Care (FDC) Service, residences and approved venues are positioned in a geographical location where cyclones may occur. We have a responsibility to take precautions in order to decrease the risk of damage to the FDC residences and approved venues and to ensure the safety of the children, educators and families at all times.

SCOPE

This policy applies to children, families, FDC educators, educator assistants, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Cyclones are part of life for people in various parts of Australia during the months of November to

April. They have the potential to threaten lives and cause large-scale destruction with the possibility of communication being disrupted.

This policy reminds FDC educators, staff, volunteers and students of the procedure to follow in preparing for a cyclone, what to do when a cyclone watch has been announced and/or when a cyclone strikes.

Management has a legal responsibility to provide all their employees with a safe workplace and ensure all staff understand their roles and responsibilities in case of an emergency.

THE APPROVED PROVIDER/MANAGEMENT OR NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, management, staff, educators and educator assistants comply with this policy
- all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- compliance with the Education and Care National Regulations and develop, and review annually, a risk assessment to identify risks associated with the impact of cyclones to the FDC Service
- relevant stakeholders/authorities are consulted to improve our risk mitigation strategies for cyclone management as part of our Emergency Management Plan (SES, parents/families)
- emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments
- all FDC educators, including educator assistants and staff members, are familiar with our *Cyclone Management Policy*, procedures and regulatory requirements
- clear procedures are in place for when a cyclone warning occurs to ensure the safety of FDC educators, children and families
- ensure FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (reg 176A)
- new FDC educators and staff, volunteers and students are provided with information and training regarding cyclone management procedures upon induction
- emergency evacuation rehearsals (drills) will be practiced *every three months*, including identifying a designated assembly point and place of refuge in case of cyclones

- each emergency evacuation drill is documented, reviewed and reflected upon each time they occur
- families are informed when a rehearsal or drill has occurred
- emergency telephone numbers will be clearly displayed in prominent positions within the FDC residence or approved venue
- emergency contact details of all children are updated regularly
- strategies to implement emergency plans during cyclone season are discussed and documented at each staff meeting and included in the Quality Improvement Plan (QIP)
- refer to the *Emergency and Evacuation Policy* for steps to be followed when the Service needs to close in response to an emergency
- submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence or approved venue is required to close for a period of time as a result of a local emergency (evacuation due to cyclone, or to repair damage caused by a cyclone) (Reg.175 (2)(b))
- the Department of Education is notified within 24 hours if the service is temporarily closed via CCS Software or PEP
- families are notified about absences and Child Care Subsidy (CCS) due to a local emergency
- counselling services are provided to FDC educators and their family members affected by a cyclone

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)
- be familiar with the evacuation plan, including knowing the nearest safe high ground and access route
- refer to the *Emergency and Evacuation Policy* for steps to be followed when the FDC Service needs to close in response to an emergency
- prepare the Emergency Evacuation Bag containing
 1. a portable battery radio, torch and spare batteries
 2. water containers with clean drinking water, dried or canned food and can opener (if required)
 3. first aid kit and manual, masking tape for windows and waterproof bags
 4. emergency contact register for children

5. mobile phone and charger and/or other satellite telephone (if required)
 6. any special equipment for babies and young children (bottles, nappies, milk formula)
 7. whistle
- ensure all portable outdoor furniture and related items are stored within the building
 - not ignore warning signs
 - provide resources and strategies to families for children affected by natural disasters

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action ahead of severe weather events including cyclone and severe storm warnings. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red): An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

PRIOR TO CYCLONE SEASON

- ensure the building structure meets cyclone required standards
- check current insurance, making sure the FDC residence or approved venue is covered for storm surge, flooding and cyclone damage, including clean-up and debris removal
- ensure maintenance is upheld, including trimming branches over the FDC residence or approved venue premises, clearing gutters, and having windows fitted with shutters or metal screens.

WHEN A CYCLONE WATCH IS ISSUED

A cyclone watch is normally issued when there are indicators that winds above gale force are anticipated in the area within 24-48 hours. The SES may issue an Advice warning or Watch and Act Warning.

THE FOLLOWING ACTIONS MAY BE WARRANTED:

- remain calm
- listen to the radio/TV for further information and warnings given by Emergency Services (SES)/ Department of Fires or Emergency Service (DFES)/or other state/territory service
- check to ensure any loose materials at the FDC residence or approved venue's outdoor environment is tied down (or filled with water)
- ensure the first aid kit is well stocked and current
- remain indoors
- notify families about the cyclone watch issued and if possible, request families to collect children from the FDC residence or approved venue
- keep the children busy with games and activities
- ensure attendance information is accurate
- identify children with medical management action plans- ensure all details and emergency contact details are current
- follow the advice of emergency services

CYCLONE WARNING OF EVACUATION / EMERGENCY WARNING

An Emergency Warning is normally issued when there are indicators that winds above gale force are anticipated in the area within 24 hours.

Based on predicted wind speeds and storm surge heights, evacuation of a FDC residence or approved venue may be required. Emergency Services will provide advice on local radio/TV regarding safe routes and when to proceed with the evacuation.

- Listen for all Emergency Services announcements regarding service closure and evacuation
- Check radio, television and online for emergency information
- Notify families to come immediately and collect their children
- Contact emergency contact person if required
- Lock all doors, turn off power, gas and water
- Gather the Emergency Evacuation Bag
- Remain indoors
- Move any furniture and equipment away from the windows
- Follow advice of emergency services

WHEN A CYCLONE STRIKES

- Stay calm
- Act immediately by following directions issued by Emergency Services

- Disconnect all electrical appliances and gas supply valves
- Listen to battery operated radio for updates
- Go immediately to the designated shelter area identified within the FDC residence or approved venue, away from windows This should be the strongest part of the building.
- Ensure doors are locked
- Educators are to protect themselves and children with mattresses, rugs, helmets, blankets under strong tables or benches or hold onto solid fixtures
- Be careful of the calm 'eye'. The wind can decline, yet the cyclone may not be over, fierce winds will rapidly recommence from another direction.
- Comfort children

AFTER THE CYCLONE

- Do not go outside until you have been advised it is safe
- Do not use electrical appliances if they are wet
- Listen to the radio/TV for official warnings and advice
- Where possible and when it is safe, take photos of any damage for insurance purposes
- Contact the required professionals to fix any broken structures, including windows etc.
- Keep families informed of FDC Service closure/operation
- Remind families about the dangers of floodwaters caused by cyclones
 - don't ignore road closures due to floodwaters
 - don't let children play in or around floodwaters
- Complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

PREPARING FOR AN EMERGENCY

Australian Government Department of Education. Help in an Emergency

<https://www.education.gov.au/child-care-package/help-emergency>

Australian Government Bureau of Meteorology <http://www.bom.gov.au/>

[Queensland Fire and emergency services](#)

Resources to assist services after an emergency/natural disaster

[BeYou Educator Wellbeing after a natural disaster](#)

[Get Ready Queensland- Cyclone and Storm Surge](#)

CONTINUOUS IMPROVEMENT

The *Cyclone Management Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Bag Audit Emergency Management Plan (EMP)	Extreme Weather Procedure

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government – Bureau of Meteorology - <http://www.bom.gov.au/cyclone/>

Australian Government Department of Education (2020). Help in an emergency

Be You. [Educator Wellbeing after a natural disaster](#)

[Education and Care Services National Regulations](#). (amended 2023).

Government of Western Australia. Department of Fire & Emergency Services. [Cyclones](#)

Queensland Government Natural disaster resources

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	16/01/2024
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	• annual policy maintenance • no major changes to policy • link to the NQAITS added • sources checked and repaired if required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	• annual policy maintenance • no major changes to policy • sources checked and repaired if required		JANUARY 2024
JANUARY 2022	• annual policy maintenance • additional information Australian Warning System (AWS) • additional information added to 'Continuous Improvement' section		JANUARY 2023

	• update of DESE to Department of Education	
JUNE 2022	New Policy developed for FDC Services	JANUARY 2023

CYSTIC FIBROSIS MANAGEMENT POLICY

Cystic fibrosis is a genetic disorder that predominantly affects the lungs and digestive system (Cystic Fibrosis Australia, 2017). Our Family Day Care (FDC) Service will make every effort to fully include children/babies with cystic fibrosis in our program and provide a safe and healthy environment for them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
90	Medical conditions policy
90(1)(iv)	Medical conditions communication plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
95	Procedure for administration of medication
136	First aid qualifications
162	Health information must be kept in enrolment record

168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy Control of Infectious Disease Policy Enrolment Policy Hand Washing Policy Immunisation Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition and Food Safety Policy Supervision Policy

PURPOSE

We aim to create and maintain a safe and healthy environment for all children enrolled at the Family Day Care Service. This policy aims to provide a basic understanding and awareness of the possible needs of children with cystic fibrosis. It does not constitute a replacement for medical advice or instructions provided by an individual child's family or health care professionals.

SCOPE

This policy applies to children, families, staff, management, educators, educator assistants, approved provider, nominated supervisor, students, volunteers and visitors of the Family Day Care Service.

DUTY OF CARE

Our Family Day Care Service has a legal responsibility to provide;

- a. a safe environment
- b. adequate Supervision for all children at all times.

FDC educators, including relief educator assistants, must have adequate knowledge of cystic fibrosis and the individual needs of a child/children in attendance with cystic fibrosis.

BACKGROUND

Cystic fibrosis is a genetic disorder present at birth that affects cells in the body that make mucus, sweat, and digestive fluids, causing the lungs and digestive system to get clogged with mucus. This frequently results in recurrent infections. Different people exhibit symptoms to different degrees and while there is

no known cure, treatment can help manage the condition (Cystic Fibrosis Australia, 2020). A child with cystic fibrosis is likely to have many health professionals working with him/her which may include:

- Clinical nurse
- Gastroenterologist
- Dietitian
- Physiotherapist
- Respiratory physician
- Social worker

Symptoms of cystic fibrosis include:

- A phlegmy persistent cough
- Wheezing
- Constantly runny nose
- Sinusitis
- Repeated lung infections
- Foul-smelling, greasy and/or bulky stools
- Diarrhoea and/or constipation
- Poor growth and low body weight (despite a healthy appetite)
- Inability to engage in physical play or exercise.

TREATMENT

The treatment for cystic fibrosis is ongoing and lifelong and varies from child to child. However, it generally involves:

- daily physiotherapy to clear the lungs
- exercise to assist in clearing the airways and build core strength
- the use of a nebuliser to assist in opening the airways
- a nutritious diet high in calories, salt and fat: In some cases, extra calories/salt/fats are required, but not always – the dietitian and families will provide individual information of dietary requirements.
- medications including (as required):
 - Enzyme replacement microspheres or capsules taken with food to aid digestion: Children/babies with cystic fibrosis vary in their ability to digest food naturally – some may need these while others will not.
 - Antibiotics as required to treat lung infections

- Anti-inflammatory medication to prevent airway passage inflammation
- Mucus thinners to assist the child in coughing up mucus and decreasing the risk of lung infection
- Bronchodilators to open up and relax the muscles around the bronchia (lungs).

DEHYDRATION

If a child/baby is lacking in salt they can quickly become dehydrated. Signs of dehydration include:

- fewer wet nappies than normal
- dark sunken eyes
- dry lips or skin
- crying without tears
- dark yellow urine
- rapid breathing
- drowsy and/or lethargic
- salt crystals on the skin

EARLY WARNING SIGNS OF A LUNG INFECTION

As children with cystic fibrosis are likely to frequently develop lung infections it is important to be aware of the early warning signs, which include:

- coughing more than normal, or a 'different' sounding cough
- coughing up more mucus than normal or a change in the colour of coughed-up mucus
- wheezing sounds while breathing, or unable to breathe while feeding
- reduced appetite
- decreased energy
- fevers

INFECTION CONTROL

Minimising the risk of infection for children with cystic fibrosis is imperative for their ongoing health.

Precautions to take include:

- frequent and thorough hand washing
- encouraging the child to wash hands after coughing, and at all other usual times (after toileting, before eating etc.)
- keeping a child/baby with cystic fibrosis away from other children with a cold or are otherwise ill
- ensuring children's immunisations are up to date

- cleaning and drying all medical equipment thoroughly
- not allowing the child with cystic fibrosis to share cups or eating utensils
- not leaving containers of water lying around where germs that cause lung infections can breed
- keeping the classrooms dry and well-aired.

IMPLEMENTATION

We will involve all FDC educators, families, and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

THE APPROVED PROVIDER/ MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- upon employment and engagement at the FDC Service all staff and FDC educators will read and be aware of all medical condition policies and procedures, including the *Cystic Fibrosis Management Policy*
- any child enrolled at the FDC Service with cystic fibrosis will require a Medical Management Plan completed by the child's medical practitioner/ specialists before commencing at the FDC Service
- all staff and FDC educators are aware of the Medical Management Plan and have procedures in place for ensuring the child's safety, health and wellbeing
- a risk minimisation plan has been developed in consultation with the parents of the child
- a communication plan is developed in consultation with the parents of the child
- the FDC educator primarily responsible for caring for the child participate in specific training about cystic fibrosis and are aware of strategies to support children and manage their cystic fibrosis
- FDC educators preparing food are trained in food preparation and food requirements for the child with cystic fibrosis
- families of all children with cystic fibrosis provide all necessary medications/treatments showing the expiry date and clearly labelled with the child's name
- the immunisations of all children attending the FDC Service are kept up to date- (see: Immunisation Policy)
- areas occupied by children are kept dry and well ventilated
- that all FDC educators and staff adhere to high levels of hygiene at all times
- that all FDC educators maintain written records of medications/treatments administered to a child with cystic fibrosis

- communication between management, educators, staff and parents/guardians regarding the FDC Service's *Cystic Fibrosis Policy* and strategies are reviewed and discussed regularly to ensure compliance and best practice reflecting latest research
- all FDC educators are able to identify the early warning signs of lung infection for children with cystic fibrosis attending the FDC Service
- children with cystic fibrosis are not discriminated against in any way
- children with cystic fibrosis can participate in all activities safely and to their full potential
- to communicate any concerns with parents/guardians regarding the management of children with cystic fibrosis at the FDC Service.

FDC EDUCATORS WILL ENSURE:

- they are aware of the FDC Service's *Cystic Fibrosis Management Policy* and Medical Management Plan for each individual child with cystic fibrosis
- they complete education and training to learn about how cystic fibrosis affects children and the best ways to support them whilst at the FDC Service
- they are able to identify the early warning signs of a lung infection
- they are able to identify the signs of dehydration
- children/babies with a cold or other illness are isolated from children/babies with cystic fibrosis while waiting to be collected from the FDC Service by their parent/guardian
- that children's personal enzymes treatments are taken on excursions or other offsite events, including emergency evacuations and drills
- to adhere strictly to the child's cystic fibrosis Medical Management Plan and the *Administration of Medication Policy*
- to adhere to the highest levels of hygiene when dealing with a child/baby with cystic fibrosis. For example, high levels of hand hygiene, close supervision during meal and snack times to prevent sharing of cups etc.
- extra hygiene precautions are taken when there is an outbreak of an illness, including the common cold, such as additional cleaning of surfaces, door handles, tables, toys, and equipment and wearing of face masks
- to consult with the parents/guardians of children with cystic fibrosis in relation to the health and safety of their child, and the supervised management of the child's condition
- communicate any concerns to parents/guardians if a child's cystic fibrosis is limiting his/her ability to participate fully in all activities.
- that children with cystic fibrosis are not discriminated against in any way

- that children with cystic fibrosis can participate in all activities safely and to their full potential, ensuring an inclusive program, whilst ensuring a high level of supervision to ensure children with cystic fibrosis do not over-exert themselves
- families are advised of any early warning signs of a lung infection as soon as practicable.

FAMILIES WILL:

- ensure all details on their child's enrolment form are completed prior to commencement at the FDC Service
- read the FDC Service's *Cystic Fibrosis Management Policy* and *Medical Conditions Policy*
- inform FDC educators and staff, either on enrolment or on initial diagnosis, that their child has cystic fibrosis
- provide a copy of their child's Medical Management Plan to the FDC Service, ensuring it has been prepared in consultation with, and signed by, a medical practitioner
- consult with management to develop a risk minimisation plan and communication plan to assist in managing their child's medical condition
- provide an adequate supply of cystic fibrosis medications/treatments (as required)
- notify staff and FDC educators in writing of any changes to their child's Medical Management Plan (medications, actions)
- communicate regularly with FDC educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's cystic fibrosis
- encourage their child to learn about their cystic fibrosis, and to communicate with FDC Service staff if they are experiencing discomfort or difficulty in breathing

FURTHER RESOURCES

Cystic Fibrosis Australia. (2014). A guide to cystic fibrosis for early childhood educators:

https://www.cfw.org.au/wp-content/uploads/2019/10/CFWA098-A-Guide-to-CF-Early-Childhood-Booklet-Update-2019_WEB.pdf

CFSmart- cystic fibrosis education program. e-learning modules <https://cfsmart.org/elearning/>

Cystic fibrosis: Infection control in schools: <https://cfsmart.org/app/uploads/2021/06/Cross-infection-in-schools-.pdf>

Starting school with CF: <https://www.cysticfibrosis.org.au/CysticFibrosis/media/Shared-content/Brochures/CF-Fact-Starting-School-with-CF.pdf>

Cystic fibrosis: Current Treatments <https://www.cysticfibrosis.org.au/about-cf/current-treatments>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Cystic Fibrosis Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 CF Smart: Cystic fibrosis education program: <https://cfsmart.org/>
 Children's Hospital Foundation for Sick Kids: <https://www.childrens.org.au>
 Cystic Fibrosis Australia. (2014). A guide to cystic fibrosis for early childhood educators
 Cystic Fibrosis Australia. (2017). Infection control in schools
[Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	05/12/2023
POLICY REVIEWED	DECEMBER 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION NUMBER	V2.12.23		
MODIFICATIONS	• annual policy maintenance- no major changes • additional related policies • sources checked and repaired as required • continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JUNE 2022	New Policy developed for FDC Services		DECEMBER 2023

DIABETES MANAGEMENT POLICY

Diabetes in children can be a diagnosis that has a significant impact on families and children. It is imperative that the Family Day Care (FDC) educator and educator assistant at the Family Day Care (FDC) Service understand the responsibilities of diabetes management to reduce the risk of emergency situations and long-term complications. Most younger children will require additional support from the FDC educator/educator assistant to manage their diabetes whilst in attendance however, older school aged children may be working towards independence and learning to self-monitor blood glucose and insulin injecting.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of a serious incident
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency

95	Procedure for administration of medication
96	Self-administration of medication
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
174	Time to notify certain circumstances to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy	Incident, Injury, Trauma and Illness Policy
Administration of Medication Policy	Medical Conditions Policy
Enrolment Policy	Privacy and Confidentiality Policy
Family Communication Policy	Supervision Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions including diabetes. Our Family Day Care (FDC) Service is committed to providing a safe and healthy environment that is inclusive for all children, educators/educator assistants, visitors and family members. The aim of this policy is to minimise the risk of a diabetic medical emergency occurring for any child whilst at our FDC Service by supporting young people with diabetes, working in partnership with families and health professionals, and following the child's medical management plan.

SCOPE

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

DUTY OF CARE

Kidzone FDC Service has a legal responsibility to take reasonable steps to ensure that the health needs of all children enrolled in the service are met. This includes our responsibility to provide

- a. a safe environment and

- b. adequate supervision at all times.

Our FDC Service will ensure all educators, educator assistants and coordinators, including relief staff, have adequate training and knowledge about diabetes and know what to do in an emergency to ensure the health and safety of children (especially regarding hypoglycaemia and safety in sport).

DESCRIPTION

- **Type-1 Diabetes** is an autoimmune condition, which occurs when the immune system damages the insulin producing cells in the pancreas. This condition is treated with insulin replacement via injections or a continuous infusion of insulin via a pump. Without insulin treatment, type-1 diabetes is life threatening.
- **Type-2 Diabetes** occurs when either insulin is not working effectively (insulin resistance) or the pancreas does not produce sufficient insulin (or a combination of both). Type-2 diabetes accounts for between 85 and 90 per cent of all cases of diabetes and usually develops in adults over the age of 45 years but is increasingly occurring at a younger age. Type-2 diabetes is unlikely to be seen in children under the age of 4 years old.

IMPLEMENTATION

We will involve all FDC educators/educator assistants, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs including having families provide written permission to display the child's medical management plan in prominent positions within the FDC residence or approved venue.

A copy of all our *Medical Conditions Policy* and *Diabetes Management Policy* will be provided to all FDC educators/educator assistants, volunteers, and families of the FDC Service. It is important that communication is open between families and educators so that management of diabetes is effective.

Children diagnosed with diabetes will not be enrolled into the FDC Service until the child's medical management plan is completed and signed by their medical practitioner or diabetes medical team, and the relevant FDC educator/educator assistants have been trained on how to manage the individual child's diabetes. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators/educator assistants, coordinators 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.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE THAT:

- before the child's enrolment commences, the family will meet with the FDC Service and FDC educator to begin the communication process for managing the child's medical condition in adherence with the registered medical practitioner or health professional's instructions
- parents/guardians of an enrolled child who is diagnosed with diabetes are provided with a copy of the *Diabetes Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- each child with type-1 diabetes has a current individual diabetes medical management plan prepared by the child's diabetes medical specialist team, at or prior to enrolment
- discussions occur regarding authorisation for children to carry diabetes equipment with them and the self-administration of Blood Glucose testing and insulin injecting. Any authorisations for self-administration must be documented in the child's medical management plan and approved by the FDC Service, FDC educator, parents/guardian and the child's medical management team.
- a child's diabetes medical management plan is signed by a registered Medical Practitioner or Paediatrician and inserted into the enrolment record for each child. This will include all information on how to manage the child's diabetes on a day-to-day basis as well as the emergency management of the child's medical condition. Information may include:
 - blood glucose testing- BG meter
 - insulin administration
 - food, carbohydrate counting
 - how to store insulin correctly
 - how the insulin is delivered to the child- as an injection or via an insulin pump/
Continuous Glucose Monitoring CGM
 - oral medicine the child may be prescribed
 - managing diabetes during physical activities and excursions
 - permission for the child to self-administer blood glucose testing and insulin injecting
- a risk minimisation plan will be developed in collaboration with parents/guardian and the FDC educator and cover the child's known triggers and where relevant other common triggers which may lead to a diabetic emergency
- a Communication Plan is developed for the FDC educator and parents/guardians encouraging ongoing communication regarding the management of the child's medical condition, the current

status of the child's medical condition, and this policy and its implementation within the service prior to the child starting at the FDC Service

- all educators and educator assistants, including volunteers, are provided with a copy of the *Diabetes Management Policy* and the *Medical Conditions Policy* which are reviewed annually
- a copy of this policy is provided and reviewed during each new educator's induction process
- all FDC educators/educator assistants have completed first aid training approved by the Education and Care Services National Regulations at least every 3 years and that this is recorded, with a copy of each staff members' certificate held on the FDC Service's premises
- all FDC educators/educator assistants who have children with diabetes enrolled are trained to identify the symptoms of a diabetic emergency and are aware of the location of the diabetic medical management plan, required insulin/food as well as the risk minimisation plan
- when a child diagnosed with diabetes is enrolled, staff and the FDC educator and educator assistant will be provided with regular professional training on the management of diabetes and, where appropriate, emergency management of diabetes
- the FDC educator/educator assistant is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and is aware of the action to be taken if these are abnormal
- individual child's medical management/action Plan will be displayed at the FDC residence and/or approved venue and copies kept at the FDC Service
- consideration is given as to how and where insulin is stored and the safety of sharps disposal
- the family supplies all necessary glucose monitoring and management equipment, and any prescribed medications prior to the child's enrolment
- FDC educators/educator assistants accompanying children outside the FDC Service to attend excursions, or any other event carries the appropriate monitoring equipment, any prescribed medication, a copy of the diabetes medical management plan for children diagnosed with diabetes
- the programs delivered at the FDC Service are inclusive of children diagnosed with diabetes and that children with diabetes can participate in activities safely and to their full potential
- updated information, resources and support is regularly given to families for managing childhood diabetes
- meals, snacks and drinks that are appropriate for the child and are in accordance with the child's diabetes medical management plan are available at the FDC Service at all times
- eating times are flexible and children are provided with enough time to eat
- Diabetes Australia are contacted for further information to assist educators to gain and maintain a comprehensive understanding about managing and treating diabetes

- applications for additional funding opportunities are made if required to support the child and FDC educators.

EDUCATORS/EDUCATOR ASSISTANTS WILL:

- read and comply with the *Diabetes Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- know which child/ren are diagnosed with diabetes, and the location of their monitoring equipment, diabetes medical management plans and any prescribed medications
- perform finger-prick blood glucose or urinalysis monitoring as required and will act by following the child's diabetes management plan if these are abnormal
- communicate with parents/guardians regarding the management of their child's medical condition as per their communication plan
- ensure that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the FDC Service
- follow the strategies developed for the management of diabetes
- ensure a copy of the child's diabetes medical management plan is visible and known to FDC educators/educator assistants
- take all personal medical management plans, monitoring equipment, medication records and any prescribed medication on excursions and other events outside the FDC residence/approved venue
- recognise the symptoms of a diabetic emergency and treat appropriately by following the diabetes medical management plan
- administer prescribed medication if needed according to the medical management plan in accordance with the FDC Service's *Administration of Medication Policy*
- identify and where possible minimise possible triggers as outlined in the child's diabetes medical management plan and risk minimisation plan
- increase supervision of a child diagnosed with diabetes on special occasions such as excursions, incursions, parties and family days, as well as during periods of high-energy activities
- maintain a record of the expiry date of the prescribed medication relating to the medical condition to ensure it is replaced prior to expiry
- ensure the location is known of glucose foods or sweetened drinks to treat hypoglycaemia (low blood glucose), e.g., glucose tablets, glucose jellybeans, etc.

FAMILIES WILL ENSURE THEY PROVIDE THE FAMILY DAY CARE SERVICE WITH:

- details of the child's health condition, treatment, medications, and known triggers

- their doctor's name, address and phone number, and a phone number for an authorised nominee and/or emergency contact person in case of an emergency
- written authorisation for their child over preschool age to self-administer medication (if applicable)
- a medical management plan following enrolment and **prior** to the child starting at the FDC Service is completed by their child's diabetes team (paediatrician or endocrinologist, general practitioner and diabetes educator). The plan should include:
 - when, how, and how often the child is to have finger-prick or urinalysis glucose or ketone monitoring
 - what meals and snacks are required including food types/groups amount and timing
 - what activities and exercise the child can or cannot do
 - whether the child can go on excursions and what provisions are required
 - what symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose)
 - what action to take in the case of an emergency
 - an up-to-date photograph of the child
- the appropriate monitoring equipment needed according to the diabetes medical management plan- blood glucose meter with test strips, insulin pump consumables and hypo treatment foods/drinks
- an adequate supply of emergency insulin for the child at all times according to the medical management plan
- information regarding their child's medical condition and provide answers to questions as required and pertaining to the medical condition and management of their condition
- any changes to their child's medical condition including the provision of a new diabetes medical management plan to reflect these changes as needed
- all relevant information and concerns to staff, for example, any matter relating to the health of the child that may impact on the management of their diabetes

DIABETIC EMERGENCY

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency

- a) very **low** blood sugar (hypoglycaemia, usually due to excessive insulin), and
- b) very **high** blood sugar (hyperglycaemia, due to insufficient insulin).

The more common emergency is hypoglycaemia. This can result from:

- too much insulin or other medication

- not having eaten enough carbohydrate or other correct food
- a meal or snack has been delayed or missed
- unaccustomed or unplanned physical exercise or
- the young person has been more stressed or excited than usual

SIGNS and SYMPTOMS

HYPOGLYCAEMIA- (HYPO)

If a child is wearing a CGM device, it will sound an alert when they are below their target range.

Symptoms can vary between each young person.

If caused by low blood sugar, the child may:

- feel dizzy, weak, tremble and feel hungry
- look pale and have a rapid pulse (palpitations)
- sweat profusely
- feel numb around lips and fingers
- change in behaviour- angry, quiet, confused, crying
- become unconsciousness or have a seizure

HYPERGLYCAEMIA –(HYPER)

If caused by high blood sugar, the child may:

- feel excessively thirsty
- have a frequent need to urinate
- feeling tired or lethargic
- feel sick
- be irritable
- complain of blurred vision
- lack concentration
- have hot dry skin, a rapid pulse, drowsiness
- have the smell of acetone (like nail polish remover) on the breath
- become unconsciousness

If a child suffers from a diabetic emergency the Family Day Care educator will:

- Follow the child's Diabetic medical management/action plan

- If the child does not respond to steps within the diabetic medical management plan, immediately dial 000 for an ambulance
- Continue first aid measures and follow instructions provided by emergency services
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Inform the Approved Provider as soon as practicable
- The Approved Provider will notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child which requires urgent medical attention or hospitalisation is regarded as a serious incident. The following is required:

- the FDC educator involved in the situation will complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the coordinator/nominated supervisor ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- a copy of the *Incident, Injury, Trauma and Illness Record* will be placed in the child's file
- the Nominated Supervisor will inform management about the incident
- the Nominated Supervisor or the Approved Provider will inform Regulatory Authority of the incident within 24 hours as per regulations
- opportunities for debriefing after each incident with the FDC educator and coordinator will be provided. The child's individual medical management plan and risk minimisation plan will be evaluated, including a discussion of the effectiveness of the procedure used.

FOR MORE INFORMATION, CONTACT THE FOLLOWING ORGANISATIONS:

Diabetes Australia

<https://www.diabetesaustralia.com.au/contact-us>

Juvenile Diabetes Research Foundation: www.jdrf.org.au

National Diabetes Services Scheme- An Australian Government Initiative <https://www.ndss.com.au/living-with-diabetes/about-you/young-people/living-with-diabetes/school/>

STATE AND TERRITORY SPECIFIC INFORMATION

Diabetes NSW & ACT: <https://diabetesnsw.com.au/>

Diabetes Victoria: <https://www.diabetesvic.org.au>

Diabetes South Australia: <https://www.diabetessa.com.au/>

Diabetes Queensland: <https://www.diabetesaustralia.com.au/queensland/>

Diabetes Western Australia: <https://diabeteswa.com.au/>

Healthy Living, Northern Territory: <https://healthylivingnt.org.au/our-services/diabetes/>

Diabetes Tasmania: <https://www.diabetesaustralia.com.au/tasmania/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Diabetes Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

As 1 Diabetes (2017) - <http://as1diabetes.com.au/>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Guide to the National Quality Standard. (Amended 2023)

National Diabetes Services Scheme (NDSS). *Mastering diabetes in preschools and schools*. (2020).

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	07/07/2023
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V6.7.23		
MODIFICATIONS	- policy maintenance - no major changes to policy - hyperlinks checked and repaired as required - minor formatting edits within text - continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY 2022	- policy maintenance - no major changes to policy - minor formatting edits within text- Family Day Care Service abbreviated to FDC Service for consistency throughout policy - hyperlinks checked and repaired as required	JULY 2023	
JULY 2021	- Policy review includes ACECQA policy guidelines/components (June 2021) - rearranged some content within policy for better flow	JULY 2022	

	• additional section added: reporting procedures • sources checked for currency	
JULY 2020	• additional related policies added • information regarding Risk Minimisation and Communication Plan added • Emergency Action Plan term used throughout policy • inclusions for the Medical Management Plan for diabetes • information regarding self-administration of medication • further information on diabetic emergency added • deleted repeated information • checked sources and links for currency • minor formatting editing	JULY 2021
JULY 2019	• Grammar and punctuation edited. • Additional information added to points. • References checked & corrected re diabetes info. • 'For more information...' section – references updated/corrected. • New references added for each state. • Sources checked for currency. • Regulation 136 added.	JULY 2020
JULY 2018	• New policy draft	JULY 2019

EARTHQUAKE MANAGEMENT POLICY

Earthquakes are a unique encounter in Australia. They are unpredictable and transpire without warning. Australia is located away from tectonic plate boundaries where large earthquakes occur more frequently. However, Australia can still experience potentially damaging earthquakes, which are caused by the sudden release of stress that slowly builds up across the plate as it moves northeast. To ensure the safety of children, educators, staff and families, education and care services should be prepared for earthquakes, minimising risks and implementing explicit management strategies if required.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions "multi-storey building" and "storey"
12(d)	Meaning of a serious incident- any emergency for which emergency services attended

97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency and Evacuation Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Supervision Policy

DEFINITION

An earthquake is a shaking of the surface of the Earth's crust. They strike without warning and can vary in severity. Earthquakes are the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. The severity of an earthquake is measured using the Richter Scale. Over the last 80 years, there has been 17 earthquakes registering 6 or more on the Richter Scale.

PURPOSE

Preparing for an earthquake requires our Family Day Care (FDC) Service to learn what should be done before, during and after an earthquake in order to minimise the risk of children, FDC educators and staff being injured.

SCOPE

This policy applies to children, families, FDC educators, educator assistants, approved provider, nominated supervisor, staff, management, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Management will ensure that FDC residences or approved venues are as 'earthquake safe' as possible by having clear strategies and procedures in place for implementation before, during and after the earthquake. (Based on geographical location, earthquake history and general logic, adopting the

following procedures will be at the discretion of Service Management.) This policy reminds educators, staff, volunteers and students of the procedure to follow in the event of an earthquake emergency.

BEFORE AN EARTHQUAKE

Preparing for an earthquake will help reduce damages to the FDC Service's structure and prevent injuries to children, families, FDC educators and staff.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- ensure all FDC educators, including educator assistants and staff members, are familiar with our *Earthquake Management Policy*, procedures and regulatory requirements
- ensure new FDC educators, staff, volunteers and students are provided with information and training about our *Earthquake Management Policy* and procedures during induction
- ensure FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (earthquake, flooding). (reg 176A)
- ensure emergency and evacuation policies and procedures are available for inspection at the FDC Service's premises at all times
- conduct Earthquake drills in accordance with the Emergency Evacuation Calendar. The drills will be conducted on different days over the week, ensuring that all children participate in the drill. The earthquake drills will be recorded using the *Emergency Evacuation Rehearsal Record* and discussed at team meetings to ensure continuous improvement
- emergency evacuation rehearsals (drills) will be practiced *every three months*, including identifying safe places within the Service to go with the children in case of an earthquake
- ensure families are informed when an emergency evacuation rehearsal or drill has occurred
- ensure each FDC Service residence or approved venue has an *Emergency Evacuation Bag* located in a prominent position
- regularly audit and restock *Emergency Evacuation Bags*
- ensure emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments
- ensure Emergency Contact numbers are displayed in a prominent position within the FDC residence or approved venue

- practice **DROP, COVER and HOLD** or **DROP AND BE TURTLE SAFE** –with children
- Drop, Cover and Hold or Drop & be a Turtle safe involves children learning to:
 - Drop on your hands and knees, cover your head and neck with your arms, crawl only as far as needed to reach cover from falling objects.
 - Hold onto any durable furniture until the shaking stops and you are told it is safe to come out by an adult.
- identify safe places within the FDC residence or approved venue to go with the children when an earthquake strikes.
 - a) This may be a strong table that you can hold on to the table legs to keep it from moving away and assist in protecting the children and yourselves.
 - b) Next to an interior wall, away from windows that can shatter cause injury
 - c) Ensure it is a place that is away from tall furniture that can fall
- check the FDC Service insurance policy to ensure earthquake inclusion
- seek qualified advice to ensure the FDC Service building is compliant [[check building regulations in each state/territory jurisdiction](#)]
- ensure shelving is secured to the wall and open shelving has ‘lips’ to prevent equipment sliding off during an earthquake
- ensure equipment is stored securely and safely
- conduct annual risk assessments to identify, monitor and eliminate any hazards that may occur during an earthquake
- submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- refer to the *Emergency and Evacuation Policy* for steps to be followed when the FDC residence or approved venue needs to close in response to an emergency
- ensure the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence or approved venue of the FDC Service is required to close for a period of time as a result of a local emergency (evacuation due to cyclone, or to repair damage caused by a cyclone) (Reg.175 (2)(b))
- ensure the Department of Education is notified within 24 hours if the service is temporarily closed via CCS Software or PEP

DURING AN EARTHQUAKE

When an earthquake begins it will happen suddenly with rapid shaking. FDC educators and children are to immediately apply what they have practiced during the drills.

FDC EDUCATORS WILL:

- Call 'EARTHQUAKE – DROP, COVER & HOLD or DROP AND BE A TURTLE'
- Assist children to get into the correct position

If inside – move away from windows, heavy objects or shelves.

- Drop Cover and Hold preferably under a sturdy table
- keep clear of windows and overhead fittings

If outside – move away from trees, powerlines, building and then Drop, Cover and Hold

- Drop to the ground
- Cover your head and neck with arms and hands
- Hold on until the shaking stops
- Protect babies with your body or mattresses if available
- Once the shaking stops and the FDC educator has confirmed it is safe, children will be given the 'ALL CLEAR'

AFTER AN EARTHQUAKE

Once the shaking has ceased, FDC educators need to begin implementing a recovery plan as you prepare for the chance of any aftershocks occurring.

FDC EDUCATORS WILL:

- stay calm and reassure children
- evaluate the need to evacuate if there are fires, gas leaks or other structural damage that requires immediate evacuation
- call 000 for Emergency Services and seek and follow advice
- implement *Emergency Evacuation Procedures*
- if evacuation is required, move to a safe location and be aware of hazards
- check attendance list for children and visitors
- contact Coordinator/Nominated Supervisor at FDC Principal office for further direction/support
- contact parents if evacuation is required
- turn off electricity, gas and water. Check water, gas and electric lines for damages. If any damages are present, turn off the water and electricity
- assess any injuries that may have occurred and provide first aid
- do not run outside, unless evacuation of the building is needed due to damage
- report any damages to Emergency Services

- turn on the radio and listen as Emergency Services will broadcast the most appropriate advice for the FDC Service
- stay out of the FDC building if it is damaged and unsafe
- following the emergency evacuation, an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record* will be completed
- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (earthquake, flooding) (reg 176A)
- the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, rather than as a precaution or for any other reason

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support FDC educators to provide information to parents and families following any emergency or natural disaster including:

- will the FDC Service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

[BeYou Educator Wellbeing after a natural disaster](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education. Help in an Emergency

<https://www.education.gov.au/child-care-package/help-emergency>

Australian Government Bureau of Meteorology <http://www.bom.gov.au/>

[Queensland Fire and emergency services](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Earthquake Management Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education (2020). Help in an emergency
 Australian Government –Department of Home Affairs. [Emergency management](#)
 Australian Government – Geoscience Australia
<http://www.ga.gov.au/news-events/news/latest-news/australian-earthquakes-explained>
[Education and Care Services National Regulations](#). (2011).
 New Zealand Government Get Ready ShakeOut
<https://www.shakeout.govt.nz/how/schools/>
 Queensland Government Emergency services and safety <https://www.qld.gov.au/emergency/dealing-disasters/disaster-types/earthquakes>
 Revised National Quality Standard. (2018).
 Work Health and Safety Act 2011.
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	16/01/2024
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	• annual policy maintenance • regulation re: notification to regulatory authority added • sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2022	• Sources checked for currency • Minor edits throughout policy • Additional information regarding emergency drills to be conducted every 3 months (reg 97) • Additional section added for Continuous Improvement	JANUARY 2023	
JUNE 2022	New Policy developed for FDC Services	JANUARY 2023	

ANIMAL AND PET POLICY

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy and improved communication. Having a pet in an early childhood environment enables children who are not otherwise exposed to animals learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Kidzone Family Day Care Service will ensure that no animal poses a health or safety risk to children, adults or visitors in approved family day care residences or venues.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
116	Assessments of family day care residences and approved family day care venues
116 (2)	Risk posed by animals
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Assessment, approval and re-assessment of approved family day care residence and/or venue policy	Managing Unidentified Dogs Policy
Educational Program Policy	Physical Environment Policy
Environmentally Responsible Policy	Sandpit Policy
Hand Washing Policy	Snake Awareness Policy
	Supervision Policy
	Work Health and Safety Policy

PURPOSE

Having a pet at our Family Day Care (FDC) Service can be a valuable part of children's education enriching their learning about nature, ecology and relationships. Our FDC Service aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the FDC educator's residence and/or approved venue educating children in the proper care of animals.

SCOPE

This policy applies to the approved provider, coordinators, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and provide basic natural science experiences. If the educator wishes to have a pet in their Family Day Care residence or approved venue, they must make all the decisions in consultation with the approved provider/ coordinator and families. An assessment of each residence is conducted at least annually to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected. Regulation 116 includes ensuring the risk posed by any animals at the residence/or venue is considered during the annual assessment.

Whilst there are several benefits to keeping animals within a family day care residence, there are also a range of concerns which need to be considered to ensure the safety and wellbeing of both the children and the animals. Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our service will help them learn about life cycles and relationships and improve communication skills. We feel role

modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

QUESTIONS TO CONSIDER PRIOR TO HAVING A PET AT THE FDC APPROVED RESIDENCE OR VENUE

- Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?
- What physical space is available in the FDC residence? Is it adequate for the animal you are considering?
- Is the FDC educator and families happy with the decision to keep an animal at the service?
- What time will be available throughout the day to care for the animal?
- Are there any children or adults residing at the family day care residence who are allergic to, or have phobias of, animals?
- What changes to Service's policies and procedures need to be considered? For example, hand washing policy will need to be updated to include washing hands after having contact with the animal.
- What are the health and safety risks?

OTHER THINGS TO CONSIDER INCLUDE

- Some animals, such as lizards, turtles, snakes, spiders and tropical fish may not be an appropriate choice. Check with a veterinarian if you are unsure whether an animal is suitable for children and check with the local health department for regulations and advice regarding animals in family day care services/residences. Some states and territories require a license for keeping certain animals.
- Animals that may be more likely to be suitable for family day care may include goldfish, hermit crabs, stick insects, mice or rats. All these animals are relatively low maintenance and can be left safely over a weekend if they are provided with enough food and water.

ASSESSING AND MANAGING RISKS

Whilst there are many benefits to providing children with access to animals and keeping pets at the family day care residence, there are matters that management and educators need to consider for the safety and wellbeing of both the children and the animals concerned prior to choosing a pet or having an animal visit the Service.

A risk assessment should therefore be conducted when deciding the type of animal and the way the children engage with it. The risk assessment should be reviewed every 12 months.

Potential risks may include:

- diseases- from birds (Parrot fever -psittacosis) and other animals
- injury due to biting, kicking or pushing a child over (e.g., farm animals)
- scratching (e.g., chickens, rabbits, guinea pigs)
- pests and vermin (snakes, rats, mice)
- allergies (e.g., bees, wasps, ants)

DISEASE

As animals can spread disease, access to animals at the FDC residence requires special consideration to prevent this. Health authorities identify that germs can be present on the skin, hair, feathers and scales, and in the faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans.

EFFECTIVE HAND WASHING AND CLEANING

Children and adults should employ effective hand washing after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures. However, it is important to engage children with these tasks as they learn responsibility through 'hands on' learning experiences.

APPROPRIATE SUPERVISION AND CLOTHING

Children should also be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.

Ensure children wear appropriate clothing and footwear when handling animals and pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more apparent when animals are kept at the FDC residence.

FDC SERVICE PETS

- The educator should prepare children for the animal visit, gaining perception into how the children may react to the pet.
- The educator, children and families should consider the rationale for having a pet and long-term implications of such a decision prior to getting the pet.
- All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water.
- Food will be made available for all pets and animals but kept out of reach of children at all times.

- Any animal or pet kept at the family day care residence will be regularly fed, cleaned, vaccinated, and wormed (as appropriate), and checked for fleas and diseases.
- Animals including pets will not be allowed in the sand pit or any other play area. In event that this happens, educators will refer to and adhere to the *Sand Pit Policy*.
- Animals including pets will never be taken into the food preparation area/kitchen nor will they have access to the eating or sleeping areas, toys, bedding, eating surfaces and/or utensils.
- Anyone who has handled the animal or pet will immediately wash their hands.
- Children's animal or pets will only be allowed in the educator's residence with granted permission from the coordinator and educator.
- The educational program will include how to properly care for animals and how to treat them appropriately.

UNINVITED ANIMAL VISIT

There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the FDC residence or approved venue. Depending upon the type of animal or bird the educator may use this as a spontaneous learning experience for the children. At all times the highest priority will be to ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous such as a snake or spider, educators will contact an appropriate authority for assistance.

New South Wales: [NSW Wildlife Information, Rescue and Education Service](#) Inc. (WIRES) 13 000

WIRES - 13 00 094 737

National Parks and Wildlife Service - 1300 361 967 (8.30am – 5.00pm)

A professional should monitor the animal's movements to ensure a speedy and efficient capture, but priority is to be given to educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by educators, children or families.

If an unidentified dog enters the family day care residence or property, the educator/educator assistant will refer to the *Managing Unidentified Dogs Policy*.

VISITS FROM CHILDREN'S PETS

Occasionally a child may have a new pet such as a puppy or kitten that they wish to bring to the service to show their peers and educator. Whilst this provides a wonderful learning experience for children, families must be advised to seek permission from the educator prior to bringing in the pet. A risk assessment should then be completed before giving permission to the family. Families should also be advised that pets visiting the service that are not confined (for example, in a fishbowl or bird/mouse cage) must not be left at the service but be taken with the family member at the conclusion of their visit.

PESTS AND VERMIN

- Pest control will occur at the FDC residence on an annual basis as a minimum.
- Pest control certificates are required as part of the annual assessment of a FDC residence.
- The coordinator or approved provider will monitor any occurrences at the FDC residence to determine the success of control measures.
- If pests and/or vermin are seen, or evidence of pests and/or vermin such as droppings, the FDC educator must take the necessary action to arrange for an inspection
- The FDC educator is responsible for arranging additional pest control visits for their home as required.
- Where appropriate, the educator will discuss safety issues relating to dangerous products, plants, vermin and objects with the children.
- FDC educators will thoroughly clean all areas that pests have accessed in the residence/property with disinfectant.
- If the remains of animal or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected.
- FDC educators are responsible for assessing any situation where animals are involved to ensure the health, safety and wellbeing of children, families and animals. (see Snake Awareness Policy)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Animal and Pet Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Risk Assessment Action Plan- Pets/Animals

SOURCE

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

Bone, J. (2013). The animals as the fourth educator: A literature review of animals and young children in pedagogical relationships. *Australasian Journal of Early Childhood* 38(2). Deakin West, ACT: Early Childhood Australia.

Early Childhood Australia Code of Ethics. (2016).

ECA Code of Ethics.

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Elliott, S., McCrea, N., Edwards, H., & University of New England. (2012). Sustainable outdoor play spaces in early childhood centres: Investigating perceptions, facilitating change and generating theory.

Guide to the National Quality Framework. (2017). (Amended 2023).

Kidsafe NSW Inc. <https://kidsafe.com.au/>

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.).

NSW Government Department of Health. (2018). Petting zoos and personal hygiene fact sheet. Retrieved from <https://www.health.nsw.gov.au/Infectious/factsheets/Pages/petting-zoos-and-personal-hygiene.aspx>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	26/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V6.9.23		
MODIFICATIONS	- policy maintenance - no major changes to policy - sources checked for currency - Continuous improvement/reflection section added - CCD related resource section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	- policy maintenance - no major changes to policy - hyperlinks checked and repaired as required		SEPTEMBER 2023
SEPTEMBER 2021	- minor formatting edits - consistency of use of FDC residence/approved venue terms in policy - addition of Educational Program Policy - sources checked for currency		SEPTEMBER 2022
SEPTEMBER 2020	- additional regulations added re: assessments of residence - risk assessment inclusions - pest control certificates - links added to state/territory contacts for wildlife assistance		SEPTEMBER 2021

	• policy more relevant to family day care educators	
SEPTEMBER 2019	• Sentences reworded/refined. • Additional information added. • New section added – Visits from children’s pets. • Sources/references corrected, updated, and alphabetised. • Related policies alphabetised.	SEPTEMBER 2020
SEPTEMBER 2018	• New policy created for Family Day Care Services	SEPTEMBER 2019

RESPONSIBLE PERSON POLICY

As per *Education and Care Services National Law and Regulations*, the Approved Provider of the Family Day Care (FDC) Service must ensure that support is provided to family day care educators and educator assistants at all times education and care is provided to children by the approved provider (if the provider is an individual or a person with management or control of the service); a nominated supervisor or a person in day-to-day charge of the service.

Approved Providers are responsible for appointing a responsible person who is aged 18 years or older, has adequate knowledge and understanding of the provision of education and care to children, and have the ability to effectively supervise and manage an education and care service (ACECQA, 2017)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Section 162	Offence to operate education and care service unless responsible person is present
Section 169	Offence relating to staffing arrangements
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
146	Nominated supervisor
154	Record of staff employed at family day care service
168	Policies and Procedures
169	Offence relating to staffing arrangements
173	Prescribed information to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Code of Conduct Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our FDC Service is committed to meeting our duty of care obligations under the Education and Care Services National Law National Regulations to ensure a Responsible Person is available to provide support at all times that a FDC educator is educating and caring for a child as part of the service.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators and educator assistants of the Kidzone FDC Service.

DEFINITIONS

NAME	DEFINITION
Nominated Supervisor	A person, who is at least 18 years of age, 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	A person, who is at least 18 years of age, has the role of Nominated Supervisor or duly 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.

IMPLEMENTATION

The approved provider of a Family Day Care (FDC) Service must ensure that when an educator is educating and caring for a child/ren, assistance from a nominated supervisor or responsible person is available at all times. For Kidzone FDC, the nominated supervisor assumes the legal responsibilities of the day-to-day operations of the service. A record of the Responsible Person will be documented each day via the Responsible Person Register.

The requirement to be available to provide support for FDC educators includes being available to be contacted by telephone to provide advice and assistance to the FDC educator.

The name of the Responsible Person will be clearly displayed in the main entrance of the Family Day Care Service. If the Responsible Person needs to change for any reason, they will 'hand over' obligations for the role to another qualified person at the FDC Service. It is vital that all handovers to a designated Responsible Person are documented when commencing this position throughout the day via the Responsible Person Record.

A Responsible Person can be:

- 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 (PIDTDC)

THE APPROVED PROVIDER WILL ENSURE A RESPONSIBLE PERSON:

- is nominated for the Family Day Care service and is responsible for the day-to-day management of the service and support to educators
- is over the age of 18 years

- is contactable by telephone at all times education and care is provided to children in the FDC service
- holds a current Working with Children Check (or state/territory equivalent)
- meets the minimum requirements for qualification, experiences and management capabilities
- has adequate knowledge and understanding of the provision of education and care to children, the Education and Care National Law and Regulations and National Quality Standard, the approved learning framework (EYLF), Family Assistance Law
- has the ability to effectively supervise and manage an education and care service
- is a fit and proper person and the history of the person's compliance with the National Law, Children's Services Law, Family Assistance Law are assessed
- has completed approved child protection training and is aware of the reportable conduct scheme and processes
- has knowledge and a commitment to the National Child Safe Standards
- has evidence of completing an approved diploma level education and care qualification or higher is considered as a requirement (**Recommended but not compulsory**).
- provides references including their current and previous employers. These will be checked, and records kept on file
- provides written consent for the position of Responsible Person and this is filed in staff records
- is removed from the position, if the approved provider deems the individual is no longer considered to meet the fit and proper requirements

THE APPROVED PROVIDER WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the regulatory authority is notified 7 days prior to a **Nominated Supervisor** starting at the Service or within 14 days after the person has commenced the role through NQA IT System
- the regulatory authority is notified if the **Nominated Supervisor** changes their name or contact details; is no longer employed by the Service, has been removed from the role or withdraws their nomination.
- a Responsible Person will be removed from the position should management become aware of a matter or incident which affects the ability of the person to meet the minimum requirements of the position.
- the staff register has the name of the Responsible Person at the Service for each time children are being educated and cared for by the Service
- a Responsible Person is on duty from the time the FDC Service opens each day until the time the FDC Service closes

- ensure that the identity of the Responsible Person on duty is displayed in the main entrance of the FDC Service and is easily visible for families and visitors
- a staff record is kept recording
 - the full name, address and date of birth of the responsible person/nominated supervisor;
 - evidence of relevant qualifications
 - if applicable, evidence that the nominated supervisor is actively working towards that qualification
 - evidence of any approved training (including first aid training and child protection training)
 - verification of a Working with Children Check – identifying number and expiry date
 - written consent for the position of Responsible Person
- the **PIDTDC** interchanges with the Nominated Supervisor in their absence
- the individual's compliance history is taken into account prior to appointing the nominated supervisor or responsible person including compliance with:
 - the National Law
 - a former education and care services law
 - a children's services law
 - an education law
- they consider any decision under the National Law, or any other children's services or education law, to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person prior to appointing a nominated supervisor
- documentation is recorded that demonstrates the individual's capacity to supervise and manage the service, this may include:
 - a Supervisor Certificate (including any conditions of the certificate),
 - resume detailing work history,
 - reference from previous employer, or
 - transcripts of courses or unit relating to staff management or administration of an education and care service
- Responsible Persons are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or appointed Responsible Person (PIDTIC) will sign on and take on the role.

A NOMINATED SUPERVISOR/APPOINTED RESPONSIBLE PERSON WILL:

- provide written consent to accept the role of Responsible Person/Nominated Supervisor

- sign the name and hours of responsibility on the Responsible Person register at the principal office of the Family Day Care Service
- ensure that FDC educators are aware of the name and position of the Responsible Person in charge
- inform the Approved Provider/Management in the event of illness so they can be replaced by another Responsible Person
- ensure they have a sound understanding of the role of Responsible Person
- abide by any conditions placed on the Responsible Person
- in the case of Nominated Supervisor, notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- notify management in writing, if they wish to withdraw their consent to be a Responsible Person
- the Nominated Supervisor will advise all FDC educators and staff who is the appointed Responsible Person at all times the FDC Service is open
- the Nominated Supervisor will advise all FDC educators and staff the educators who have been appointed as a Responsible Person.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Responsible Person Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Responsible Person Procedure	Responsible Person Register
Responsible Person Offer and Acceptance	Routine Checklist - Responsible Person

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 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>
 Australian Children's Education & Care Authority. (2018). Nominated Supervisors. <https://www.acecqa.gov.au/sites/default/files/2018-03/InformationSheetNominatedSupervisor.pdf>
 Education and Care Services National Law Act 2010. (Amended 2023).
 Education and Care Services National Regulations. (Amended 2023)
 Revised National Quality Standard. (2018)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	14/10/2023
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V11.10.23		
MODIFICATIONS	• annual policy review- no major changes • additional information added under Approved Provider section • sources checked for currency and updated as required • responsible person register removed from Appendix of this policy		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • continuous improvement/reflection section added • minor formatting edits within text	OCTOBER 2023	
OCTOBER 2021	• minor edits • sources checked for currency	OCTOBER 2022	
FEBRUARY 2021	• additional information related to records for Responsible Person added • modifications for better flow of dot points • related procedures and documents added	OCTOBER 2021	
OCTOBER 2020	• Modifications made to ensure practices relate to FDC services as per regulatory authority • Additional standards added- QA7 • related National Law added • inclusion of knowledge of Family Assistance Law, CCS, Child Safe Standards, staff records • Staff records to be kept • Additional sources added	OCTOBER 2021	
OCTOBER 2019	• Related policies added • Information checked for currency and updated	OCTOBER 2020	
OCTOBER 2018	• Grammar, punctuation and spelling edited. • References corrected, added &/or updated. • Incorrect references deleted & replaced. • Sources/references alphabetised.	OCTOBER 2019	

	• Additional information added to points and sentences reworded.	
MARCH 2017	• Modifications made to adhere with Family Day Care requirements	MARCH 2018

DEALING WITH COMPLAINTS POLICY (Staff)

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Family Day Care Service working towards the highest standard of care and education. It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our FDC Service's procedures for receiving and managing informal and formal complaints from engaged educators and employed staff. FDC educators, educator assistants and staff can lodge a grievance with management with the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of Staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 172	Offence to fail to display prescribed information
Sec.174(A)	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
169	Additional policies and procedures- family day care
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service
176	Time to notify certain information to Regulatory Authority

183	Storage of records and other documents

RELATED POLICIES

CCS Governance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy Governance Policy	Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Workers Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170). Our Family Day Care Service aims to investigate all complaints and grievances with a high standard of equity and fairness. We believe in team collaboration to ensure a safe, healthy and harmonious work environment.

We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to our FDC service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, and educator assistants of the Family Day Care Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. *Our Dealing with Complaints Policy* ensures that all persons are presented with procedures that:

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly
- are transparent and equitable.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the FDC Service, along with the outcomes. This register includes documents that must be kept in a secure file, accessible only to management and the Regulatory Authority. The register can provide valuable information to the Approved Provider and Nominated Supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the Education and Care Services National Law and Regulations, National Quality Standard or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Approved Provider or Nominated Supervisor to the Department of Early Childhood Education and Care within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

If the Approved Provider, Nominated Supervisor or Coordinator is unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated member of Family Day Care Service
- any other relevant information.

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).

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).

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Regulation 176(2)(a)). These records are required to be retained for the periods specified in Regulation 183. The Approved Provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC service.

We acknowledge that conflict is a natural part of the work environment. It is important that all conflict is

resolved as unresolved conflict can lead to tension; stress; low productivity; bitter relationships; excess time off; ill health; anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation; openness; high productivity; vitality; good health, empowerment; a sense of achievement etc.

Positive communication between educators is vital to the smooth running of the FDC Service and to ensure a positive environment for children. Educators are expected to treat other educators with respect, accept differences and share ideas. It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances and complaints, whether considered minor or not, are to be dealt with promptly, professionally and thoroughly.

The FDC Service's employees and engaged staff are expected to look at conflict in a positive way, ready to learn something new, reflect on good quality practice, improve work relationships and ultimately provide better care and education for children.

Employees are also to be aware of their responsibility to be a good role model for children, and appropriately and professionally handle conflict with work colleagues, children, parents, and other associates.

Employees should regularly reflect on *Early Childhood Australia's Code of Ethics* for guidance of appropriate behaviour when dealing with conflict. The Code of Ethics states that all team members should "*make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality.*"

Privacy and Confidentiality Management of the FDC Scheme, FDC educators, and educator assistants will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issues, a relevant government agency will need to be informed. (see: Reportable Conduct Scheme in *Child Protection Policy*)

Conflict of Interest

It is important for the complainant to feel confident in

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the Approved Provider or Nominated Supervisor, other Management will be nominated as an alternative mediator.

Our FDC 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 is adhered to.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure that obligations under the Education and Care Services National Law and Regulations are met
- ensure the name and contact number of the person to whom complaints can be made is clearly displayed and staff and FDC educators are aware of the processes required to make a complaint
- treat all grievances or complaints seriously and as a priority
- ensure grievances or complaints remain confidential
- ensure grievances or complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint, including children
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint.
- investigate and document the grievance or complaint fairly and impartially
- comply with legislation for any allegations or convictions of child abuse or child related misconduct of any staff member, volunteer or contractor and notify the [Office of the Children's Guardian \(OCG\)](#) as part of the Reportable Conduct Scheme in NSW with 7 business days. 7-day notification form

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond
- permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member; however, this does not include a lawyer acting in a professional capacity).
- providing the employee with a clear written statement outlining the outcome of the investigation.
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.

- management will provide a written response outlining the outcome and provide a copy to all parties involved
- if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreeance
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant.
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the FDC Service
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- be aware of the possible ramifications of their actions when dealing with staff issues
- raise the grievance or complaint directly with the person they have grievance with, in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g., parents) and will take place away from children.
- if the person is unable to resolve the issue or feels uncomfortable raising the matter directly with the person concerned, the grievance or complaint must be raised with the Approved Provider/Coordinator/Management. The Approved Provider or Coordinator (or other manager) may ask for the issue to be put in writing
- provide all relevant information, outlining the issue, identifying any other person involved in the problem, and any suggested solution
- communicate openly about the issue with the relevant parties
- raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Coordinator immediately and privately
- maintain confidentiality at all times
- maintain professionalism at all times

When the persons involved cannot resolve the grievance between them in a constructive and professional way the following steps will be taken:

THE AGGRIEVED PERSON IS TO CONTACT THEIR IMMEDIATE SUPERVISOR (EDUCATOR, APPROVED PROVIDER OR COORDINATOR) WHO WILL ACT AS MEDIATOR.

The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available, and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.

If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:

- the nature of the grievance or complaint
- the procedures followed to date
- the solution(s) sought
- the recommended plan of action or resolution.

If an agreement is reached the mediator is to present a report to the next level of management outlining:

- the nature of the grievance or complaint
- the procedures followed to date
- the solution(s) agreed upon
- the plan of action to reach this solution and review time if warranted.
- a copy of this report is to be provided to all persons involved in the grievance or complaint, and a copy is to be retained at the workplace.

GRIEVANCE/COMPLAINT PROCEDURES

Harmonious staff relations within the Family Day Care Scheme largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes. The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions that affect the nature and quality of their professional work.

Management and staff within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes within the workplace.

Where staff feel these processes have failed and are in conflict with decisions made by Management, the following procedure is to be followed:

- the aggrieved person(s) will discuss the grievance with their immediate supervisor
- the supervisor is to report the grievance to the Nominated Supervisor/Director
- the Mediator will seek advice as necessary from other sources, (e.g.: unions, Work Cover and funding bodies).
- the Mediator will then advise Management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate, to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in the *Dealing with Complaints-Policy* have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

Educators and staff members are able to nominate a support person to attend any meetings with them. This person may be a union representative, impartial friend, or family member.

EDUCATORS, EDUCATOR ASSISTANTS, STAFF, VOLUNTEERS AND VISITORS WILL NOT:

- become involved in complaints or grievances that do not concern them
- raise complaints with an external complaints body, such as a court or Tribunal, without exhausting the FDC Services' grievance procedures.

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our FDC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our FDC Service is committed to resolving complaints through prompt investigation, open communication, and transparent.

TO ENSURE COMPLAINTS AND GRIEVANCES ARE HANDLED APPROPRIATELY, THE APPROVED PROVIDER/ COORDINATOR WILL:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the *Dealing with Complaints Policy (Staff)* and other related policies annually
- review the effectiveness of the FDC Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally.
- Consider feedback from staff, FDC educators and families regarding the policy and procedure.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form Complaints Grievance Form	Complaints / Grievance Management Form Complaints / Grievance Register

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
 ACECQA-[Using Complaints to support continuous improvement](#). (2023).
 Australian Human Rights Commission: [https://www.humanrights.gov.au Education and Care Services National Regulations](https://www.humanrights.gov.au/Education%20and%20Care%20Services%20National%20Regulations). (Amended 2023).
 Fair Work Australia: <https://www.fairwork.gov.au/>
 Guide to the National Quality Framework. (2017). (Amended 2023)
 Queensland Government- Guide for effective complaints management
<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>
 Revised National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/08/2023
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION NUMBER	V7.08.23		
MODIFICATIONS	- annual policy review - sources checked for currency and links repaired where required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
AUGUST 2022	- policy maintenance - additional section added- 'Continuous Improvement/Evaluation' - minor formatting edits within text - hyperlinks checked and repaired as required	AUGUST 2023	
FEBRUARY 2022	additional information regarding allegations against a staff member, volunteer or contactor included- Reportable Conduct Scheme.	AUGUST 2022	
AUGUST 2021	- Policy name changed to meet ACECQA guidelines- <i>Dealing with Complaints Policy (Staff)</i> - additional related legislation added - related policies added - definition of 'complaint' amended to align with ACECQA's definition - inclusion of terminology- complaint added where required - notification requirement for physical or sexual abuse added - sources checked for currency and updated where required	AUGUST 2022	
AUGUST 2020	- Minor editing changes - reference to Reportable Conduct Scheme added - related policies added - links to Regulatory Authority added	AUGUST 2021	
JUNE 2019	New policy created for Family Day Care	AUGUST 2020	

CODE OF CONDUCT POLICY

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 educators, educator assistants and Coordinators. The values that underpin our work ethic includes equality, respect, integrity and responsibility. Our Service is committed to adhere to the ECA Code of Ethics (2016) which is based on the principles of the United Nations Convention on the Rights of the Child (1991) and provides a framework for the reflection about the ethical responsibilities of early childhood professionals.

Our Family Day Care (FDC) Service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the [National Principles for Child Safe Organisations](#). All staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

82	Tobacco, drug and alcohol- free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
168	Education and Care Services must have policies and procedures
182	Confidentiality of records kept by family day care educator

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Interactions with Children, Family and Staff Policy Out of hours babysitting Policy Photograph Policy Privacy and Confidentiality Policy	Professional Development Policy Record Keeping and Retention Policy Recruitment Policy Respect for Children Policy Responsible Person Policy Social Media Policy Staffing Arrangements Policy Tobacco, Drug and Alcohol-Free Policy Work Health and Safety Policy

PURPOSE

Our Family Day Care Service aims to establish a common understanding of workplace standards and ethics expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators, educator assistants, and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. Educators, educator assistants and management will at all times conduct themselves in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with the Service's philosophy.

Our FDC Service takes every reasonable effort to accommodate the diversity of all children in embedding the National Child Safe Principles into our organisation and service operations. We are committed to the safety and wellbeing of children and young people. We recognise the importance of and responsibility for, ensuring our Service provides a safe and supportive environment which respects and fosters the rights and wellbeing of children in our care. We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

SCOPE

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

IMPLEMENTATION

The approved provider, nominated supervisor, staff, FDC educators, FDC educator assistants, volunteers and students will adhere to the Early Childhood Australian Code of Ethics, Education and Care National Regulations and the National Quality Standard, Child Safe Standards and FDC Service policies and procedures at all times, promoting positive interactions within the Service and the local community.

RESPECT FOR PEOPLE AND THE SERVICE

- Our FDC Service, staff and FDC educators are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and FDC educators
- Our FDC Service **will develop/has developed** a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- Employees, staff, FDC educators and management adhere to our Child Safe policies including *Child Safe Environment Policy, Child Protection Policy*, at all times and take all reasonable steps to protect children from abuse and harm
- Employees, staff, FDC educators and management understand that *child safety is everyone's responsibility*
- Effective, open, and respectful reciprocal communication and feedback between the FDC Service, educators, children, families, and management is conveyed
- It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other educators, educator assistants, staff, management, children, visitors, or families is unacceptable and will not be tolerated
- Educators, staff and management are committed to valuing and promoting the safety, health, and wellbeing of educator assistants, volunteers, children, and families
- FDC educators, staff and management promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights

- FDC educators, staff and management promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds to support children to express their culture and enjoy their cultural rights
- FDC educators, staff and management promote the safety, participation and empowerment of children with a disability
- FDC educators, staff and management are committed to an equal opportunity workplace and culture which values the knowledge, experience, and professionalism of all educators and managers, and the diverse heritage of our families and children of the FDC Service.
- FDC educators, staff and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per state/territory legislation.
- Our FDC Service will conduct a comprehensive probation and induction orientation program for all new employees, FDC educators, volunteers and students to include awareness of their roles and responsibilities in relation to Child Safe practices and Child Protection reporting obligations
- Policies and procedures will be developed to ensure employees, staff, management, engaged educators, students, visitors and families are aware of the standards of behaviour that is expected within the FDC Service
- Employees, staff, management and engaged educators are informed that inappropriate behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated
- It is important FDC educators, staff and management listen and respond to the views and concerns of children particularly if they are telling you that they or another child has been abused or they are worried about their safety or the safety of another.

EXPECTATIONS OF FAMILY DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS

FDC EDUCATORS WILL:

- adhere to the *Code of Conduct Policy*
- ensure their work is carried out proficiently, harmoniously, and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard
- act honestly and exercise attentiveness in all service operations.

- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the coordinator or approved provider
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect
- promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse
- provide adequate supervision of children at all times
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme*
- participate in all mandatory training, including any updates of Child Protection Law and reporting processes every 12-24 months
- report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the appropriate agency (tipoffline@education.gov.au)
- follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding child safety and wellbeing
- have a solid understanding of the FDC Service's policies and procedures, Child Safe Standards and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, FDC educators should seek clarification from the Coordinator or Approved Provider
- be courteous and responsive when dealing with other educators, staff, management, students, visitors, children, and families
- work collaboratively with other FDC educators, management, coordinators, families and members of the community with courtesy, respect and recognise and value diversity
- be mindful of their duty of care towards themselves and others
- be positive role models for children at all times
- ensure compliance with a zero tolerance of racism within the FDC Service
- report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed
- adhere to the *Tobacco, Drugs and Alcohol-Free Policy*
- respect the confidential nature of information gained about each child enrolled in our Service
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including a review of Child Safe policies and procedures.

EDUCATORS AND EDUCATOR ASSISTANTS WILL NOT:

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our FDC Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media.
Additionally, they will not support those who do this
- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate in a private setting
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of FDC Service information)
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- engage in any action in breach of our *Privacy and Confidentiality Policy*, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.
- engage in or support any action in breach of FDC Service policies and/or procedures.

EXPECTATIONS OF FAMILY DAY CARE COORDINATORS, NOMINATED SUPERVISOR AND THE APPROVED PROVIDER

In addition to the above responsibilities, the FDC coordinator and approved provider are expected to:

- promote a collaborative and interconnected Service by developing positive working environments where educators can contribute to the ongoing continuous improvement of the overall FDC Service
- promote leadership by working with educators and providing opportunities for professional development and growth
- provide flexible opportunities to ensure educators and educator assistants can participate in meetings and professional development
- provide ongoing support and feedback to educators and educator assistants
- keep educators informed about essential information and changes and make documents readily accessible to them
- ensure copies of the ECA Code of Ethics and National Child Safe Principles are available to educators and families
- model professional behaviour at all times
- implement supportive and effective communication systems, consulting educators in appropriate decision making
- take appropriate action if a breach of the code of conduct occurs
- share skills and knowledge with educators
- give encouragement and constructive feedback to educators, respecting the value of different professional approaches
- follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including Working with Children Checks
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the FDC Service.

REPORTING A BREACH IN THE CODE OF CONDUCT

Our FDC Service aims to foster a culture of transparency and accountability while supporting employees and engaged FDC educators to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the service to management including, but not limited to:

- breaches of the Service code of conduct or service policies
- breaches of Education and Care Services National Law or Regulations
- breaches of legislation or law

- criminal activity
- corruption
- conduct that poses a danger or harm to any person/s
- harassment or discrimination
- improper or misleading financial practices

Our FDC Service will implement protective practices to ensure employees identity is not compromised or disclosed, where applicable, following a report of a reportable matter including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation.

- all FDC educators and educator assistants are required by law to undergo a Working with Children Check, which is verified by the approved provider to ensure it is valid and current
- as mandatory reporters, all educators, students and volunteers and educator assistants must report possible risk of harm to children or young persons to the approved provider and/or Child Protection authority
- educators will report any concerns they may have about inappropriate actions of any colleague that involves children or young people to the approved provider as per the Reportable Conduct Scheme
- the approved provider/management will report any allegations or child related misconduct to Child Protection (or reporting authority within your state/territory) [Department of Communities and Justice and the Office of the Children's Guardian in NSW](#).

ADHERING TO SERVICE CONFIDENTIALITY

- Unless authorised to do so by legislation, educators and educator assistants must not disclose or use any confidential information without appropriate approval (including written approval as required)
- Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child and Family Information Sharing Schemes [\(if applicable in your state/territory\)](#)
- FDC educators will respect individual's rights to privacy
- All FDC educators and educator assistants are to ensure that confidential information is not accessed by unauthorised people.

- FDC educators and educator assistants will adhere to the Service's *Privacy and Confidentiality Policy*.

RECORD KEEPING

- FDC educators will maintain full, accurate, and honest records as required by the Education and Care Services National Regulations
- The approved provider of the FDC Service has a responsibility to ensure that educators comply with their record keeping obligation outlined in the *Record Keeping and Retention Policy*. (Regulation 183)
- Employees and FDC educators must not destroy records without permission from management
- Records must be retained and stored securely as per our *Record Keeping and Retention Policy*

DUTY OF CARE

- The approved provider, coordinator and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- FDC educators and educator assistants must provide adequate supervision of children at all times to ensure the safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

APPROPRIATE USE OF COMMUNICATION AND SOCIAL NETWORKING SITES

SOCIAL MEDIA

- As a Child Safe Organisation, our FDC Service has the responsibility to ensure children and educators are protected from harm when they engage in with digital technology including social media
- Strict guidelines for the use of social media are outlined in our *Social Media Policy*
- The FDC Service offers its current enrolled families and educators a [Facebook page](#) as a communication tool. The account is administered by management of the FDC Service.
- The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community.
- FDC educators and other staff members who have a personal Facebook account are not permitted to post any negative comments relating to the Service, children, colleagues, or families.

If they choose to 'like' the Service's page they have a responsibility to ensure that their profile picture is an appropriate representation of an early childhood educator. If it is not, we request that they do not 'like' the page.

- FDC educators are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The FDC Service does not recommend educators or other staff members to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.
- Families are asked in our *Social Media Policy* to respect that FDC educators may have a personal policy on adding families due to their professional philosophy and that the FDC Service does not recommend educators to have families as friends on their private account.
- Educators are not permitted to request the 'friendship' of families from the FDC Service
- Educators may be permitted to establish a separate social media account for their business upon approval by the FDC Service Approved Provider
- FDC educators must ensure families have provided written permission for the use of their children's photos in any marketing or social media prior to using them.

PERSONAL PHONE CALLS/MOBILE PHONES/SMART WATCHES

FDC educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all FDC educators and educator assistants provide children with their full attention, ensuring supervision is maintained and remains on the children. As FDC educators primarily work on their own, there are times during the day that they may need to make or receive phone calls. FDC educators must always consider children's safety at all times and ensure adequate supervision is provided whilst engaged in a phone conversation. FDC educators should consider:

- the location of a telephone where educators can easily access them without leaving children unsupervised
- have emergency phone numbers displayed near the phone at all times
- not using personal mobile phones to take photos of children as this is a breach of children's privacy. (A FDC service owned mobile phone or iPad may be used if it's for the purposes of 'observations' etc.)
- ensuring children do not have access to personal mobile phone

USE OF ALCOHOL, DRUGS, AND TOBACCO

- FDC educators must ensure that children being educated and cared for by the educator or educator assistant as part of a FDC Service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.
- Smoking or vaping is NOT permitted in or on surrounding buffer areas of the FDC residence or venue when education and care is being provided to children
- When care is taking place, smoking or vaping is not permitted in the presence of children. This applies to family members and all visitors to the home, parents and visitors. FDC educators should ensure that children remain in a smoke-free environment when in vehicles and on outings and excursions.
- FDC educators who smoke need to ensure that their hands, clothing and any items that children may come into contact with are free of smoke residue prior to commencing care with children.
- If tobacco is smoked in the FDC residence when the service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including ashtrays and cigarette lighters. Smoking material, including cigarette butts should not be evident when children are in care.
- FDC educators who smoke or vape must document on their risk management plan how they ensure a smoke free environment and ensure children do not come into contact with smoke residue.
- Our FDC Service is bound by the Education and Care National Regulations. Alcohol, drugs, or other substance abuse by educators and/or educator assistants can have serious adverse effects on their own health and the safety of others. As such, Coordinators, staff, educators and/or educator assistants must not, while providing education and care for children as part of a family day care service:
 - consume alcohol nor be under the influence of alcohol
 - use or possess illegal drugs
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- persons residing the home or the educator's residence, must abide by this regulation- i.e., not consume alcohol nor be under the influence of alcohol or use or possess illegal drugs
- If a co-worker suspects a colleague or other FDC educator to be affected by drugs or alcohol, they must inform the nominated supervisor immediately. No employee or educator will be allowed to work under the influence of drugs or alcohol. (See: *Tobacco, Drugs and Alcohol-Free Policy*)
- any FDC educator, staff or educator assistant undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report

this to the approved provider and/or coordinator. Consideration will be given as to whether the particular medication affects the person's capacity to provide education and care to children

- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the termination of employment.

DRESS CODE

- All FDC educators must adhere to our **uniform/dress code that is appropriate in the childcare setting**
- Enclosed shoes must be worn at all times (strictly no high heels, thongs, or wedges).
- Clothes must be suitable for free movement, active play, and messy play.
- No offensive logos or political statements are to be displayed on clothing.
- Jewellery – **[one (1) earring per ear (small studs).]**

PERSONAL HYGIENE

Family Day Care educators and staff are to adhere to the following standards:

- long hair is to be clean and neatly tied back: Ensure hair does not hang in your eyes.
- makeup is to be light and natural
- fingernails are to be clean and well groomed
- nail polish (if worn) cannot be chipped
- FDC educators will follow appropriate oral hygiene practices
- an appropriate deodorant/antiperspirant will be worn
- strong perfumes will not be worn as they may cause allergic reactions in children.

BREACH OF THE CODE OF CONDUCT

All employees and engaged educators of the FDC Service are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment:

- reporting to work under the influence of alcohol or drugs
- refusal to complete required additional training
- possessing or selling drugs at the FDC residence or approved venue
- immoral, immature, or indecent conduct while educating and caring for children at the FDC residence
- refusing to work as reasonably directed
- not ensuring firearms and ammunition (if relevant) are stored separately and locked away

- bringing disrepute to the FDC Service
- causing disruption or discontent in the relationship between a family and the FDC Service
- disclosure of confidential information
- falsifying documentation
- taking, abusing, defacing, or destroying property owned by the FDC service
- falsification of reports, documents, or wages information
- failure to report for work without notice
- walking off the job
- failure to follow policies and procedures
- vulgarity or disrespectful conduct to families, management or colleagues
- making or publishing false, vicious, or malicious statements about any employee of the FDC Service, or the FDC Service itself
- unable to maintain or hold a current Working with Children Check/**Clearance**

DISCIPLINARY ACTION

All employees and engaged educators of the FDC Service are made fully aware that continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- unauthorised absence
- having personal visitors whilst educating and caring for children
- using a personal mobile phone or device to take photographs of the children
- consistent or ongoing poor work standard
- carelessness in the performance of duties
- consistent or ongoing low level of enthusiasm
- lack of personal cleanliness and hygiene
- failure to report health, fire, or safety hazards

CONTINUOUS IMPROVEMENT/REFLECTION

The *Code of Conduct Policy* will be evaluated and reviewed on an annual basis in conjunction with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Code of Conduct – Staff Acknowledgement Form

SOURCES

Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

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

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Human Rights Commission <https://www.humanrights.gov.au/our-work/childrens-rights>

Early Childhood Australia Code of Ethics. (2016).

Fair Work Act 2009 (Cth).

Government of South Australia Human Services [Child safe environments](#)

National Principles for Child Safe Organisations

NSW Government [Office of the Children's Guardian](#) *Code of Conduct- a guide to developing child safe Codes of Conduct*. (2020).

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Revised National Quality Standard. (2018).

Victoria State Government. (2021). Family Violence Multi-Agency Risk Assessment and Management Framework.

Victoria State Government. (2022). Families, Fairness and Housing. Resources for Child Safe Standards [Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	8/12/2023
POLICY REVIEWED	DECEMBER 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION NUMBER	V12.12.23		
MODIFICATIONS	- annual policy review- minor formatting edits (engaged educators; FDC educators) - National Principles for Child Safe Organisations added - information added regarding reporting a breach of a reportable matter - sources updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DECEMBER 2022	- policy maintenance - no major changes to policy - hyperlinks checked and repaired as required - additional sources- South Australia DHS - minor formatting edits within text		DECEMBER 2023

	• Childcare Centre Desktop - related resources section added • Continuous improvement section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	
JULY 2022	• Policy reviewed following updates to Victorian Child Safe Standards in July 2022 • Sources checked for currency • Minor edits throughout policy • Additional text included in policy in line with Code of Conduct (staff acknowledgement) • Additional section added for Continuous Improvement • link to Western Australian Education and Care Services National Regulations added in 'Sources'	DECEMBER 2022
DECEMBER 2021	• Policy reviewed as part of yearly cycle (Changed from Jan to Dec) • Minor changes for Child Safe Standards – services to amend to their state/territory requirements • Sources checked for currency	DECEMBER 2022
JANUARY 2021	• Additional related regulations added • Addition of Child Safe Standards and Reportable Conduct Scheme • Additional section- Employees will NOT.... • minor edits throughout policy lengthy content reduced as this is covered in related policies • rearranged order of social media, mobile phones	DECEMBER 2021
AUGUST 2020	Additional information added to use of alcohol, drugs and tobacco section Amendments to phone use Additions to social media section National Regulations and National Law source added amendments as suggested by Regulatory Authorities for FDC Services	JANUARY 2021
JANUARY 2020	Additional information added to points Mobile phone section added Dismissal section added Additional related policies added Sources/references checked for currency/updated/ additional sources	JANUARY 2021

JANUARY 2019	Updated legislation and added dates (e.g. Workplace Relations Act 1996 (Cth) replaced the Industrial Relations act 1988 (Cth)) Rearranged the order of points for better flow Points added (Highlighted). Sources/references corrected, updated, and alphabetised.	JANUARY 2020
JANUARY 2018	Related policy section added	JANUARY 2019
DECEMBER 2018	Modifications made to comply with changes to the National Quality Standard	JANUARY 2018
JANUARY 2017	Modifications made for Family Day Care Services	JANUARY 2018

BEHAVIOUR GUIDANCE: BULLYING POLICY

Bullying can occur among children of any ages, sex or background. In most instances, children need adult assistance to deal with bullying. This includes adults taking responsibility to develop strategies for the prevention of bullying, and for dealing fairly and effectively with allegations of bullying.

Being, Belonging and Becoming: The Early Years Learning Framework for Australia identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within the community many different relationships are negotiated with and between children, educators and families.

The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
155	Interactions with children

156	Relationships in groups
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Termination of Enrolment Policy Respect for Children Policy

PURPOSE

To create a safe and healthy environment for children where bullying behaviours are not tolerated. As reflected in our Service philosophy and the Early Years Learning Framework, Family Day Care (FDC) educators and educator assistants will encourage positive and respectful relationships between children and their peers.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children and visitors of the FDC Service.

IMPLEMENTATION

Our Family Day Care Service does not tolerate bullying of any kind. Bullying is never OK!

The priority of our FDC Service is to provide a safe and inclusive environment to prevent bullying. We aim to ensure the safety and wellbeing of the child being bullied and take any allegation of bullying seriously.

Although there may be underlying reasons causing a child to bully others, it is essential that the child being bullied receives the adult attention and support in the first instance. It is important that the needs of the child who bullies does not overshadow the needs of the child being bullied.

TYPES OF BULLYING IN EARLY CHILDHOOD

The most common types of bullying in the early childhood setting are physical and verbal. Some children may also bully others by social isolation/exclusion.

Physical includes:

hitting, punching, kicking, pinching- directed at the same child/ren over an extended period of time.

Verbal includes:

calling children names, taunting them, making sexist/racist statements, making cruel statement about personal attributes, clothing etc.

Social isolation:

Excluding individual children or groups of children from play or social situations

[source: Startingblocks.gov.au]

SIGNS OF BULLYING

In many cases, bullying occurs without adults being aware of it. Bullying can include physical violence (hitting, shoving), teasing or name-calling, social exclusion, or intimidation. It often occurs over a period of time. Possible signs a child is being bullied might include:

- unexplained cuts, bruises, scratches
- changes in behaviour, such as becoming moody, teary, depressed
- bedwetting
- complaints of physical ailments such as headaches or stomach aches
- having few friends, or a breakdown in a previous friendship (if age appropriate)
- does not want to attend care
- does not want to attend parties, visit other children.

Children may also disclose to a trusted adult that they are being bullied.

EFFECTS OF BULLYING

Children who are bullied are more likely to be depressed, lonely, and anxious and have low self-esteem. They may frequently feel sick and avoid interactions with others.

PREVENTATIVE STRATEGIES

Bullying thrives where there is not enough supervision. If required, FDC educators can request additional support from the coordinator of the FDC Service.

The daily program of activities is designed to meet the needs and interests of all children in attendance to prevent periods of boredom.

FDC educators are to model appropriate behaviours towards educator assistants and children, including refraining from teasing, humiliating, or talking 'behind another's back'. This also includes educators using appropriate language when supporting children to recognise, manage and learn about their behaviour and develop an understanding of how their behaviour affects others. Children should be encouraged to verbalise their emotions and to develop empathy and compassion.

TALKING ABOUT BULLYING

Educators play an important role in helping children understand and guide their own behaviour as they learn about positive and healthy relationships with others.

Behaviours in early childhood may be *precursors* to bullying rather than true bullying. This could include making faces, refusing to play together, telling lies or stories about another child, grabbing objects, pushing, pinching or shoving another child. Without intervention, these behaviours could turn into a pattern of bullying.

FDC educators assist children recognise bullying behaviour and assist children in developing strategies to develop positive relationships and prevent bullying. Skills to develop to assist in preventing bullying include:

- empathy- understanding and responding to the what others feel
- problem solving- how to resolve problems constructively without using aggression
- language- understanding what to say when the child is feeling targeted by another child- 'stop it!'

FDC EDUCATORS WILL:

- teach social skills through role-plays, stories, puppets and games.
- avoid using terminology such as 'bully' or 'victim' when describing behaviour being displayed
- focus and guide children to practice more appropriate ways ~~how~~ to interact with others positively and respectfully when talking about bullying
- maintain and respect the dignity and rights of children.

PROCEDURE WHEN A CHILD DISCLOSES ALLEGED BULLYING OR AN EDUCATOR SUSPECTS BULLYING IS OCCURING

- refer to the *Behaviour Guidance- Bullying Response Procedure* for steps to undertake when approaching a bullying situation
- listen when a child attempts to talk about behaviours that might indicate bullying
- respond to incidents in a constructive, supportive and timely manner
- learn as much as possible about the children involved and the tactics used
- summarise the problem they are discussing
- ensure the child knows that the FDC educator is there to help them
- provide support and empathy
- empathise with the child and reassure them that it is not their fault
- ask the child what they think could be done to help, what will make them feel safe
- tell the child what action you are planning to take, including that you will need to talk to the alleged bully
- encourage and support the child who is being bullied to contribute to discussions on actions to challenge or stop bullying behaviours
- notify the approved provider or coordinator of the allegation if assistance is required to rectify the matter
- document the incident and record strategies used to guide and support the child (see *Bullying Incident Report form*)
- inform and communicate with families regarding instances of bullying involving their child (See Involving Families section below)

FDC EDUCATORS WILL NOT:

- exhibit negative behaviour, sarcasm, or any form of corporal punishment, or any discipline that is unreasonable or inappropriate
- humiliate a child
- negatively label a child or family
- verbally or physically threaten a child
- exclude a child from events

STRATEGIES TO PREVENT AND MANAGE BULLYING WHEN IT OCCURS

- adopt this policy to ensure zero tolerance for bullying
- model respectful ways of interacting with colleagues, children and families
- ensure children are adequately supervised at all times and be aware of any indicators of bullying if it occurs

- teach children strategies to challenge bullying-type behaviours- e.g., “*I don’t like it when you call me names*”.
- critically reflect on environmental factors within the service to support children and foster positive, respectful relationships
- take action when they suspect a child is being bullied
- try to talk with the alleged bully about their behaviour and the outcomes of their behaviour on others
- let them know that this type of behaviour is not acceptable and provide guidance and encouragement toward acceptable behaviour
- don’t force a meeting between the bully and the victim. Forced apologies are not constructive.
- ask the child who is suspected of bullying for possible reasons for the bullying
- consider the age, cultural values, and physical and intellectual development and abilities of each child
- support children’s agency by assisting the child to move toward more considerate actions
- develop a *Behaviour Guidance Plan* in collaboration with the child, family and support agencies if required.

INVOLVING FAMILIES

Our FDC Service will seek the cooperation and support from families for bullying prevention initiatives and reinforcement of positive interactions with other children.

We will:

- ensure families are aware of our *Service Philosophy, Behaviour Guidance- Bullying Policy* and *Child Safe Environment Policy*
- provide information to families about the nature and harmful consequences of bullying- e.g., newsletters, parent information sessions
- openly communicate with families of children who bully or are bullied and work in partnership with them to implement appropriate strategies to support the children involved (*refer to Privacy and Confidentiality Policy and Code of Conduct Policy*)
- if required, seek further strategies from relevant inclusion Support Services (implementation of Behaviour Guidance Plan)
- support families to guide their child’s behaviour with effective strategies and provide support – such as Kids Helpline

POTENTIAL FURTHER ACTIONS

Possible actions may be required to ensure our FDC Service provides a child safe environment for all children. Any action taken by management will be dependent on each individual case following regular communication with families, professional support and intervention. Should the bullying behaviour continue and children's wellbeing and safety is at risk, management may request a:

- temporary exclusion the child from the FDC Service, or
- permanent exclusion from the FDC Service (*Termination of Enrolment Policy*)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Behaviour Guidance- Bullying Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Behaviour Guidance ABC Observation Record	Behaviour Guidance Plan
Behaviour Guidance- Bullying Incident Report	Behaviour Guidance Review Form
Behaviour Guidance - Bullying Response Procedure	

RESOURCES

Bullying- NO WAY! www.bullyingnoway.gov.au

[Eyes on Bullying in Early Childhood](#)

Kids Help line <https://kidshelpline.com.au/kids>

Raising Children <https://raisingchildren.net.au/preschoolers/behaviour/bullying/bullying-signs>

Starting Blocks [Managing children's challenging behaviour in child care- bullying](#)

SOURCES

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

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

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Australia Children's Education & Care Quality Authority. (2023). [Inappropriate Discipline](#).

Early Childhood Australia- Dealing with bullying together: prevention and resolution. (2009).

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

NSW Department of Education [Anti-bullying- Parents and carers tips- Fact Sheet](#) (2020).

Starting Blocks *Managing children's challenging behaviour in child care- bullying*

US Education Development Centre- Preventing Bullying in Early Childhood

<http://preventingbullying.promoteprevent.org/preventing-bullying-in-early-childhood>

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	05/12/2023
POLICY REVIEWED	DECEMBER 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION NUMBER	V7.12.23		
MODIFICATIONS	- major review of policy - additional information added re: Inclusion Support; Behaviour Guidance Plans - removed term 'sanctions' - Childcare Centre Desktop related resources added - sources checked		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
DECEMBER 2022	- policy maintenance - no major changes to policy - hyperlinks checked and repaired as required - minor formatting edits within text - continuous improvement/reflection section added - link to Western Australian Education and Care Services National Regulations added in 'Sources'	DECEMBER 2023	
DECEMBER 2021	- minor edits - reviewed to align to regular Policy Review calendar - sources checked	DECEMBER 2022	
MAY 2021	- additional sections added to policy- types of bullying in EC; talking about bullying; supporting the child who is being bullied - resource section added for staff and families - sources checked and modified	DECEMBER 2021	
DECEMBER 2019	Related Policies added Minor edits to formatting for consistency	DECEMBER 2020	
DECEMBER 2018	New policy drafted	DECEMBER 2019	

INTERACTIONS WITH CHILDREN, FAMILIES AND STAFF POLICY

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
123A	Family day care co-ordinator to educator ratios- family day care
124	Number of children who can be educated and cared for- family day care
127	Family day care educator qualification
143A	Minimum requirements for a family day care educator
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Enrolment Policy Family Communication Policy	Governance Policy Management Committee Policy Open Door Policy Orientation of Families Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Student and Volunteer Policy Supervision Policy Transition to School Policy

PURPOSE

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of our Family Day Care Service philosophy, and the approved learning frameworks of the *Early Years Learning Framework* and *My Time Our Place*.

Educators will encourage positive relationships between children and their peers as well as with educators and families at the FDC Service, ensuring children feel safe and supported.

SCOPE

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

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for interactions with children (regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

In order to build and maintain positive and respectful relationships with children, families and educators our Family Day Care Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations.

INTERACTIONS WITH CHILDREN

Children need positive relationships with FDC educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

RELATIONSHIPS IN GROUPS

The Approved Provider, Nominated Supervisor will take 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.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR WILL:

- ensure all FDC residences and/or approved venues create welcoming and relaxed atmospheres in which children experience equitable, friendly and genuine interactions with educators
- ensure educator to child ratios are adhered to
- ensure qualification requirements are met
- ensure all FDC educators and coordinators have undertaken current child protection legislation training including mandatory reporting requirements and obligations
- ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with educators in each FDC residence or approved venue
- they adhere to educator to child ratios and qualification requirements
- role-model appropriate language and behaviour
- support and encourage children to be aware of their own feelings as well as the feelings of others
- encourage children to treat all children with respect
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively and with encouragement
- respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- support children in the early childhood environment
- provide appropriate supervision so children feel safe in their interactions with other children
- speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions

- have regard to the family and cultural values, age and physical and intellectual development and abilities of children cared for
- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. FDC educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm
- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg.155)
- ensure that 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.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities.

INTERACTIONS WITH FAMILIES

Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families.

Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language
- families are asked to identify a preferred method of regular communication with the FDC Service (this may include utilising a translator service)

- families and children are greeted upon arrival in a respectful manner
- they learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
- common terminology (not jargon) when talking to parents regarding their child's development
- privacy and confidentiality are respected at all times
- information about another child or family information is never discussed with a parent or visitor
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and FDC educators
- the advice and opinion from other professional experts is requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs
- they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks
- verbal communication is always open, respectful and honest
- families are provided with up-to-date service information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- connections between families is promoted and enhanced through inviting families to participate in routines and events
- families are aware of our complaint handling process

INTERACTIONS WITH OTHER FDC EDUCATORS

The Family Day Care Service recognises that the way educators interact with each other when together has an effect on the interactions they have with children and families. FDC educators are required to demonstrate mutual respect towards each other and value the contributions made by each FDC educator working within our Family Day Care Service.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- engage in professional communication in order to create an effective work environment and to build a positive relationship children and families. Communication amongst colleagues creates a

positive atmosphere and a professional image for families. Communication between educators and families ensures that important information is being passed on consistently.

- champion a child safe culture through their attitudes, behaviours and actions
- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs
- communicate their professional reflections and ideas for continuous improvement
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements – (*Child Protection, Reportable Conduct Scheme*)
- refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator or staff member is not being handled with professionalism, respect, and fairness
- recognise the strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the FDC Service
- welcome diverse views and perspectives
- work together and engage in open and honest communication at all times
- respect each other's positions and opinions
- develop and share networks and links with other agencies
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, MANAGEMENT AND THE FDC COORDINATOR WILL:

- provide new FDC educators with relevant information about the Family Day Care Service and program through a Staff Handbook, induction, and daily communication
- treat FDC educators with respect
- be sensitive to the feelings and needs of FDC educators
- provide constructive feedback to FDC educators as part of their professional learning plan support
- appreciate and utilise FDC educator skills and interests
- provide support, assistance and mentoring to FDC educators
- hold regular educator meetings to encourage and support professional growth and reflective practice- these may be offered flexibly using online platforms such as Zoom, Skype
- use appropriate conflict resolution techniques to solve problems

- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- provide opportunities for professional development.

TO ENHANCE COMMUNICATION AND TEAMWORK WHEN TOGETHER, FDC EDUCATORS WILL:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of colleagues
- be sensitive to the feelings and needs of others
- support colleagues during difficult situations
- provide constructive feedback to each other
- trust each other
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience
- provide support and assistance to each other
- share responsibilities
- have a flexible attitude towards roles and responsibilities
- greet each other by name
- show genuine interest in the other person by using active and reflective listening
- communicate ideas and opinions clearly and professionally
- use a communication book or daily diary to pass on messages and record relevant information
- use appropriate conflict resolution techniques to solve problems
- engage in opportunities for professional development.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Interaction with Children, Families and Staff Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

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<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/05/2023
POLICY REVIEWED	MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V11.05.23		
MODIFICATIONS	- Annual policy maintenance - hyperlinks checked and repaired as required - continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2022	- policy maintenance – name change of related policy - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required		MAY 2023
AUGUST 2021	- edits to policy guided by ACECQA <i>Interactions with Children policy guidelines</i> (August 2021) - inclusion of additional regulations - inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service		MAY 2022
MAY 2021	Policy checked for currency		MAY 2022
SEPTEMBER 2020	additional section added Relationships in groups reference to My Time Our Place included additional sources added- Regulations and National Law		MAY 2021

MAY 2020	additional content added to sections as highlighted rewording of some points to ensure clarification some statements moved into interactions with staff and educators minor adjustments to formatting for consistency additional sources utilised within policy as referenced	MAY 2021
MAY 2019	Contextualised points to be more relevant to FDC. Grammar, punctuation and spelling edited. Additional information added to points. Sources checked for currency. Made note of sources that are no longer available. Sources/references alphabetised. Minor formatting for consistency throughout policy.	MAY 2020
MAY 2018	Minor grammatical changes made to content	MAY 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	FEBRUARY 2018
FEBRUARY 2017	Changes made to relate to Family Day Care Services	FEBRUARY 2018

ANTI-BIAS AND INCLUSION POLICY

Anti bias is the practice of inclusion and underpins Kidzone Family Day Care (FDC) Service philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).

Our Family Day Care Service believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Gender Equity Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcome and treated equitably and with respect.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Kidzone FDC Anti-Bias and Inclusion policy underpins the philosophy of the Kidzone. 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 FDC Service. This policy aims to assist children to form positive social relationships develop their identity and self-awareness and to learn to accept the diversity of members within and outside of the FDC Service community. Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

"Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families." (EYLF, V2.0, 2022, p.65)

CREATING INCLUSION

Inclusion supports children's rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within our FDC Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves considering **all** children's social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes. (EYLF. V2.0. p. 66; Framework for School Age Care, V2.0, p.66.)

We will ensure all children are provided with equitable access to resources, activities and environments; participate meaningfully while learning to foster a sense of belonging; and have opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our FDC Service values and promotes equity, respect and awareness of different cultures. We ensure a cultural inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATOR AND EDUCATOR ASSISTANT WILL:

- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the FDC Service
- engage in critical reflection about stereotypes and biases
- foster an inclusive environment within each FDC service
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage FDC educators that reflect a variety of cultural, national origin, and racial identities
- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities

- provide children with tools to respond appropriately to bias- build on children’s strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences
- encourage children to ask about differences in physical characteristics
- enable children to feel pride and equality, about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- encourage FDC educators to use their and children’s first language as appropriate within the environment
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the FDC Service
- challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- create an environment that is welcoming to all families
- 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
- engage in simple discussions 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”*.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families.
- respect family lifestyle choices

- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- show respect and a commitment to reconciliation by developing a **Reconciliation Action Plan (RAP)**
- reflect on the current level of cultural responsiveness of our staff- (coordination unit, principal office and approved educators)
- promote the inclusion of children's voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individual's varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities
- evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride
- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities
- create an environment where all children can participate in activities and experiences.

PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist FDC educators with the development of required skills and knowledge for working with all children and families
- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (*see Additional Needs Policy*)
- explore the values and uniqueness of the diversity within the FDC Service. These opportunities will form part of the curriculum.

- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- work collaboratively with culturally and linguistically diverse children and their families (EYLF/MTOP, V2.0)
- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (EYLF/MTOP, V2.0)
- promote and support children's home languages within the FDC Service
- present books that reflect different languages and children's first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Anti-Discrimination Board of NSW: <https://antidiscrimination.nsw.gov.au>

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. <https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF>

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[*Education and Care Services National Regulations*](#). (Amended 2023).

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Evidence Paper Practice Principle 4: Equity and Diversity

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperequity.pdf>

POLICY REVIEWED BY	Ahmed Ibrahim	Director	22/04/2024
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V9.4.24		
MODIFICATIONS	• annual policy review • minor edits to align with EYLF (2.0) • sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2023	• annual policy maintenance • inclusion of Child Safe Standards • Amended wording from culturally competent to <i>culturally responsive</i> • EYLF/MTOP sources updated to V2.0 • Continuous Improvement/Reflection section added		APRIL 2024
APRIL 2022	• policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required		APRIL 2023

APRIL 2021	• minor edits to policy • sources checked for currency	APRIL 2022
APRIL 2020	• major restructure of policy • introduction amended • additional points added to content • additional content areas • further sources added	APRIL 2021
APRIL 2019	• Anti-bias policy deleted from 'related policies' • Additional needs policy and Gender equity policy added to 'related policies' • Additional information added to points. • Sources checked for currency. • Sources/references corrected, updated, and alphabetised.	APRIL 2020
APRIL 2018	New policy created to comply with National Regulations and National Quality Standard	APRIL 2019

ENROLMENT POLICY

Enrolment and orientation are an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Kidzone Family Day Care Service and engaged Family Day Care educators. Such partnerships enable the Family Day Care Service, FDC educators and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Family Day Care Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication

96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care
173	Prescribed information is to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
181	Confidentiality of records kept by approved provider
182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Disability Discrimination Act 1992	A New Tax System (Family Assistance) Act 1999
Child Care Subsidy Minister's Rules 2017	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Additional Needs Policy ~~Arrival and Departure Policy~~ CCS Governance Policy Children's Belongings Policy Children in the Workplace Policy ~~Control of~~ Dealing with Infectious Diseases Policy	Family Communication Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff policy Medical Conditions Policy Orientation of Families Policy Payment of Fees Policy

Dealing with Complaints Policy Delivery of children to and collection from Education and Care Service Premises Policy Excursions/Incursion Policy Emergency Evacuation Policy	Privacy and Confidentiality Policy Record Keeping and Retention Policy Safe Transportation Policy Sun Safety Policy Withdrawal of a Child Policy

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Family Day Care Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

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

ENROLMENT

According to the Child Care Provider Handbook (May 2023) *‘enrolling children is a requirement under Family Assistance Law for all children who attend childcare (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 childcare 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

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for enrolment and orientation (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Our FDC Service accepts enrolments of children aged between **3 months -12** years of age.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity for each family day care educator engaged
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained.

The Family Day Care Service recognises the educator as an agent for the Service in relation to the enrolment of children into the Service as permitted by National Education and Care Services Regulations and provide an efficient enrolment procedure that is clear and unambiguous to Family Day Care educators and families.

PRIORITY OF ACCESS

Our FDC Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- At risk of serious abuse or neglect
- A child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to prioritise children). CCS Handbook p.35

ENROLMENT

When a family has indicated their interest in enrolling their child in our Family Day Care Service, we will organise an enrolment meeting to share information and build relationships.

- Families will be provided with a range of information about our Family Day Care Service which may include:
 - the service philosophy, inclusion, programming methods, incursions, excursions, fees, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for **NSW**, signing in and out procedure, the Early Years Learning Framework (EYLF), the National Quality Framework, FDC educator qualifications, educator and parent communication strategies.
- Enrolment interviews with families will be conducted by the coordination team
- Families will be provided with information and referral to FDC educators who may be available for their care needs
- A mutually convenient time will be organised to visit the FDC residence for an enrolment interview (Families may be encouraged to meet with several educators in their area who have current vacancies).
- Any matters that are of a sensitive nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the coordination team. Families will be required to bring any documents required in relation to court orders, medical needs or plans.

- Families will complete the enrolment form informing the coordination team of their child's interests, strengths and individual needs- (e.g.: settling strategies for young children; before and after school needs)
- Families may be asked to pay an **enrolment fee** and **two-week** bond which is calculated at full fee to secure the position. Failure to pay the upfront fees will lead to the child not being accepted. When **2** weeks' notice of withdrawal is given, the bond will be refunded if all accounts are up to date.
- Families are invited to ask questions and seek any further information they require
- Families will be provided with a Family Handbook
- Families will be provided with vacancies, a start date and a suitable time for the child to be orientated to the FDC educator's residence/venue
- If a family or child uses English as a second language or speak another language at home, we request that at this time families provide us with some key words in the language/s the child speaks so that the FDC educator can learn the words
- Families who wish to receive CCS as reduced fees must apply for CCS through the myGov website/app, this includes completing the Child Care Subsidy activity test.
- Information about gap fees and absences will be discussed.
- It is a legal requirement that prior to the child starting at the FDC Service we have all required documents including
 - the completed enrolment form
 - medical management plans (if relevant) completed by the child's general practitioner
 - a current Immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date with immunisations for their age *and*
 - details of any court orders, parenting orders or parenting plans
- It is a requirement of the Family Assistance Office that immunisation information held by the FDC Service is kept current. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare subsidy.
- Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). Some exemptions apply; however families are advised that vaccination conscientious objection is not a valid exemption.
- Parents must notify the Service if their child is not up to date with their immunisations for their age via the enrolment form and attach the required documentation on their AIR immunisation history statement
- National and state legislation in relation to immunisation for childcare

- To attend childcare, children must be fully immunised or on an approved vaccination catch-up program. If a child cannot be immunised due to a medical condition they may still be enrolled at the service with supporting documentation (Medical Exemption Form). If a child is on a 'catch-up' schedule for immunisations they may still be enrolled at the Service. The child's immunisation history statement will indicate that the child is on a catch-up schedule. [read more [here](#)]
- Unborn children may be placed on the waiting list to avoid the unfair allocation of places that may occur if children can only be placed on the list after birth. If an unborn child is placed on the waiting list, the family must advise the Service of the expected birth date. It is the responsibility of the parent to inform the coordination team of the name and date of birth of the child within three months after the expected birth date. If this information is not provided, then the child and family details will be removed from the list.
- It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.

ENROLMENT PACK

Families will be provided with an enrolment pack which consists of:

- Family Handbook which outlines the FDC Service's operation and philosophy
- current fee structure and payment details
- Child Care Subsidy information
- Information on the National Quality Framework, National Quality Standard and the approved frameworks- Early Years Learning Framework and My Time, Our Place
- ECA Code of Ethics brochure
- Lunchbox and Snack ideas
- Munch and Move Fact Sheets

FAMILIES WILL BE ASKED TO PROVIDE THE FOLLOWING INFORMATION FOR ENROLMENT OF THEIR CHILD:

1. Full name/s of parent/s (or the person legally responsible for the care of the child) residential address and contact telephone number
2. Each parent's occupation and working hours
3. The full name, residential address and contact telephone number of a person or persons, authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)

4. The full name, residential address and contact telephone number of any person authorised by the parent to collect the child from the FDC educator's residence (authorised nominee)
5. Full name of the child
6. Child's date of birth
7. Child's birth certificate or passport or identity document [to be sighted to verify child's enrolment details]
8. Child's residency status
9. Child's address
10. Gender of the child
11. Cultural background of the child
12. Provision of care – if care will be a routine and/or casual etc.
13. Session start and end times
14. Complying Written Agreement including fee information
15. Immunisation History Statement
16. Any court orders or parenting agreements regarding the child
17. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language
18. Any special requirements of the family, including for example cultural or religious requirements
19. The individual needs of a child with a disability or with other additional needs
20. A statement/authorisation indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child
21. Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or FDC educator to seek:
 - o medical treatment for the child from a registered practitioner, hospital or ambulance service
 - o transportation of the child by an ambulance service
22. Child's Medicare number (if available)
23. Specific healthcare needs of the child, including allergies and intolerances
24. Any medical management plan for a specific severe healthcare need, medical condition, or allergy, such as an Anaphylaxis Emergency Management Plan or Risk Minimisation Plan.
25. Details of any dietary restrictions for the child
26. The name, address and telephone number of the child's doctor
27. Authorisation for regular occurring transportation and regular outings/excursions
28. CRN for child and claimant

ORIENTATION OF THE SERVICE

During parent interviews and orientation of the Family Day Care residence with their FDC Educator and Coordinator, families will:

- be provided with the enrolment form to be completed or shown how to complete this through an online platform
- have Child Care Subsidy (CCS) explained to families and assistance may be offered to assist with the application process.
- be provided with an outline of the Service policies which will include key policies such as: Payment of fees, Sun Safe, Incident, Injury, Trauma and Illness, Control of infectious diseases, Sick child policy and Administration of Medication
- be shown the signing in/out process at the FDC residence
- be advised of appropriate clothing for children to wear each day, including shoes, hats and sunscreen
- be informed about policies regarding children bringing in toys from home
- be introduced to the FDC educator assistant (if applicable)
- be taken on a tour around the residence or venue
- be asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)
- be informed of the daily report and how parents can view this or informed about the online platform/App the FDC service may use
- be introduced to the routine and educational program, including portfolios and the observation cycle
- be informed about communication strategies including meetings, interviews, newsletters, emails, etc.
- be given the opportunity to set goals for their child
- confirm preferred method of communication
- be advised that it is their responsibility to notify the FDC educator of any changes to their current details on enrolment forms (e.g.: new phone numbers)

THE COORDINATION TEAM WILL ENSURE:

- enrolment form is completed accurately and, in its entirety
- document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct

- authorisations are signed by both parents/guardians
- the FDC Service complies with the *Disability Discrimination Act* and our enrolment policy and practices do not discriminate against children or others with disability
- barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in the Service [See: *Additional Needs Policy*]
- a child with medical needs does not begin at the service unless a medical management plan is received and medication is brought to the service each day
- the child's Medical Management Plan is recorded, and this information is shared/distributed to the FDC educator
- Action Plans are completed in full (if relevant)
- Administration of Medication forms are completed (if relevant)
- the Medical Conditions Policy is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at the Service
- Risk Minimisation Plans and Communication Plans are requested/completed with parents/guardians for children with medical needs
- FDC educator/educator Assistants are aware of the new child including any medical conditions, interests, developmental needs, and strengths
- immunisation history statement and birth certificate have been sighted and photocopied
- the child is added to the Observation cycle
- the enrolment is lodged through Harmony
- a file for the Child's information is created
- contact is made with families to share details on how the child is settling to care during the first few weeks
- families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process.

FAMILY DAY CARE EDUCATORS WILL:

- ensure an enrolment record is kept for each child which contains all the information set out in regulation 160 including all required authorisations relating to medical treatment, regular outings and transportation and health information
- keep prescribed enrolment and other documents including medication record and children's attendance records

- keep all records confidential

FAMILIES WILL:

- complete all documentation required by the FDC Service for enrolment
- provide required authorisations as indicated on enrolment form
- notify the FDC Service of any specific health care needs of the child, including medical conditions and allergies and provide a medical management plan for child if applicable
- ensure all information about the child and family is kept up to date

CHILD CARE SUBSIDY

[Child Care Subsidy](#) (CCS) offers assistance to families to help with the cost of childcare for children aged 0-13 years. There are three factors that determine a family's level of CCS. These are:

- [Combined annual family income](#)
- [Activity test](#) – the activity level of both parents
- [Service type](#) – type of child care service and whether the child attends school

Documentation may be required such as Australian driver licence, Australian passport, Foreign passport, Australian birth certificate, Australian Marriage certificate, Australian citizenship certificate

- Families are provided with a Customer Reference Number (CRN)
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their childcare fees and pay the Service the difference between the fee charged and the subsidy amount- generally called the 'gap fee'
- Families may also be eligible for [Additional Child Care Subsidy](#) depending upon their circumstance

FDC EDUCATORS PROVIDING CARE FOR THEIR OWN CHILD/REN OR CHILD/REN OF RELATIVES

There are rules around providing care for FDC educator's own child or children and children of relatives including nieces, nephews, cousins and grandchildren (including great grandchildren).

- Our FDC Service will ensure an enrolment form is completed for FDC educator's own child (best practice) or children of relatives
- The enrolment form and CWA will ask if the child is related to the FDC educator
- Attendance records will also be maintained for educator's own child or children (if the child/ren is not cared for by another adult within the premises) and any child who is a relation of the FDC educator. Attendance records must be updated within 14 days after the end of each week in which care was provided.

- FDC educators are unable to claim CCS or ACCS for their own children or any siblings of the FDC educator. Limited exemptions to this rule apply see the Childcare Provider Handbook for further information.
- FDC educators must ensure care provided to children of a relative is less than 50% of children cared for across the fortnight
- Each FDC educator will sign an acknowledgement stating they are aware of the requirements and limitations around providing care to their own children or to relatives.
- FDC educators are to confirm on a regular basis that they are not in breach of the requirement
- The service will maintain and keep a register of care which details care provided by an educator within the FDC Service whose child or whose partners child is, on the same day, being provided care by another FDC educator, including where the other FDC educator works for the same or a different FDC service.
- This register is updated within 14 days after the end of each week in which care was provided

COMPLYING WRITTEN ARRANGEMENT

The Provider and Parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a *Complying Written Arrangement (CWA)* and is an agreement to provide care in return for fees.

- The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider.
- The CWA must include the following information:
 - the names and contact details of the provider and the individual(s)
 - the date the arrangement starts
 - the name and date of birth of the child (or children)
 - if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur
 - the usual start and end times for these sessions of care
 - whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)
 - details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time.
- Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update

the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA.

- An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance.
- Once the provider submits an enrolment notice the family will be asked to confirm the enrolment through their myGov account.

ADDITIONAL CHILDCARE SUBSIDY PROCEDURE

Our Service will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)

- Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly
- The provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect
- Once a child has been identified as 'at risk' the FDC service will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)
- If the FDC Service deems the child is eligible for ACCS the FDC Service will submit an initial ACCS Certificate for a 6-week period.
- The FDC Service needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate
- If further ACCS (Child Wellbeing) is required following the initial 6-week certificate the service may apply for a Determination for a period of up to 13 weeks.
- Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency
- Following an application for an ACCS 12-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider's view that the child continues to be 'at risk'
- If the child continues to be 'at risk' after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

ENROLMENT RECORD KEEPING

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

ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist both parents and the child. Parents will be reassured that they are able to stay with their child for as long as they choose in the early days; speak to their child's FDC educator; contact the FDC educator during the day to 'check' in on their child and request help with separation if this is a problem for their child.

On the first day, the child and their family will be welcomed and shown where or how to sign their child in/out of the FDC educator's residence or approved venue

- The FDC educator will discuss what is happening during the day and show where the child's locker is located
- Information about collecting their child at the end of the day will be discussed
- the FDC educators will ensure information about the child's first day is shared with parents (through online APP or daybook)
- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

CONTINUOUS IMPROVEMENT

Our *Enrolment Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Enrolment letter to parents	Enrolment Information Update Form
Enrolment form	Enrolment Procedure
Enrolment checklist	Enrolment Waitlist Letter
Notification of changes to enrolment	Register of Care Related Children
	Termination of Enrolment Policy

SOURCE

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

ACECQA. (2021). Policy and procedure guidelines. *Enrolment and Orientation*.

ACECQA. (2022). The Disability Discrimination Act: [What do Children's Education and Care Services Need to Know?](#)

Australian Government Department of Education.(2022) Child Care Provider handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education. (2021) Guide to Additional Child Care Subsidy (child wellbeing) <https://www.education.gov.au/child-care-package/resources/guide-accs-child-wellbeing> Australian Government Services Australia <https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>

Australian Government Guide to Social Policy Law. Family Assistance Guide Immunisation- approved exemptions (FTB). <https://guides.dss.gov.au/family-assistance-guide/2/1/3/40>

Department of Human Services (Centrelink): <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Education and Care Services National Law Act 2010. (Amended 2023). [Education and Care Services National Regulations](#). (Amended 2023)

Government of Western Australia. Department of Health. (2021). Western Australian Immunisation Requirements. Guidelines for persons in charge of child care services, community kindergartens and schools.

National Centre for Immunisation Research and Surveillance. (2021). No Jab No Play, No Jab No Pay <https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

NSW Government Health. (2019). Questions and answers about vaccination requirements for child care: https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

Revised National Quality Standard. (2018).

Victoria State Government. Requirements for all early childhood services. <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/regallservices.aspx>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	09/09/2023
POLICY REVIEWED	SEP/MARCH 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V15.09.23		
MODIFICATIONS	SEP • Annual policy review • Update of related legislation MARCH • Additional statement added to role of AP and Coordination unit re: children with disability and compliance with Disability Discrimination Act 1992 • Legal requirement for families to provide birth certificate/passport deleted • Added that evidence such as birth certificate/passport will be sighted to verify child's enrolment details • Additional section added re: enrolment of FDC educator's own child or child/ren who are related to FDC educator • Child Care Centre Desktop related resources added • Continuous Improvement/Reflection section added		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	- regular policy maintenance - link to Western Australian Education and Care Services National Regulations added in 'Sources' - minor formatting edits within text - hyperlinks checked and repaired as required - update of name change from DESE to Department of Education - links within policy updated from DESE.gov.au to education.gov.au	SEPTEMBER 2023
SEPTEMBER 2021	- Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(August 2021) - Additional information re: immunisation requirements for each state/territory. Services to delete information that is not relevant to their service. - Additional sections added for FDC educators and families - Further information regarding Additional Child Care Subsidy included - Checked and updated links used within policy - Updated Related Policies	SEPTEMBER 2022
OCTOBER 2020	- Family Law inclusions - Additional section related to CWA and ACCS	SEPTEMBER 2021
JUNE 2020	resumption of CCS and ACCS from 13 July 2020 - additional information included about enrolment, CCS application process, Activity Test, Complying Written Arrangement (CWA), and immunisation requirements - rewording of some content - deleted sections that were repetitive - order changed for some items required for the enrolment of the child	SEPTEMBER 2021
SEPTEMBER 2019	- Priority Access Guidelines removed- new information added - Sentences reworded/refined - Additional information added - Points re-ordered for better flow - Sources/references corrected, updated, and alphabetised - References to 'conscientious objection' updated - New reference/source added - Related policies alphabetised	SEPTEMBER 2020

SEPTEMBER 2018	Additional information added in regards to child care subsidy requirements	SEPTEMBER 2019
MARCH 2018	Modifications made to update information relating to Child Care Subsidy changes	MARCH 2019
DECEMBER 2017	Modifications made to comply with National Quality Standard and notice of change to child care rebate and benefits	MARCH 2018
MARCH 2017	Modifications made to adhere to Family Day Care Service	MARCH 2018

OPEN DOOR POLICY

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parents, guardians and family involvement within KidzoneFamily Day Care (FDC) Service. Participation by parents, guardians and other family members, conveys a positive impression to children. Children feel supported and a sense of belonging and well-being is promoted.

We believe in offering an open-door policy welcoming family to visit our educator residence when it is convenient for them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
155	Interaction with children
157	Access for parents
161	Authorisations to be kept in enrolment record

165	Record of visitors
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Child Safe Environment Policy Code of Conduct Dealing with Complaints Policy Enrolment Policy	Family Communication Policy Interactions with Children, Family and Staff Policy Orientation of Families Policy

PURPOSE

To ensure the best care for children and families, we believe it is important to provide families with the opportunity to visit their child's Family Day Care residence and/ or approved venue and participate in the program at a time that is convenient for them. We acknowledge that families provide a wealth of valuable information and understanding about their child and we foster strong, respectful partnerships between our staff and educators and families. We encourage families to join participate in family play sessions and home visits.

SCOPE

This policy applies to children, families, educators, educator assistants, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We operate with an open-door policy, where families are welcome to visit our Family Day Care residence during operating hours. There are many opportunities for family involvement, and we communicate these through regular newsletters, our family notice board, and our digital communication app- **Harmony**. We recognise that time is valuable to all families, which is why we accommodate many forms of participation and contribution. Our FDC Service is committed to creating and maintaining a child safe environment and embeds the Child Safe Standards.

"Children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing."

(Early Years Learning Framework (EYLF), V2.0, 2023, p.9)

THE APPROVED PROVIDER/MANAGEMENT AND FAMILY DAY CARE EDUCATORS WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of this *Open Door Policy*
- families are always welcome to spend time at their child's FDC residence and share special moments with their children, [provided there are no recommendations from the Public Health Unit or other Government authority suggesting families and visitors do not enter ECEC services]
- families and visitors to our Service are required to abide by our *Family Conduct Guidelines -Code of Conduct*
- families are aware of our *Open Door Policy* and are welcome to join in learning activities and celebrate events and special days held at the residence or family play sessions
- families are provided with information about special days and events they may want to participate in. For example:
 - Disco
 - Easter Hat Parade
 - Mother's Day morning teas
 - Father's Day BBQ breakfast
 - Open Day
 - Grandparents Day
 - Graduation Ceremonies or events
 - Christmas Celebrations
 - Excursions
 - Cultural visits
 - Story Time
 - Cooking Experiences
- FDC educators will provide families with information about their usual routine to ensure any visits are planned during normal activities
- FDC educators are flexible and will try to accommodate involvement by family members on different times and days of the week
- that reasonable steps are taken to ensure any parent, family member or visitor that may pose a risk to the safety of the children and FDC educator are not permitted entry.

FAMILIES CAN:

- visit the FDC residence at all times- subject to any Public Health Orders or Government

recommendations for families or visitors not entering ECEC (e.g., during an outbreak of an infectious disease)

- participate in our program by sharing their skills with the children. This may include playing an instrument, telling a story, sharing cultural traditions, cooking experiences, workshops etc.
- make an appointment with the FDC educator or coordinator to discuss their child. This may include evaluating their child's program and providing feedback, raising concerns or setting new goals.
- donate recyclable material that can be used within our early childhood program
- discuss any changes that have occurred in the child's life such as changes in family circumstances, moving to a new house, death of a family member or friend in order for the FDC educator to best support children through difficult times
- attend events and celebrations that are organised throughout the year
- share feedback, ideas and thoughts about the FDC Service
- remain informed about what is happening within the FDC Service through discussions, newsletters, social media etc.
- assist our FDC Service provide a child safe environment by notifying management of any change to current court orders or parenting orders.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Open Door Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

<i>Family Conduct Guidelines</i>

SOURCES

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

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Revised National Quality Standards. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	24/11/2023
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	5.11.23		
MODIFICATIONS	• annual policy maintenance • updated content to reflect EYLF 2.0, 2023 • hyperlinks checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2022	• annual policy maintenance • continuous improvement/reflection section added	NOVEMBER 2023	
NOVEMBER 2021	• inclusion of Public Health Orders/Gov't recommendations that may prevent families/visitors from entering ECEC service during pandemic • National Regulations added • Reference to implementing Child Safe Standards added • Sources checked for currency	NOVEMBER 2022	
NOVEMBER 2020	• Minor editing to policy • inclusion about planning visits around normal routines • sources checked and updated	NOVEMBER 2021	
NOVEMBER 2019	New policy drafted for Family Day Care services	NOVEMBER 2020	

DEALING WITH COMPLAINTS POLICY

Feedback from families, children, educators, staff and the wider community is fundamental in creating an evolving Family Day Care (FDC) Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our FDC Service's procedures for receiving and managing informal and formal complaints. Families, children, parents, visitors, students and members of the community can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 172	Offence to fail to display prescribed information
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec.174(A)	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident

84	Awareness of child protection law
149	Volunteers and students
143(B)	Ongoing management of family day care educators
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
169	Additional policies and procedures- family day care
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service
173(A)	Prescribed information to be displayed- family day care service
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Accounts Policy	Governance Policy
CCS Governance Policy	Interactions with Children, Family and Staff Policy
Child Protection Policy	Payment of Fees Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Record Keeping and Retention Policy
Dealing with Complaints Policy (Staff)	Respect for Children Policy
Enrolment Policy	Responsible Person Policy
Family Communication Policy	Student and Volunteer Workers Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their

services have policies and procedures in place for dealing with complaints (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to our FDC Service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence

SCOPE

This policy applies to the approved provider, nominated supervisor, students, coordinator, educators, educator assistants, volunteers, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Addressing them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. Our *Dealing with Complaints Policy* ensures that all persons are presented with procedures that:

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly and
- are transparent and equitable.
- appropriately handle children exhibiting harmful sexual behaviours
- promote children's rights, safety and wellbeing

- consider a child's age, cultural, developmental and additional needs

Our Service is committed to the National Principles for Child Safe Organisations and adopts a child safe approach to complaints involving a child or young person. As a child safe organisation, we will respond promptly and systematically to any concerns, disclosers, allegations or suspicions while fostering an environment where children feel confident that their safety and wellbeing are paramount.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the FDC service, along with the outcomes. This register includes documents that must be kept in a secure file, accessible only to educators and the Regulatory Authority. The register can provide valuable information to the Approved Provider and Nominated Supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at the FDC service may have been compromised. Any complaint of this nature must be reported

by the approved provider or nominated supervisor to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

If the approved provider/ nominated supervisor or FDC educator are unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated FDC employee
- any other relevant information

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).

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).

The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC service. A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident.

The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Regulation 176(2)(a)).

These records are required to be retained for the periods specified in Regulation 183.

PRIVACY AND CONFIDENTIALITY

The approved provider and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member

or child protection issues, a government agency may will need to be informed. (See: Reportable Conduct Scheme in our Child Protection Policy). [Responding to incidents, disclosures and suspicions of child abuse or harm NSW](#)

CONFLICT OF INTEREST

It is important for the complainant to feel confident in

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator.

Our FDC 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.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/RESPONSIBLE PERSON WILL:

- ensure that obligations under the Education and Care Services National Law and Regulations are met
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the FDC Service and each FDC service/residence or venue
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families, children, staff, educators, visitors and volunteers
- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint, including children
- ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)
- ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe

- conduct a review of policies and procedures, where required, following a complaint or grievance as part of our continuous improvement practices
- provide an induction program for new staff and educators that includes an overview of policies and procedures, including this *Dealing with Complaints Policy* and procedure
- ensure the approved provider is notified of all complaints and grievances
- acknowledge the complaint or grievance in writing within 2 working days of receipt
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- provide details of an outcome following an investigation if required.

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond
- permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member; however, this does not include a lawyer acting in a professional capacity)
- providing the employee with a clear written statement outlining the outcome of the investigation.
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - Management will provide a written response outlining the outcome and provide a copy to all parties involved
 - If a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution
 - all written responses will need to cater for complainant to be able to understand such as spoken language and special needs regarding reading
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying

- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the FDC Service
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- ensure the name and contact number of the person to whom complaints can be made is clearly displayed at the FDC residence or approved venue
- report all complaints received to the nominated supervisors, and/or approved provider within required timeframes
- listen to the family's complainant's view of what has happened
- clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation
- encourage and support the family complainant to seek a balanced understanding of the issue
- discuss possible resolutions available to the family complainant. These would include external support options
- encourage and assist the family complainant to determine a preferred way of solving the issue
- record the meeting, confirming the details with the family at the end of the meeting
- maintain confidentiality at all times
- refer family complainant's (as necessary) to FDC Service policies that may assist in resolving the grievance or complaint
- be informed about the different ways children can express concerns or distress and disclose harm
- be aware of child protection law and their individual responsibilities as mandatory reporters/notifiers
- ensure children know who to talk to if they are feeling unsafe and know the process that will happen to support them

If the grievance cannot be resolved, it is to be referred to the coordinator who will investigate further:

- if appropriate, collect relevant written evidence. This evidence will be treated in strict confidence and will be held in a secure place
- involve the approved provider or nominated supervisor in the conflict resolution as required

- should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts
- third parties providing evidence must also be made aware that the matter is to be kept confidential.

Should the grievance or complaint be lodged against another person(s), these persons will be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as a support person, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- both parties will be told of the decision and the reason for it
- immediate and appropriate steps will be taken to prevent the grievance from recurring
- if after investigation, it is concluded that the grievance is not substantiated both parties will be notified of the decision and the reason.
- the complainant will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Regulatory Authorities
- if the grievance or complaint is of a serious nature or there is a reasonable belief the complaint is any allegation of sexual or physical abuse the Approved Provider is responsible to inform the Regulatory Authorities within 24 hours on **1800 619 113** or via email **ececd@det.nsw.edu.au**

COMPLAINANTS WILL:

- be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our FDC Service.
- children are able to express their concerns or allegations to either the management, educators, and/or families who are encouraged by management to complete the *Complaints Form* on the child's behalf
- attempt to discuss their grievances or complaints with the FDC educator as the first step to resolving the issue, unless it is a reportable offence to the Regulatory Authorities to be made within 24 hours of complaint
- communicate any concerns they may have in writing addressed to the approved provider or nominated supervisor [see: *Complaints/Grievance Form*]
- raise any unresolved concerns with the approved provider, nominated supervisor or coordinator
- always maintain confidentiality

- be provided with details of external agencies to contact should they feel our Service has not resolved their concerns (e.g., regulatory authority)

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in this policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: <mailto:tipoffline@education.gov.au>

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our FDC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our FDC Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes. Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, children, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the approved provider/ nominated supervisor/ coordinator will:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the effectiveness of the FDC Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally.
- Consider feedback from staff, FDC educators and families, children and community regarding the policy and procedure.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form Complaints / Grievance Form	Complaints / Grievance Management Form Complaints / Grievance Register

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 ACECQA-[Using Complaints to support continuous improvement](#). (2023).
 Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 ACECQA-[Using Complaints to support continuous improvement](#). (2023).
 Australian Government Department of Education. *Child Care Provider Handbook* (2022)
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Australian Human Rights Commission: <https://www.humanrights.gov.au>
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
 Fair Work Australia: <https://www.fairwork.gov.au/>
 Queensland Government- Guide for effective complaints management
<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>
 Revised National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	25/11/2023
POLICY REVIEWED	NOVEMBER/AUGUST/APRIL 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION NUMBER	V11.11.23		
MODIFICATIONS	NOVEMBER - added information to ensure our complaint handling system is child focused and addresses complaints that alleges a child is exhibiting sexual behaviours - checked consistency of stakeholders throughout policy (complainant) - sources checked and links repaired as required AUGUST - updated related legislation - NQF changes effective 1 Oct 2023 APRIL - merged Dealing with Complaints Policy (General) with Dealing with Complaints Policy (Family) for ease of management of policies - sources checked		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
AUGUST/SEPTEMBER 2022	- policy maintenance - additional information added to 'Continuous Improvement/Evaluation' section - link to Western Australian Education and Care Services National Regulations added in 'Sources' - minor formatting edits within text	AUGUST 2023	

	- hyperlinks checked and repaired as required - References/sources to DESE changed to Department of Education	
AUGUST 2021	Policy title change to meet ACECQA guidelines- <i>Dealing with Complaints Policy (Families)</i> additional related legislation added definition of 'complaint' amended to align with ACECQA's definition guidelines notification requirements for physical or sexual abuse added sources checked for currency and updated where required	AUGUST 2022
AUGUST 2020	minor editing additional related policies reference to Reportable Conduct Scheme added link to Regulatory Authority added additional information regarding CCS tip-off line included	AUGUST 2021
AUGUST 2019	Sentences reworded/refined. Points added. Related policies alphabetised. New sources list created.	AUGUST 2020
AUGUST 2018	New policy for Family Day Care	AUGUST 2019

PAYMENT OF FEES POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Quality early education and care provides the foundation for children's development and social engagement whilst supporting workforce participation of parents and carers. KidzoneFamily Day Care Service is committed to supporting our approved educators provide quality education and care to all children at affordable fees for families.

As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Fees are based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Accounts Policy CCS Governance Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Enrolment Policy	Fraud Prevention Policy Governance Policy Orientation of Families Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Termination of Enrolment Policy

PURPOSE

For parents to gain a clear understanding of all fees including educator fee structures and administration fees and Child Care Subsidy benefits prior to enrolment. This policy explains process of fee payment and the necessity of ensuring children's fees are paid on time and consequences for failure to pay fees on time. Kidzone Family Day Care acknowledge that approved educators operate in a contractual arrangement with our Service and provide a fee schedule to families upon enrolment.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, families and visitors of the Kidzone Family Day Care Service.

IMPLEMENTATION

Our FDC Service aims to ensure families understand the fee schedules and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy legislative requirements. We have effective compliance systems in place to ensure childcare funding is administered appropriately and our approved educators adhere to their responsibilities as *'fit and proper persons'* under Family Assistance Law. Our FDC Service and educators ensure the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.

GENERAL FEES

Approved educators operate as self-employed small business owners and set their own fees, days of operation and minimum hours for provision of education and care under **Kidzone Family Day Care**.

Educators are advised they must meet their obligations under the *Family Assistance Law* and *A New Tax System (Family Assistance) (Administration) Act 1999* regarding setting of fees, ensuring the following:

- educators do not charge an individual more than the usual CCS hourly session fee who may be eligible for ACCS or who receives a prescribed payment
- educators do not change fees during a particular event or circumstance (for example during Covid or a service closure)

Families will be provided with a fee schedule for each session of care for individual educators at time of enrolment. 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. Some educators provide food, nappies and transport and these will be added to the hourly fees. Late fees will be detailed on the fee schedule.

ENROLMENT FEE AND BOND PAYMENT

- An enrolment fee may be charged upon confirmation of enrolment. This fee must be paid prior to commencement at Kidzone FDC
- An administration levy as set by the management will also be charged per child/per hour of care
- A bond consisting of 2 weeks full fee may be paid to hold a child's position at the FDC Service
- The bond payment will be refunded to families if all accounts are paid in full and no amount is outstanding when the child leaves the FDC Service.

GENERAL FEES

- Fees are charged for each session of care
- CCS is paid directly to the FDC Service and this is used as a fee reduction (visible on a family's statement)
- Families are required to pay their FDC educator the difference between the fee charged and the subsidy amount- the 'gap' amount

Or

Families are required to pay the FDC service the difference between the fee charged and the subsidy amount- the 'gap' amount

- Where gap fee payments are paid to educators, the Approved Provider will oversee and take all reasonable steps to ensure payments are collected from families.

- The Approved Provider will reconcile payments made by families within the CCS Software to ensure families pay the gap fee for each session
- 'Gap Fees' must be paid via Electronic Funds Transfer (EFT) (effective 02 July 2023)
- Fees must be kept in advance of a child's attendance
- Educators will issue receipts for all fees paid directly.
- Fees are to be paid **fortnightly electronically. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears**
- Families are requested to contact the Service if their child is unable to attend a particular session
- Fees are payable in advance for every session that a child is enrolled at the FDC Service. This includes pupil free days, sick days, and family holidays but **excludes periods** when the educator is closed. The FDC educator may close their service due to periods of local emergency such as bushfire or flood or pandemic
- **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**
- Casual days may be offered to families if available

CHILD CARE SUBSIDY (CCS)

- Parents/guardians are required to register for CCS through their [myGov](#) account linked to Centrelink and provide documentation to support the CCS payment
- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy. The child must:
 - be a 'Family Tax Benefit child' or 'regular care child' and
 - be 13 or under and not attending secondary school and
 - meet immunisation requirements

The person claiming the Child Care Subsidy, or their partner must:

- meet residency requirements and
- be liable to pay for care provided under a Complying Written Arrangement (their written agreement) with their child care provider
- Child care must be provided by an approved provider
- Families level of Child Care Subsidy will be determined by:
 - combined family income
 - activity test of parents
 - type of early learning and child care Service

- Child Care Subsidy will be provided directly to the Service and this amount deducted from the parent/family account
- 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)
- Any disputes with CCS payments are the responsibility of the family. The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments
- Discounts will only be offered as outlined in the CCS Handbook.

PAYMENT OF FEES

Families are required to pay fees using the FDC Service's **accepted method of electronic payment**.

The family is required to provide banking details to facilitate set up of the direct debit account

- Fees and charges associated with electronic payment are outlined upon enrolment
- A dishonour fee will apply for direct debit transactions where there are insufficient funds to cover the fees
- Families will be issued with a *Statement of Entitlement* on a fortnightly basis in accordance with the fee payment and Regulatory requirements
- The *Statement of Entitlement* will include details of the sessions of care provided and the resulting fee reduction amounts
- The *Statement of Entitlement* is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation.

ABSENCES FROM FDC SERVICE

- Families are requested to contact the FDC Service/ FDC educator if their child is unable to attend a particular session
- Families must still pay the 'gap' fee to the Service if their child is unable to attend
- Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year
- Allowable absences can be taken for any reason. Families do not have to provide evidence.
- Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law
- Records and evidence will be kept by the Service for each additional absence, where required
- Families can view their absence count through their Centrelink online account via [myGov](#)

- In a period of local emergency, such as bushfire or pandemic, and our Service is temporarily shut down on public health advice, families *may* be provided with additional absence days as per Family Assistance Law legislation
- In accordance with Family Assistance Law, educators cannot charge for, or record a session of care where provision of care is not available. Educators are not able to charge a different rate for the same type of care provision. Therefore, if the educator is unable to provide care due to illness or leave, they are unable to charge for that particular session of care

FINANCIAL DIFFICULTIES

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of Management
- Families can apply for Additional Child Care Subsidy (ACCS) through Centrelink if they are experiencing temporary financial hardship
- There are four different payments under Additional Child Care Subsidy:
 - **Additional Child Care Subsidy** (child wellbeing)—to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm
 - **Additional Child Care Subsidy** (grandparent)—to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment
 - **Additional Child Care Subsidy** (temporary financial hardship)—to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment
 - **Additional Child Care Subsidy** (transition to work)—to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

DEBT RECOVERY PROCEDURE

- 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** if the fees are still outstanding
- At any time of the debt recovery process the family will be encouraged to enter a debt agreement with our FDC Service and educators to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to

- A child's position will be terminated if payment has not been made after **three weeks**, for which the family will receive a final letter terminating the child's position. At this time the FDC Service will initiate its debt collection process, following privacy and conditional requirements.

LATE FEES

- It is unacceptable to pick children up late from an educator's residence/venue. A late fee will apply where children are not picked up prior to closing time
- Currently, a fee of \$**15.00** per **10** minutes block or part thereof will be incurred by the family
- A review of the child's enrolment will occur where families are consistently late with fee payment.

CHANGE OF FEES

- Fees are subject to change at any time provided a minimum of **four weeks** written notice is given to all families
- CCS hourly rate caps may be increased by the [CPI](#) at the commencement of each financial year
Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

TERMINATION OF ENROLMENT

- Parents are to provide **two weeks** written notice of their intention to withdraw a child from care
- If termination from the FDC Service is required without notification, families can lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged
- In some circumstances CCS may not be paid for sessions if the child has not physically started care
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law

RESPONSIBILITY OF MANAGEMENT

The Approved Provider and Coordination Unit/Nominated Supervisor are responsible for:

- ensuring all families are aware of our *Payment of Fees Policy*
- providing families with educator fee schedules (these may be different for each educator due to education qualifications, hours and days of care provided, overnight fees etc.
- ensuring enrolment information are submitted correctly with appropriate enrolment information
- providing families with regular statement of fees payable
- notifying families of any overdue fees
- providing families with reminder letters as required
- terminating enrolment of children should fees not be paid

- discussing fee payment with families if required
- providing at least **4 weeks** written notice to families of any fee increases or changes to the way fees are collected

RESPONSIBILITY OF FAMILIES

- provide the FDC Service with the correct enrolment details to facilitate the CCS claim, if required, including:
 - Centrelink Reference Numbers for child and CCS claimant
 - Date of Birth for child and CCS claimant
- ensure payment of fees as per policy
- notify Centrelink of any changes that may affect their CCS entitlement
- confirm their child's enrolment through the parents myGov account.

THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for child care fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of child care fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

Our FDC Service will record all documentation regarding any third-party payments.

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the Coordination Unit/Nominated Supervisor in the first instance. The Coordination Unit/Nominated Supervisor will follow the steps as outlined in this policy, including advising the Approved Provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: tipoffline@education.gov.au

Resources and information for families

[Child Care Subsidy](#)

[Centrelink Customer Reference Number](#)

[Absences from childcare- Australian Government](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Payment of Fees Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Notifications of changes to Policies/Procedures form Overdue Fee Payment Procedure- including non-payment of fees letters to parents	Payment Plan Template

SOURCE

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

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. *Payment of Service Fees and Provision of a Statement of Fees Charged by the Service*.

Australian Government Department of Education. Child Care Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education *Early Childhood and Care*

Australian Government Department of Education *Information for child care providers when a period of local emergency occurs*

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

[Education and Care Services National Regulations](#). (2011). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023).

Revised National Quality Standard. (2018)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/05/2023
POLICY REVIEWED	JULY/MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V15.07.23		
MODIFICATIONS	- policy maintenance - minor formatting edits within text - additional information added for setting of fees by FDC educators (July 23) - Change in payment of Gap Fees by EFT (effective 1 July 2023) - continuous improvement/reflection section added - Childcare Centre Desktop Related resources section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

SEPTEMBER 2022	- Update of Department name from Department of Education, Skills, and Employment to Department of Education - policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required - link to Western Australian Education and Care Services National Regulations added in 'Sources'	MAY 2023
MAY 2022	- policy maintenance – name change of related policy - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required	MAY 2023
AUGUST 2021	- Update of Related Legislation - Policy revised to align with recommendations with ACECQA's policy guide (August 2021) - Updated Related Policies - Check of links used within policy	MAY 2022
JANUARY 2021	- policy amended to reflect FDC educator schedule of fees - amendments to fee waive- DESE - links to DESE handbook updated	MAY 2022
OCTOBER 2020	- Minor adjustments recorded - Additional information added- ACCS, absences, responsibility of families, CCS tip-off line and complaints	OCTOBER 2021
MARCH 2020	- Policy statement added - Implementation information added - CCS section included - Absences section added - Responsibility for Management expanded - Resources and information section added	
MAY 2019	Deleted duplicate 'financial difficulties' section. Inserted 'late fees' section. Inserted page breaks for appendices. Sources/references alphabetised. Minor formatting for consistency throughout policy. 'Related policies' alphabetised.	MAY 2020
MARCH 2018	Changes made to comply with Regulations and changes to Child Care Subsidy	MAY 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018

MARCH 2017	Modifications made to adhere to Family Day Care Service.	MARCH 2018

RECORD KEEPING AND RETENTION POLICY

The approved provider, **nominated supervisor**, coordinator and educators of the Kidzone Family Day Care are responsible for overseeing and ensuring records are maintained and stored in accordance with relevant legislation contained in the National Law and National Regulations, National Quality Standard and Family Assistance Law.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S162A	Persons in day-to-day charge and nominated supervisors to have child protection training
29	Condition on service approval—insurance
31	Condition on service approval—quality improvement plan
55	Quality improvement plans
74	Documenting of child assessments or evaluations for delivery of educational program
87	Incident, injury, trauma and illness record

92	Medication record
102	Authorisations for excursions
102D	Authorisations for service to transport children
116	Assessment of family day care residences and approved family day care venues
118	Educational leader
146	Staff Record – Nominated Supervisor
147	Staff record – Staff Members
149	Volunteers and students
151	Record of educators working directly with children
153	Register of family day care educators, coordinators and assistants
154	Record of staff engaged or employed by family day care service
158	Children’s attendance record is to be kept by approved provider
159	Children’s attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
167	Record of service’s compliance
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173A	Prescribed information to be displayed— family day care service
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
179	Family day care educator to provide documents on leaving service
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available
274A	Programs for children over preschool age

RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
Child Care Subsidy Minister’s Rules 2017	A New Tax System (Family Assistance) (Administration) Act 1999
A New Tax System (Family Assistance) Act 1999	Work Health and Safety Act 2011

Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook in <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

RELATED POLICIES

Administration of First Aid Policy	Medical Conditions Policy
Administration of Medication Policy	Photograph Policy
CCS Governance Policy	Professional Development Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Child Protection Policy	Responsible Person Policy
Dealing with Complaints Policy	Student and Volunteer Policy
Delivery of Children to, and from EEC Service	Supervision Policy
Premises Policy	Unexpected Death of a Child at the Service
Enrolment Policy	Policy
Excursion/Incursion Policy	Unexpected Death of a Staff / Educator at the
Governance Policy	Service Policy
Immunisation Policy	Visitor Policy
Incident, Injury, Trauma and Illness Policy	

PURPOSE

We aim to maintain and manage appropriate records in a private and confidential manner, working in accordance with legislative requirements and best practice.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, FDC educator assistants, families, students, volunteers and visitors of the Family Day Care Service.

IMPLEMENTATION

The approved provider is responsible for compliance with record keeping requirements in accordance with Education and Care Services National Law and National Regulations. To maintain approval for Child Care Subsidy, providers must also keep certain records in accordance with Family Assistance Law.

This policy encompasses requirements for National Law and National Regulations and Family Assistance Law. Records that are required for Family Assistance Law must be kept for seven years and are highlighted in red.

PREScribed RECORDS TO BE KEPT BY APPROVED PROVIDER

The approved provider, nominated supervisor and management will ensure the following records are kept and retained in a safe and secure location at the Family Day Care (FDC) Service Principal office:

- complaints made to the provider, or to any of the services of the provider, relating to compliance with Family Assistance Law (records must be kept for seven years)
- children's attendance records (regardless of eligibility for Child Care Subsidy) (Regulation 158) (to be kept until the end of 3 years after the child's last attendance [Regulation 183] and for Family Assistance Law, (records must be kept for seven years)
- record of any absences from care for all children (regardless of eligibility for Child Care Subsidy- records must be kept for seven years)
- statements or documents demonstrating that additional absence days in excess of the initial 42 absence days satisfy requirements (records must be kept for seven years)
- copies of invoices and receipts issued for the payment of childcare fees (records must be kept for seven years)
- the identifying number, expiry date and verification of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of coordinators, educators, educator assistants and any adult over 18 years residing in the FDC residence (records must be kept for seven years)
- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of students and volunteers to be kept until the end of 3 years after the last date the student or volunteer attended the service
- any evidence or information produced to obtain police checks and Working with Children Checks for personnel and to support any statements about these checks in an application for provider or service approval. These records are also required for Family Assistance Law (records must be kept for seven years)
- copies of all Statements of Entitlement issued and any statements issued to advise that there was a change of entitlement - Child Care Subsidy (records must be kept for seven years)
- written record of any notice given to a state or territory body about a child at risk of abuse or neglect (records must be kept for seven years)
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of the service (records must be kept for seven years)
- records of background checks for specified personnel who undertake actions related to the administration of CCS (records must be kept for seven years)
- educational leader records (Regulation 118) (Further details below)

- child assessments or evaluations for delivery of the educational program (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183])
- evaluations of the child's wellbeing, development and learning for school age children (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183]) for ACT services
- evidence about the development of the educational program for school age children is documented (regulation 274A)
- prescribed information clearly visible for families at the entrance of the FDC office and FDC residence or venue (reg 173A) (*Further details below*)
- an incident, injury, trauma and illness record (Regulation 87) (to be kept until child is 25 years [Regulation 183]) (*Further details below*)
- medication records (Regulation 92) (Keep until the end of 3 years after the child's last attendance [Regulation 183]) (*Further details below*)
- register of educators, coordinators and educator assistants (Regulation 153) (*Further details below*)
- record of staff and educators engaged or employed by the Service (Regulation 154) (*Further details below*)
- children's attendance records (Regulation 159) to be kept until the end of 3 years after the child's last attendance [Regulation 183]
- any record relating to the death of a child whilst being educated and cared for by the Service or as a result of an incident whilst being educated and cared for, until the end of 7 years after the death of a child.
- child enrolment records (Regulation 160, 161, 162) (to be kept until the end of 3 years after the child's last attendance [Regulation 183]) (*Further details below*)
- record of visitors (Regulation 165)
- record of volunteers and students (Regulation 149)
- records of the Responsible Person at the Service (Regulation 150 and National Law S162A)
- record of the Service's compliance with the Law (Regulation 167) (*Further details below*).
- record of assessments of Family Day Care residence or approved venues (including risk assessment) (Regulation 116)
- record of each nominated supervisor and any person in day-to-day charge of the Service (Regulation 146)

- PRODA RA Number (*for specified personnel- people managing or employed in child care in roles regarding the approval and operation of a service and permitted to undertake actions through the Child Care Subsidy System- Child Care Provider Handbook*)
- evidence of the current prescribed insurance for a family day care residence or venue (Regulation 180) Current policy of insurance for public liability with a minimum cover of \$10 000 000 (Reg. 29)
- evidence and records of the Service Quality Improvement Plan (QIP), the QIP must be prepared within 3 months of the service opening. The QIP must be reviewed and revised at least annually or when requested by the regulatory authority. The QIP must be submitted to the regulatory authority upon request (Reg. 31, 55, 56)
- a copy of the Education and Care National Law and Regulations must be available and accessible at the service at all times for use by the Nominated Supervisor, staff members, volunteers, parents and any person seeking to make use of the service
- records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years (recommendation not mandatory).

PRESCRIBED RECORDS TO BE KEPT BY THE FDC EDUCATOR

The following documents and records must be kept by the FDC educator **in accordance with regulation 178**. The FDC educator must provide these documents and records to the approved provider upon resignation. The FDC educator must ensure documents and records related listed below are made available to a parent of a child upon request.

- child assessments or evaluations for delivery of the educational program (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183])
- evaluations of the child's wellbeing, development and learning for school age children (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183]) for ACT services
- evidence about the development of the educational program for school age children is documented (regulation 274A, 289A, 298A, 325B, 345A, 359A, 373A) for services in NSW, NT, QLD, SA, TAS, VIC and WA (from July 1 2023)
- an incident, injury, trauma and illness record (Regulation 87) (to be kept until child is 25 years [Regulation 183]) (*Further details below*)
- medication records (Regulation 92) (Keep until the end of 3 years after the child's last attendance [Regulation 183]) (*Further details below*)
- children's attendance records (Regulation 159) to be kept until the end of 3 years after the child's last attendance [Regulation 183]

- child enrolment records (Regulation 160, 161, 162) (to be kept until the end of 3 years after the child's last attendance [Regulation 183]) (*Further details below*)
- record of visitors (Regulation 165)

RECORDS TO BE KEPT IN RELATION TO THE NOMINATED SUPERVISOR: (Reg: 146 and Law. S162A)

- full name, address and date of birth
- evidence of any relevant qualifications held by the Nominated Supervisor
- if applicable, evidence that the Nominated Supervisor is actively working towards a qualification
- if this is the case, the following must be recorded:
 - Proof of enrolment
 - 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.
 - For Nominated Supervisors 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 have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.
- evidence of any approved training (including first aid training and Child Protection) completed by the Nominated Supervisor
- the identifying number and expiry date of a Working with Children Check (WWCC), and Australian National Police Check
- the date the check, card, record or registration was and the date this was verified and by whom
- PRODA RA Number
- evidence of the nominators written consent to the nomination
- evidence of Child Protection Training

RECORDS TO BE KEPT IN RELATION TO THE REGISTER OF FDC EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS (Reg: 153)

Information held on the register must be kept until the end of 3 years after the date on which the Family Day Care educator, Coordinator or educator assistant ceased to be employed or engaged by or registered with the Service.

For the role of FDC educator, the register must include:

- the full name, address and date of birth of the educator
- contact details of the educator
- 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, including a statement as to whether it is a residence or a venue
- the date that the educator was engaged by or registered with the FDC Service
- the date that the educator ceased to be engaged by or registered with the FDC Service (if applicable)
- the days and hours when the educator will usually be providing education and care to children as part of the Service
- if the educator is an approved provider, the number of the provider approval and the date the approval was granted
- evidence of any relevant qualifications held by the educator, or
- if applicable, evidence that the educator is actively working towards that qualification [existing educators have until 1 July 2024 to complete their study].
- If this is the case, the following must be recorded:
 - Proof of enrolment
 - Documentary evidence that the educator has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
 - For educators 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.
- evidence that the educator:
 - holds a current approved first aid qualification training
 - has completed current approved anaphylaxis management training and
 - has completed current approved emergency asthma management training
- evidence of any other training-completed by the educator.
- the identifying number and expiry date of a Working with Children Check (WWCC), and Australian National Police Check
- date the WWCC check, card, record or registration was and the date this was verified and by whom
- PRODA RA Number

- for each child who is educated and cared for at the FDC service
 - the child's name and date of birth
 - the days and hours that the educator usually provides education and care to that child
- If applicable, a record of an approval granted in relation to the educator that includes the following information;
 - the nature of the exceptional circumstances described in regulation 124(6)
 - the date on which the approval was granted
 - the name of the person who granted the approval
 - for each child educated and cared for by the educator as part of the approval, the child's name and date of birth
 - the period during which the educator is approved to educate and care for more than 7 children, or more than 4 children who are preschool age or under, at any one time, in exceptional circumstances
- the full names and dates of birth of all persons aged 18 years and over who normally reside at the FDC residence
- the full names and dates of birth of all children under 18 years of age who normally reside at the FDC residence
- the identifying number and expiry date of a Working with Children Check (WWCC) for persons who normally reside at the FDC residence
- date the WWC check, card, record or registration was and the date this was verified and by whom
- evidence that the educator is adequately monitored and supervised by a FDC Coordinator including:
 - dates and times of any visits by the coordinator
 - dates and times of any telephone calls between the educator and Coordinator
 - details of any correspondence or written materials provided to the educator by the coordinator

For the role of Coordinator, the register must include:

- the full name, address and date of birth of the coordinator
- contact details of the coordinator
- the date that the coordinator was employed or engaged by the Service
- the date that the coordinator ceased to be employed or engaged by the Service
- if the coordinator is an approved provider, the number approval number and date granted

- evidence of any relevant qualifications held by the coordinator- approved diploma level education and care qualification
- evidence of current Child Protection Training
- if the coordinator is providing education and care to children, evidence that the coordinator
 - holds a current approved first aid qualification training
 - has completed current approved anaphylaxis management training and
 - has completed current approved emergency asthma management training
- evidence of any other training completed by the coordinator
- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record (or Teacher registration identification number, if applicable)
- the date the check, card, record or registration was and the date this was verified and by whom.

For the role of educator assistant, the register must include:

- the full name, address and date of birth of the educator assistant
- contact details of the educator assistant
- the name of the FDC educator to be assisted
- the address of the residence or approved FDC residence or venue
- the date that the educator assistant was engaged or registered with the Service
- the date that the educator assistant ceased to be engaged or registered with the Service
- evidence of any relevant qualifications held by the educator assistant
- evidence that the educator assistant
 - holds a current approved first aid qualification
 - has completed current approved anaphylaxis management training and
 - has completed current approved emergency asthma management training
- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record

RECORDS TO BE KEPT IN RELATION TO STAFF ENGAGED OR EMPLOYED BY THE FDC (Reg: 154)

The Approved Provider must keep a record of:

- the name of the person currently designated as the educational leader/Coordinator (in accordance with Regulation 118)
- in relation to a Nominated Supervisor, the information set out in Regulation 146

- in relation to each other staff member of the FDC service, the information set out in Regulation 147 and
- in relation to volunteers and students, the information set out in regulation 149.

RECORDS TO BE KEPT IN RELATION TO STUDENTS AND VOLUNTEERS: (Reg: 149)

- the full name, address and date of birth of each student or volunteer
- management must also keep a record for each day on which the student or volunteer participates in the FDC Service, the date and hours of participation
- the identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified. (Check with the legal requirements for each state and territory)
- the days and hours the student or volunteer attended the FDC service

RECORDS TO BE KEPT IN RELATION TO VISITORS: (Reg: 165)

- the FDC Educator must keep a record of all visitors to the FDC residence or approved venue while children are being educated and cared for
- the record must include:
 - the name of each visitor
 - time of arrival and departure
 - signature of the visitor.

RECORDS TO BE KEPT IN RELATION TO CHILD ENROLMENT (Reg 160)

The Approved Provider and the FDC educator must keep an enrolment record that includes information set out in sub regulation (3) for each child educated and cared for by the educator. An enrolment record must include the following information:

- the full name, date of birth and address of the child-[birth certificate, passport, identify papers]
- the name, address and contact details of:
 - each known parent of the child
 - any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
 - any person who is an authorised nominee
 - any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child

- any person who is authorised to authorise an educator to take the child outside the education and care service premises
- any person who is authorised to authorise the education and care service to transport the child or arrange transportation for the child
- 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
- 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
- gender of the child
- language used in the child's home
- cultural background of the child and parents
- any special considerations for the child (e.g., cultural, religious, dietary requirements or additional needs)
- 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:
 - medical treatment for the child from a registered medical practitioner, hospital or ambulance service
 - transportation of the child by any ambulance service
- authorisation to take the child on regular outings [Reg 102]
- authorisation for regular transportation of the child (if relevant) [Reg 102D (4)]

HEALTH INFORMATION TO BE KEPT IN ENROLMENT RECORD: (Reg: 162)

- the name, address and telephone number of the child's registered medical practitioner or medical service
- the child's Medicare number if available
- details of any specific healthcare needs of the child including any medical conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan
- details of any dietary restrictions for the child
- the immunisation status of the child
- a notation that states that a staff member or approved provider has sighted a child's health record

RECORDS TO BE KEPT IN RELATION TO ENROLLED CHILDREN: (Reg: 74)

- documentation relating to child assessments or evaluations for delivery of the education program, including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program
 - assessments of the child's progress against the outcomes of the educational program
- For each child over preschool age, educated and cared for by the FDC Educator further evidence is required as follows:
 - evidence of the development of the program for children over preschool age

RECORDS TO BE KEPT IN RELATION TO INCIDENT, INJURY, TRAUMA AND ILLNESS: (Reg: 87)

A family day care educator must keep an incident, injury, trauma and illness record in accordance to this regulation. The approved provider must keep a copy of all records at the principal office.

- 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 cared for by the FDC educator. The following must be included:
 - the name and age of the child including date of birth
 - gender
 - the circumstances leading to the incident, injury or trauma
 - the time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
- Details of any illness, which becomes apparent while the child is being educated and cared for by the FDC educator. The following must be included:
 - the name and age of the child including date of birth
 - gender
 - the relevant circumstances surrounding the child becoming ill and any apparent symptoms
 - temperature record and time temperature was taken
 - the time and date of the apparent onset of the illness
 - date child was last at the service
- Details of the action taken by the FDC educator in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the FDC educator. The following must be included:
 - any medication administered, or first aid provided

- any medical personnel contacted
- details of any person who witnessed the incident, injury or trauma including signature of witness
- 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 while being educated and cared for by the FDC educator and the time and date of the notification and notification attempts
- the name and signature of the person making an entry in the record and the time and date that the entry was made
- signed and dated parent/guardian acknowledgement of record
- 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
- the record must show that a serious incident is entered into the [NQA IT System](#)

RECORDS TO BE KEPT IN RELATION TO MEDICATION: (Reg: 92, 95)

It is a legal requirement that FDC educators keep medication records that include details set out in National Regulation 92 (3) for each child being educated and cared for and for whom medication is to be administered.

- the name of the child
- 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
- the name of the medication to be administered
- the time and date the medication was last administered
- the time and date or the circumstance under which the medication should be next administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered
- If the medication is administered to the child:
 - the dosage that was administered.
 - the manner in which the medication was administered.
 - the name and signature of the person who administered the medication.
 - if another individual is required to check the dosage, the name and signature of that person.

RECORDS TO BE KEPT IN RELATION TO CHILDREN'S ATTENDANCE (Reg 159)

A family day care educator must keep a record of attendance that records:

- the full name of each child being educated and cared for at the FDC residence or approved FDC venue
- the date and time each child arrives and departs
- the signature of:
 - the person who delivers the child to the FDC residence or venue or collects the child from the residence or venue
 - if the signature of the person who delivers the child cannot be reasonably obtained, the family day care educator.

RECORDS TO BE KEPT IN RELATION TO THE FAMILY DAY CARE SERVICE'S COMPLIANCE WITH THE LAW (Reg: 167)

Details of any amendments of the Service Approval made by the Regulatory Authority including:

- the reason stated by the Regulatory Authority for the amendment
- the date on which the amendment took, or takes, effect
- the date (if any) that the amendment ceases to have effect
- details of any suspension of the service (other than a voluntary suspension) including:
 - the reason stated by the Regulatory Authority for the suspension
 - the date on which the suspension took, or takes, effect
 - the date that the suspension ends
- details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:
 - the reason stated by the Regulatory Authority for issuing the direction or notice.
 - the steps specified in the direction or notice
 - the date by which the steps specified must be taken.
- this information must not include any information that identifies any person other than the approved provider
- a record of certified supervisors placed in day-to-day charge of the education and care service.
- 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.

Accordingly, 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.

- the record of compliance referred to above must be available for access on request by any person.

EVIDENCE OF PRESCRIBED INSURANCE: (Reg: 180)

A FDC educator must keep evidence of the educator's current public liability insurance at the FDC residence or FDC venue and make the evidence available for inspection by the Regulatory Authority or an authorised officer under the Law.

STORAGE OF RECORDS: (Reg: 183, 184)

Records made by our FDC 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.

Records related to an incident, illness, injury or trauma must be kept until the child is aged 25 years.

If the record relates to the death of a child while being educated and cared for by the Service or as a result of an incident while being educated and cared for by the Service, the records must be kept for 7 years after the death.

In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the service.

All records required to maintain approval as listed in *Child Care Providers Handbook*, must be kept for **seven years**. Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded. (p. 56).

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.

CONFIDENTIALITY OF RECORDS (Reg: 177(4A), 181 and 182)

The approved provider, **nominated supervisor**, coordinator, educators, and educator assistants will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates
- a parent of the child to whom the information relates, except in the case of information kept in a staff record
- the Regulatory Authority or an authorised officer
- as expressly authorised, permitted or required to be given by or under any Act or law.
- with the written consent of the person who provided the information (reg 177(4C)).

PRESCRIBED INFORMATION TO BE DISPLAYED (Reg: 173A)

Details of the following information must be displayed at the main entrance of the FDC Office, FDC residence and approved venue:

- in relation to the provider approval:
 - the name of the approved provider
 - the provider approval number
 - any conditions on the provider approval
- in relation to the service approval:
 - the name of the education and care service
 - the service approval number
 - any conditions on the service approval
- the name of each nominated supervisor
- in relation to the rating of the service:
 - the current rating levels for each quality area stated in the National Quality Standard and
 - the overall rating of the service.
- in relation to any service waivers or temporary waivers held by the service, the details of the waivers including:
 - the elements of the NQS and the regulations that have been waived, and
 - the duration of the waiver, and
 - whether the waiver is a service waiver or a temporary waiver.
- the hours and days of operation of the FDC service office
- details to be displayed at the FDC residence or approved venue
 - hours and operation of the FDC residence or approved venue

- for FDC residence: - diagram of the area or areas within the residence that are assessed, as part of an assessment conducted in accordance with regulation 116, to be suitable for education and care provided to children
- the diagram should include the existence of any water hazards, swimming pools or water features at or near the residence or venue
- for FDC approved venue; a diagram of the venue
- the name and telephone number of the person at the education and care service to whom complaints may be addressed.
- the name and position of the responsible person in charge of the service at any given time
- the name of the educational leader at the service
- the contact details of the Regulatory Authority
- if applicable
 - a notice at the FDC approved residence or venue stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the FDC service approved venue and attends the FDC residence or venue
 - a notice stating that there has been an occurrence of an infectious disease at the FDC residence or FDC venue

THE SERVICE MUST ALSO DISPLAY:

- information relating to the educational program (Regulation 75)
- the weekly menu is displayed (Regulation 80)
- emergency and evacuation floor plans and instructions are displayed (Regulation 97 (4))
- the certificate issued by the regulatory authority displaying the current rating levels of the National Quality Standards and the overall rating of the service. If applicable display the certificate stating the highest rating level (ie excellent rating). (Regulation 173 (3))

ADDITIONAL RECORDS TO BE KEPT FOR FAMILY ASSISTANCE LAW: (if applicable)

The approved provider and FDC educators will ensure all required records are maintained and kept as outlined within the Childcare Provider Handbook (page 55).

- a Complying Written Agreement (CWA) for all enrolments registered to claim Child Care Subsidy (CCS). Updated CWAs must be signed if there are changes to the original enrolment conditions.
- documentation relating to an Additional Child Care Subsidy (ACCS) claim

- records will be kept documenting care provided to children who are relatives of the FDC educator, including a log to ensure care provided to children of a relative is less than 50% of children cared for across the fortnight
- a *Register of Care* record documenting care provided for another FDC educators child will be kept as required including details as outlined within the CCS Provider Handbook.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Record Keeping and Retention Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Record Keeping Audit	Record Keeping and Retention Checklist

Appendix 1: Family Assistance Law

Family Assistance Law is a broad term that encompasses the following legislation:

[A New Tax System \(Family Assistance\) Act 1999](#)

[A New Tax System \(Family Assistance\) \(Administration\) Act 1999](#)

[Child Care Subsidy Minister's Rules 2017](#) (Minister's Rules)

[Child Care Subsidy Secretary's Rules 2017](#) (Secretary's Rules)

Any other instruments (including regulations) made under the [A New Tax System \(Family Assistance\) Act 1999](#) and the [A New Tax System \(Family Assistance\) \(Administration\) Act 1999](#)

Schedules 5 and 6 to the [A New Tax System \(Family Assistance and Related Measures\) Act 2000](#).

Appendix 2: ACECQA graphic image



*For preschool programs provided by a school, the service should keep child attendance records in accordance with their state education law or department policy.



https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/Record_keeping_A4.pdf

SOURCES

Australian Children's Education & Care Quality Authority. (2023). FDC Guidance NQF Review 2019. [Record Keeping in Family Day Care](#)

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education Child Care Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of the Officer of the Privacy Commissioner: www.privacy.gov.au

Australian Legal Information Institute: www.austlii.edu.au

Australian Taxation Office: www.ato.gov.au

Child Care Subsidy Secretary's Rules 2017.

Early Childhood Australia: www.earlychildhoodaustralia.org.au

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care National Regulations. (2011). (Amended 2023).

NSW Government. **Communities & Justice**: www.community.nsw.gov.au

NSW Office of the Children's Guardian: <https://ocg.nsw.gov.au/>

Privacy Act 1988.

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	11/12/2023
POLICY REVIEWED	DECEMBER/JUNE 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION	V10.12.23		

MODIFICATIONS	DECEMBER - annual policy review - additional information added re: NQF review changes for record keeping - sources updated as required JUNE - minor formatting edits within text - hyperlinks checked and repaired as required - links within sources updated to - Policy updated in accordance with regulations 274A, 289A, 298A, 325B, 345A, 359A, 373A - Continuous Improvement/Reflection section added	
POLICY REVIEWED	PREVIOUS MODIFICATION	NEXT REVIEW DATE
SEPTEMBER 2022	- Update of Department name from Department of Education, Skills, and Employment to Department of Education - Additional regulation information included (Reg. 31, 55, 56, 185) - policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required	DECEMBER 2023
DECEMBER 2021	- Additional authorisations for transportation added- Reg 160 - Additional section Health Information in enrolment record - Deleted requirement for birth certificate - Additional information to be displayed added - ACECQA graphic added - Sources checked	DECEMBER 2022
AUGUST 2020	- Update of Related Legislation - Update of Related Policies - Update of sources used within policy	DECEMBER 2021
OCT-DEC 2020	- additions in relation to enrolment records (Reg. 160) - additional information related to police checks/ PRODA RA number - evidence of prescribed insurance added (Reg. 180)	DECEMBER 2020
MARCH 2020	Inclusion of related Family Law regulations Additional records to be kept for Family Law and Child Care Subsidy Length of time records to be kept added Appendix added in relation to Family Law legislation	DECEMBER 2020

DECEMBER 2019	Added Related policies Records to be kept following death of a child in a Service Regulations added to sub sections Added heading: Records to be kept in relation to visitors	DECEMBER 2020
DECEMBER 2018	Added FDC-specific regulations. Order of sections changed to reflect Regulation numbers. Added heading: <i>Prescribed records to be kept by approved provider</i> Added regulation numbers to the <i>prescribed records</i> section. Deleted 'archive' definition at end. Sources/references corrected, updated, and alphabetised. Websites added to sources. Relevant CCS laws & reference added.	DECEMBER 2019
SEPTEMBER 2017	New Policy for Family Day Care drafted	DECEMBER 2017

STUDENT AND VOLUNTEER POLICY

Kidzone Family Day Care (FDC) Service values the participation of students and volunteers. Having students and voluntary workers with FDC educators helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the FDC Service; however, the children's care and safety are our first priority.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 7: GOVERNANCE		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 170	Offence relating to unauthorised persons on education and care service premises
Sec. 175	Offence relating to requirement to keep enrolment and other documents
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
120	Educators who are under the age of 18 to be supervised
145	Staff Records
149	Volunteers and Students (refers to centre-based services, but can align to FDC services)

165	Record of visitors
166	Children not to be alone with visitors
168	Policies and Procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Family Communication Policy	Interactions with Children, Families and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work, Health and Safety Policy

PURPOSE

Our Family Day Care (FDC) Service supports participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. Kidzone FDC aims to ensure the safety and wellbeing of all children enrolled at the service by having a process in place to accurately and securely record information about students and volunteers. 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 level to work with children under the National Quality Framework requirements. Kidzone FDC will ensure no child or children are left alone with a student or volunteer.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the FDC Service.

IMPLEMENTATION

We have a strong commitment 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.

NOMINATED SUPERVISOR AND COORDINATOR WILL:

- ensure all educators, staff, students, volunteers and visitors have knowledge of and adhere to this policy
- ensure the student or volunteer completes a *Student and Volunteer Application Form* prior to commencement of work placement, recording their full name, address, and date of birth
- ensure students and volunteers are under the direct supervision of the FDC educator at all times whilst at the FDC service
- ensure students and volunteers are never left alone with a child whilst at the FDC service under any circumstance
- provide the student/volunteer with information about Child Protection Law and mandatory reporting obligations
- discuss opportunities for students and volunteers to work with FDC educators
- provide the student/volunteer with a Student and Volunteer Handbook
- advise the student or volunteer to take a poster with a photo introducing themselves and outlining the reason for their placement to display in the home of their designated FDC Educator.
- ensure students or volunteers are never left alone with children or included in the ratio of adult to children
- complete the *Student and Volunteer Induction Checklist* with the student or volunteer
- ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors
- introduce the student or volunteer to the FDC educator
- assist the student or volunteer to complete the *Student and Volunteer Induction Checklist*
- show the student or volunteer where they can access the Family Day Care Service policies
- ensure the student or volunteer has signed a confidentiality agreement prior to commencing their placement
- liaise with learning institutions and accept suitable student placements under the institution's supervision
- assist learning institutions to place suitable students with individual FDC educators
- ensure the student's paperwork and insurances are current
- record and verify each student or volunteer Working With Children Check where required

- ensure that no student or volunteer is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for
- refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.

FAMILY DAY CARE EDUCATORS WILL:

- conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the FDC residence/venue, showing emergency exits, and facilities
- negotiate with the student or volunteer the times/hours to be worked, and dates of the placement
- ensure students or volunteers bring in a poster with a photo introducing themselves and outlining the reason for their placement and details of their place of study/organisation/school
- inform families, children, and educator assistants when work placement students and/or volunteers are present at the FDC residence/venue, including their role and hours they will be attending
- 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 of potential issues
- maintain open communication with students and volunteers along with their practicum teachers about their performance
- support all student's practicum requirements to the best of their ability during the placement
- share appropriate skills and knowledge with each student and volunteer as reasonably practicable
- be aware of student and volunteer expectations
- have the time and proficiencies to support each student and volunteer in their placement as reasonably practicable
- encourage students and volunteers to seek help and advice as required
- be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner
- guide the student or volunteer throughout the day
- make the student or volunteer feel welcome
- ensure the student or volunteer is not left alone with a child or children whilst at the FDC service under any circumstance
- refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.
- discuss the progress of written work and performance with the student or volunteer

- discuss any concerns raised by the student with the student's supervisor
- ensure students or volunteers are directly supervised at all times during children's nappy change times
- encourage students and volunteers to use their initiative
- ensure the student or volunteer remains up to date with their assessments/tasks to be completed
- never leave the student or volunteer alone with a child or children
- provide honest and accurate feedback to the student's training institution supervisor as required
- ensure the student/volunteers signs the visitor register upon arrival and departure from the FDC residence/venue

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL:

- complete the *Student and Volunteer Application Form* prior to the commencement of work placement
- provide Working with Children Check details prior to placement
- learn about the children through interaction and practical experience
- develop the skills and knowledge needed to care for and educate children
- learn about the importance of working as part of a team in the Early Childhood Profession- working with FDC educator, coordinator and other FDC educators during playgroups etc.
- learn and accommodate the expectations of the qualified educator/educator assistant
- inform their FDC educator and coordinator/nominated 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.
- keep up to date with all written work requirements
- work a variety of shifts to gain knowledge of different aspects of FDC operations
- bring in a poster introducing themselves that will include:
 - Name
 - Photo
 - Course they are studying
 - RTO/university/school they are studying with
 - Dates and times they will be at the FDC Residence
 - The focus of their study
- discuss any problems the student may be experiencing with the educator
- adhere to all FDC Service policies and procedures
- never remove a child from direct FDC educator supervision

- participate in the induction process and assist to complete the *Student and Volunteer Induction Checklist*

PROBITY CHECKS

- All students and volunteers will supply identity details to the nominated supervisor/approved provider
- All students and volunteers will complete and provide to the FDC service a Working with Children Check prior to commencing their placement
- All students will have a meeting with the nominated supervisor/approved provider to receive information regarding the following Family Day Care Service policies:
 - Child Protection
 - Child Safe Environment
 - Privacy and Confidentiality
 - Dealing with Complaints
 - Work, Health and Safety
 - Code of Conduct
 - Photograph
 - Social Media

STUDENTS AT RISK

If FDC educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. the FDC educator will alert the Nominated Supervisor/Approved Provider of any concerns with the student
2. the FDC educator and Nominated Supervisor/Approved Provider will discuss concerns with the student
3. the FDC educator or Nominated Supervisor/Approved Provider will arrange for the student's training institution teacher to visit the FDC residence and discuss concerns that have ascended
4. the student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

TERMINATION OF STUDENT PRACTICUM OR VOLUNTEER PLACEMENT:

Termination of student's or volunteer's placement will occur if the student or volunteer

- harms or is at risk of harming a child in their care

- is under the influence of drugs or alcohol
- fails to notify the Family Day Care Service and /or FDC educator if they will not be attending on a particular day prior to commencement time
- does not adhere to starting times or break times
- is observed using repeated inappropriate behaviour at the Family Day Care residence/venue
- does not comply with all policies and procedures addressed in the student package
- does not provide the photo with an introduction on commencement
- does not keep up to date with their work placement tasks
- removes any child or children from the direct supervision of the FDC educator
- is unable to maintain or hold a current Working with Children Check

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Student and Volunteer Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Childcare Centre Desktop- Human Resources Student and Volunteer Handbook Student and Volunteer Register	Student and Volunteer Application form Student and Volunteer Induction Checklist

SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
 Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
 Education and Care Services National Law Act 2010. (Amended 2023).
 Education and Care Services National Regulations. (Amended 2023).
 Fair Work Act 2009 (Cth).
 Fair Work Commission: Anti-bullying jurisdiction.
 Office of the Director of Equal Opportunity in Public Employment. (1996). [Dealing with employee work-related concerns and grievances: Policy and guidelines](#):
 Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)
 TAFE NSW [Student responsibilities in work placement](#)
 Work Health and Safety Act, 2011.
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	14/10/2023
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V10.10.23		
MODIFICATIONS	• annual policy maintenance • legislation re: child protection law added (Reg.84) • minor formatting edits within text • hyperlinks checked and repaired as required • removal of Appendix 1: Student and Volunteer Checklist of policy		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • continuous improvement/reflection section added • minor formatting edits within text • additional reference to <i>Student and Volunteer Application Form</i> • additional reference to <i>Student and Volunteer Induction Checklist</i>	OCTOBER 2023	
OCTOBER 2021	• edits to ensure consistency of student and volunteer throughout policy • additional policies added for student and volunteer checklist	OCTOBER 2022	
OCTOBER 2020	• Additional regulations added • requirement for all visitors to sign in/out of FDC residence added • Supporting resource added- Student/Volunteer Handbook • Additional sources added and links edited/checked • Reviewed Appendix 1: Student and Volunteer Acknowledgment Checklist	OCTOBER 2021	
OCTOBER 2019	• Sources checked and updated. • Minor punctuation and wording edited. • Related policies added.	OCTOBER 2020	
DECEMBER 2017	• References corrected, added &/or updated. • Sources/references alphabetised. • Additional information added to points. • Rearranged the order of points for better flow.	MARCH 2018	

	Minor formatting (line spacing & paragraph spacing) for consistency	
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Modifications made to adhere with Family Day Care requirements.	MARCH 2018

GOVERNANCE POLICY

The Governance Policy provides the overall direction, effectiveness, supervision and accountability of a Service. The approved provider and management are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 13	Matters to be taken into account in assessing whether fit and proper person
Sec. 14	Regulatory Authority may seek further information
Sec. 21	Reassessment of fitness and propriety
Sec. 51	Conditions on service approval
Sec. 162	Offence to operate education and care service unless responsible person is present
Sec. 165	Offence to inadequately supervise children
Sec.172	Offence to fail to display prescribed information

Sec. 173	Offence to fail to notify certain circumstances to Regulatory Authority
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec.188	Offence to engage person to whom prohibition notice applies
Sec.269	Register of family day care educators, co-ordinators and assistants
29	Condition on service approval-insurance
30	Condition of service approval-family day care educator insurance
31	Condition on service approval-quality improvement plan
55	Quality improvement plan
73	Educational program
74	Record of child assessments or evaluations for delivery of educational program
84	Awareness of child protection law
85	Incident, injury, trauma and illness policies and procedures
104	Fencing
106	Laundry and hygiene facilities
116	Assessments of family day care residences and approved family day care venues
117	Glass
117B	Minimum requirements for person in day-to-day charge
127	Family day care educator qualifications
128	Family day care co-ordinator qualifications
136 (3)	First Aid qualifications
143A	Minimum requirements for a family day care educator
153	Register of family day care educators, co-ordinators and educator assistants
154	Record of staff engaged or employed by family day care service
157	Access for parents
159	Children's attendance record kept by family day care educator
160	Children's attendance record to kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
164	Requirement for notice of new persons at residence
165	Record of visitors
167	Record of service's compliance
168	Education and care services must have policies and procedures

169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173A	Prescribed information to be displayed
175	Prescribed information to be notified to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
179	Family day care educator to provide documents on leaving service
180	Evidence of prescribed insurance
182	Confidentiality of records kept by approved provider
181-184	Confidentiality and storage of records
185	Law and regulations to be available

RELATED LEGISLATION

Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Interactions with Children, Staff and Families Policy
Administration of First Aid Policy	Keeping a Register of FDC educators, co-ordinators and educator assistants Policy
Assessment of FDC educators, educator assistants and persons residing at FDC care residence	Medical Conditions Policy
Assessment, Approval and Re-assessment of FDC residence and/or venue	Nutrition Food Safety Policy
CCS Governance Policy	Payment of Fees Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
Child Protection Policy	Probation and Induction Orientation Policy
Child Safe Environment Policy	Record Keeping and Retention Policy
Dealing with Infectious Diseases Policy	Safe Arrival of Children Policy
Dealing with Complaints Policy	Safe Transportation Policy
Delivery of Children to, and collection from EEC Service Policy	Sleep and Rest Policy
Emergency and Evacuation Policy	Staffing Arrangements Policy
	Student and Volunteer Policy
	Sun Safety Policy
	Visitors to Family Day Care Residence Policy

Engagement and Registration of Family Day Care Educators Enrolment Policy	Water Safety Policy

PURPOSE

Our Family Day Care Service aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices, providing quality education and care, meeting the principles, practices and elements of the Early Years Learning Framework, My Time Our Place- Framework for School Age Care and the National Quality Standard.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, volunteers, visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to the governance and management of the service (regulation 168) and that they take reasonable steps to ensure those policies and procedures are followed (regulation 170). ACECQA 2021

Governance is the process that directs and controls our Family Day Care Service, ensuring accountability, and supporting decision making. The approved provider, nominated supervisor, coordinator and educators of the Service accept the legal responsibilities associated with establishing, administering, and maintaining the Service. Management may include Persons with management or control of the service (PMC) as defined by ACECQA. Persons with management or control may *participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service* (ACECQA 2023). Kidzone FDC Service has the following positions:

Approved Provider	Ahmed Ibrahim, Director of the Approved Provider
Nominated Supervisor	Sharmeena Jaweed
Coordinator	Erum Sohail
Coordinator	Hamdi Gabow

Coordinator & Educational Leader	Yasmeen Hussain
Persons with Management or Control	Ahmed Ibrahim Sharmeena Jaweed
Responsible Person	Sharmeena Jaweed, Erum Suhail and Yasmeen Hussain

THE APPROVED PROVIDER IS LEGALLY RESPONSIBLE FOR:

- ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring compliance by all employees, FDC educators and educator assistants with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensuring families are aware of this *Governance Policy*
- ensuring all notifications are made to the Department, in writing, within the specified timeframes as outlines with the NQF and FAL
- complying with Family Assistance Law
- appointing a suitably qualified Nominated Supervisor, Coordinators, Educational Leader and FDC educators for the Service
- supporting the Nominated Supervisor and coordinators in their role, providing adequate resources to ensure effective administration of the Family Day Care service
- notifying the regulatory authority of any changes to the Nominated Supervisor at least 7 days prior to the appointment (or as soon as possible, but no more than 14 days after commencement)
- notifying the regulatory authority within 14 days of any changes to Persons with management or control
- notifying the regulatory authority of any change to the ages of children being educated and cared for by the service; and any change to the nature of education and care offered by the service (reg 175 (2)(a))
- appointing suitably qualified Coordinators to support and monitor FDC educators. Our service will employ 1 Coordinator to every 25 FDC educators. (Reg 123A).
- developing a clear and agreed philosophy which guides business decisions and the work of management, staff and engaged educators
- ensuring a display of the prescribed information as listed in Regulation 173A should be clearly visible from the main entrance at each FDC residence or venue. The display should include

- the current rating levels for each quality area stated in the National Quality Standard
 - a diagram of each residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care (diagram should also include any water feature or swimming pool at or near the residence of venue)
 - the service's rating certificate
- ensuring any FDC residence or venue which has a swimming pool, water feature or water hazard is inspected **each month** by the approved provider or nominated person and a written report with all required information is provided to the FDC educator and approved provider. Any safety issues identified as a result of the inspection must be provided within 24 hours to the approved provider and actioned accordingly. If no safety risk or issue is identified the report will be provided within 24 hours.
- ensuring risk assessments for FDC residences or venues located in a multi-storey building shared with other occupants are completed to ensure safe evacuation of all children, including non-ambulatory children
- ensure all FDC residences and approved venues comply with 0.75 metre height requirement for safety glass
- ensuring background checks, including criminal history and Working with Children Checks/Clearance are completed for all staff, FDC educators and educator assistants and adults over 18 years of age residing in the FDC residence
- determining whether or not a person working in the service is a 'fit and proper person' (as per National Quality Framework and Family Assistance Law requirements)
- ensuring FDC educators are aware of the need to notify the approved provider including:
 - any circumstance relating to whether a person who resides at the FDC residence is a fit and proper person to be in the company of children, including if the person is charged with or convicted of a sexual offence, an offence of a violent nature, an offence involving drugs, an offence involving a weapon, if a person's application for working with children or vulnerable children check is revoked suspended or rejected, if the person is prohibited from working with children
- ensuring FDC educators are aware of the need to notify the approved provider of any:
 - circumstance arising at a FDC residence or approved venue that may pose a risk to the health, safety and wellbeing of children cared for at the residence or approved venue
 - renovations at the residence or venue; a bushfire, flood or other natural disaster (ACECQA 2023)

- implementing a probation and induction orientation program to ensure employees and FDC educators are aware of their roles and responsibilities, understanding of the values and organisational culture of the Service, policies and procedures, child protection law and other legislation
- acting honestly and with due diligence
- ensuring that families of enrolled children have access to enter the premises (regulation 157)
- ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of Kidzone FDC to be in line with the Approved Provider's philosophy and goals
- maintaining up to date and current policies and procedures for compliance by all employees and FDC educators
- ensuring FDC educator and educator assistant's hold-a Cert 3 qualification and qualification requirements are current, from 1 July 2023
- ensuring coordinators hold an approved diploma level education and care qualification, or hold a former approved diploma level qualification completed before 1 January 2012 or, hold a qualification that ACECQA has determined to be an equivalent diploma level educator qualification
- ensuring FDC coordinators have child protection training
- ensuring a register is kept each time a FDC educator is approved to educate and care for more than seven children, or more than four children who are preschool age or under, at any one time, due to exceptional circumstances
- ensuring FDC educators hold current ACECQA approved - first aid qualifications; anaphylaxis management training and emergency asthma management training (qualification and training must be undertaken within the previous three years except for emergency life support and cardio-pulmonary resuscitation which is to be completed annually)
- ensuring FDC educators are monitored, supported and supervised in accordance to regulations
- implementing annual assessments of approved FDC residences and approved venues
- ensuring that requirements relating to the physical environment, space, equipment and facilities are met
- ensuring a sleep and rest risk assessment is conducted at least once every 12 months to identify and assess any risks in relation to sleep and rest (Regulation 84C)
- ensuring a record is kept of all visitors to a FDC residence or approved venue (Regulation 165)
- ensuring all requirements relating to staff records are kept

- ensuring all FDC educator documents are provided to the approved provider when the educator ceases to be engaged or registered with the FDC service
- notifying families at least 14 days before changes to policy or procedures that:
 - affect the fees charged or the way they are collected
 - significantly impact the service's education and care of children, or
 - significantly impact the family's ability to utilise the service.
- ensuring the education program is based on an approved learning framework (EYLF) and (MTOP) and contributes to each child's sense of identity and wellbeing
- ensuring policies and procedures are followed in the event that a child is injured, becomes ill or suffers a trauma (Reg.85)
- confirming incident, injury, illness or trauma records are stored in a kept in a safe and secure place until the child is 25 years of age. In the event of a death of child while being cared for by the Service or may have occurred as a result of an incident, the records must be kept until seven years after the death.
- being an employer, including all legal and ethical responsibilities that this entails
- appointing staff and monitoring their performance
- ensuring all FDC educators and staff have a clear understanding of the hierarchy of management
- providing clear and direct written and verbal feedback and instruction that is suitable and appropriate to the task
- ensuring FDC educators keep evidence of current public liability insurance at the FDC residence or venue
- ensuring the FDC Service remains financially viable and can meet its debts and other obligations as they fall due
- managing control and accountability systems
- reviewing the FDC Service's budget and monitoring financial performance and management to ensure the service is always solvent and has sound financial strength
- approving annual financial statements and providing required reports to government bodies and maintaining appropriate delegations and internal controls
- complying with funding agreements where appropriate
- reviewing the work process regularly
- supporting and assisting the nominated supervisor, coordinators and FDC educators in completing a Quality Improvement Plan (QIP) for the Service and updating it at least annually
- ensuring the QIP is updated upon request by the regulatory authority and submitted to the regulatory authority upon request (Reg. 31, 56)

- developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service
- establishing clearly defined roles and responsibilities for all employees and FDC personnel
- evaluating and improving the performance of all FDC personnel
- complying with all other **NSW** and Australian governments' legislation that impacts upon the management and operations of a Service
- ensuring a copy of the Education and Care Services National Regulations and National Law is available at all times at the service for use by educators, staff, families and visitors (Reg. 185)
- ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation

THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- adhering to the Education and Care Services National Law and National Regulations
- developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of the FDC Service's expectations
- undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by the FDC Service
- ensuring that actions taken, and decisions made are clear and consistent and will help build confidence in all stakeholders
- the day-to-day management of the FDC Service
- ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation
- the effectiveness of the FDC Service's well-defined partnership between the Management Committee and the Nominated Supervisor. The partnership requires clear understanding of roles and responsibilities, and regular and open communication
- producing outcomes together with educators and staff. Educators must agree on their responsibilities and work according to current policies and procedures
- providing Coordinators and FDC educators with training, resources and support
- identifying and reporting if something significant occurs (for example: Work Health and Safety; Fraud Prevention; Complaint handling)
- ensuring educators and staff do not delegate responsibilities for which they are accountable for or have been delegated to them by Management
- delegate all tasks in writing with a clear due date
- ensuring coordinators and FDC educators are adhering to service policies and procedures.

SERVICE PHILOSOPHY

- The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.
- The philosophy and associated statement of purpose will reinforce all other documentation and the practices of the Service. The philosophy will reflect the principles of the approved national framework -*Belonging, Being and Becoming: The Early Years Learning Framework for Australia* and *My Time, Our Place: Framework for School Age Care in Australia*.
- There will be a collaborative and consultative process to support the development and maintenance of the philosophy that will include children, parents, employees and FDC educators.
- All documents will be dated and include nominated review dates.

CODE OF CONDUCT

The standards of behaviour outlined in our *Code of Conduct Policy* provide guidance for all employees and educators to make personal and ethical decisions related to confidentiality, recruitment, duty of care, record keeping, professional relationships and appropriate use of resources within our service.

CONFIDENTIALITY

- Employees and the FDC educator will maintain the confidentiality and privacy of each child in their care and their family and shall not disclose any information to a third party other than the Family Day Care approved provider, nominated supervisor or coordinator, or as legally required to do so to comply with Child Information Sharing Scheme or Family Violence Information Sharing Scheme.
- Confidential conversations will be conducted in a quiet area away from other children, parents. Such conversations in relation to the health and wellbeing of the child will be documented and filed in a confidential manner.
- Reports, notes and observations in relation to FDC educators, other service staff and children must be objective, accurate and free from bias and negative comments including use of labels.
- Students, volunteers and/or visitors to the FDC educator's residence and/or venue will ensure that information in regard to FDC educators, FDC service staff, children and families is not discussed outside of the context in which it was heard.
- Any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (e.g., email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

ETHICAL DECISION-MAKING

Our FDC Service will make decisions which are consistent with our policies and procedures which work in conjunction with the Education and Care National Law and National Regulations, our approved learning frameworks (EYLF and MTOP), and the ethical standards within the ECA Code of Ethics.

REVIEW AND EVALUATION OF THE FDC SERVICE

- Ongoing review and evaluation will support the continuing development of the Service. We will ensure that the evaluation involves all stakeholders.
- The development of a Quality Improvement Plan (QIP) will form part of the reflection procedure. Reflection on what works within the Service and what needs additional development will be included in the QIP.

MAINTENANCE OF RECORDS

- The Service will adhere to record keeping requirements outlined in the National Regulations (177)
- Records will be kept of all visitors to the FDC residence or approved venue while children are being educated and cared for as outlined in the National Regulations (165)
- The Service will adhere to the storage of confidential records outlined in the National Regulations (181-184).
- The Service has a responsibility to keep sufficient records about employees and FDC educators engaged in the service, families and children in order to operate dependably and lawfully.
- The approved provider must ensure the family day care educator provides all documents referred to in Regulation 178 upon ceasing to be engaged by or registered with the service
- The Service will safeguard the interests of the children, their families and staff, using procedures to ensure appropriate privacy and confidentiality practice is upheld
- The approved provider assists in determining the process, storage place and timeline for storage of records using the National Regulations as a minimum standard
- The Service's orientation and induction processes will include the provision of significant information to nominated supervisors, coordinators, employees, educators, educator assistants, children and families to comply with National Regulations and Standards.
- The approved provider will need to ensure that the record retention procedure meets the requirements of the following government departments:
 - Australian Tax Office (ATO).
 - Family Assistance Office (FAO).

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Governance Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management

KIDZONE FDC- RELATED RESOURCES

Notification and reporting guide

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [FDC Guidance Record keeping in Family Day Care Services](#)

Australian Children's Education & Care Quality Authority. [Compliance Guide Approved Provider \(2023\)](#)

ACECQA. (2021). Policy and procedure guidelines. [Governance and Management Guidelines](#).

Australian Government. Department of Education. *Child Care Provider Handbook*. (2023)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011) (Amended 2023).

Guide to the National Quality Framework. (2018). (Amended 2023).

Revised National Quality Standards. (2018)

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011 (Cth)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	10/11/2023
POLICY REVIEWED	JUNE/NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V10.06.23		
MODIFICATIONS	NOVEMBER - Annual policy review - New regulations added re: legislative requirements for AP from October 2023 - Child Care Centre Desktop resources added JUNE - Policy reviewed to included clearer definitions of Persons with Management or control - Added Family Assistance Law legislation		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2022	- Annual policy maintenance - Additional information added regarding Regulation 31/56/176/185		NOVEMBER 2023

	• minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	
NOVEMBER 2021	• Additional law/regulations added- ACECQA Guidelines to Policy and Procedure document (August 2021) • Related policies added • Further roles/responsibilities for Approved Provider included Sources checked for currency	NOVEMBER 2022
SEPTEMBER 2020	Deleted reference to Management Committee- Managing conflict of interest (not required for FDC) National Regulations added to sources	NOVEMBER 2021
NOVEMBER 2019	Additional information added to points Sources checked for currency and improved	NOVEMBER 2020
NOVEMBER 2018	Additional information added to points. Rearranged the order of points for better flow Sources/references alphabetised.	NOVEMBER 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Modifications made to adhere to Family Day Care Service.	MARCH 2018

PRIVACY AND CONFIDENTIALITY POLICY

Privacy is acknowledged as a fundamental human right. Kidzone Family Day Care (FDC) Service has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in the Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, family day care educators and other staff of the FDC Service will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All educators and staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
178	Prescribed enrolment and other documents to be kept by family day care educator
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Governance Policy CCS Governance Policy CCTV Policy Cyber Safety Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy Governance Policy	Interaction with Children, Family and Staff Policy Orientation of New Families Policy Payment of Fees Policy Photograph Policy Record Keeping and Retention Policy Social Media Policy Writing Reviewing and Maintaining Policies

PURPOSE

To ensure that the confidentiality of information and files relating to the children, families, staff, and visitors using the FDC Service is upheld at all times. We aim to protect the privacy and confidentiality of all information and records about individual children, families, educators, staff and management by ensuring continuous review and improvement on our current systems, storage, and methods of disposal of records. We will ensure that all records and information are held in a secure place and are only retrieved by or released to people who have a legal right to access this information. Our Service takes data integrity very seriously, we strive to ensure all records and data is protected from unauthorised access and that it is available to authorised persons when needed. This policy provides procedures to ensure data is stored, used and accessed in accordance with relevant policies and procedures- for example enrolment policy, CCS Account policy.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under National Law, Section 263, Early Childhood Services are required to comply with Australian privacy law which includes the *Privacy Act 1988* (the Act) aimed at protecting the privacy of individuals. Schedule 1 of the *Privacy Act* (1988) includes 13 Australian Privacy Principles (APPs) which

all services are required to apply. The APPs set out the standards, rights and legal obligations in relation to collecting, handling, holding and accessing personal information.

The Notifiable Data Breaches (NDB) scheme requires Early Childhood Services, Family Day Care Services, and Out of School Hours Care Services 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 'likely' to result in 'serious harm'.

Businesses that suspect an eligible data breach may have occurred, must undertake a reasonable and expeditious assessment to determine if the data breach is likely to result in serious harm to any individual affected. A breach of an Australian Privacy Principle is viewed as an '*interference with the privacy of an individual*' and can lead to regulatory action and penalties.

(Source: OAIC Australian Privacy Principles)

Further information about the APPs is included in Appendix 1 of this policy.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure the FDC Service acts in accordance with the requirements of the Australian Privacy Principles and *Privacy Act 1988* by developing, reviewing, and implementing procedures and practices that identify:
 - the name and contact details of the FDC Service
 - what information the FDC Service collects and the source of information
 - why the information is collected
 - who will have access to information
 - collection, storage, use, disclosure, and disposal of personal information collected by the FDC Service
 - any law that requires the particular information to be collected
 - adequate and appropriate storage for personal information collected by the FDC Service
 - protection of personal information from unauthorised access.
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure and provided with a copy if required
- require new employees to sign a *Confidentiality Agreement* as part of their induction and orientation
- advise students, volunteers and visitors of their role to maintain confidentiality during induction
- ensure families are aware of the *Privacy and Confidentiality Policy*

- provide Staff and Educators with relevant information regarding changes to Australian privacy law and Service policy
- ensure all relevant staff understand the requirements under Australia's privacy law and Notifiable Data Breaches (NDB) scheme
- maintain currency with the Australian Privacy Principles (this may include delegating a staff member to oversee all privacy-related activities to ensure compliance).
- ensure personal information is protected in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012* and only authorised personnel have access to private and sensitive information
- ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations (See *Record Keeping and Retention Policy*)
- regularly back-up personal and sensitive data from computers to protect personal information collected
- ensure all computers are password protected and have security software- antivirus protection- installed
- ensure families are notified of the time particular records are required to be retained as per Education and Care Services National Regulations [regulation 183 (2)]
- ensure the appropriate and permitted use of images and videos of children, including obtaining written ~~consent~~ authorisation from parents and/or guardian of children who will be photographed or videoed by the service. The authorisation is to state the purpose for which the images and videos are to be used for and details regarding their publication or sharing.
- ensure families are aware that the use of images or videos obtained from the Service, via the Services app, Facebook page or other format **are not** to be shared by families on any device or social media platform. Families are **not** to share photographs or videos taken during special events for publishing on social media platform or sharing any other format
- ensure personal electronic devices including phones, smartwatches or other devices that are able to take images or videos, are **not** used in the children's environment
- ensure all staff, students, volunteers and visitors are aware of the banning of personal electronic devices within the children's environment, including phones and smartwatches or other devices that are able to take images or videos, upon employment or engagement
- ensure only devices that are issued by the Service are used to record and store images and videos of children
- develop procedures to ensure controls are in place over the storage, access and retention of children's images and videos at the Service, including hardcopy and digital files

- deal with privacy complaints promptly and in a consistent manner, following the FDC Service's *Dealing with Complaints Policy* and procedures
- ensure families only have access to the files and records of their own children
- refer to individual family court orders for guidance regarding access, sharing and release of information where required
- upon request from a parent, provide documents or information relating to their child
- ensure information given to Educators will be treated with respect and in a professional and confidential manner
- ensure individual child and staff files are stored in a locked and secure cabinet
- ensure information relating to staff employment will remain confidential and available only to the people directly involved with making personnel decisions
- ensure only necessary information regarding the children's day-to-day health and wellbeing is given to non-primary contact educators. For example, food allergy information
- ensure that information shared with the FDC Service or FDC educator by the family will be treated as confidential unless told otherwise
- ensure personal and sensitive information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation (Reg. 177(4A))
- complete a *Privacy Audit* every 12 months or following a breach of data to ensure the FDC service meets lawful obligations, identifies areas for improvement and to detect potential areas of breach in privacy law
- follow the *Data Breach Response Procedure* and complete a *Data Breach Response Template* following any breaches in data at the FDC Service
- establish policies and procedures regarding the use of CCTV within the FDC residence or approved venue, including the obligation to inform families, staff and visitors about the purpose and storage of CCTV images and videos, ensuring data is kept secure and accessed by authorised persons

THE EDUCATOR/EDUCATOR ASSISTANTS WILL:

- adhere to FDC Service policies and procedures, supporting management
- ensure volunteers and families are aware of the *Privacy and Confidentiality Policy*
- ensure documented information and photographs of children are kept secure but may be accessed at any time by the child's parents or guardian

- ensure service documentation and records remain at the FDC Service
- inform management if they learn of images of enrolled children being shared on social media or by any other format by families or staff that have been obtained via the Services' app, Facebook page or other format; or photos taken during special events by the FDC Service or families
- not use personal electronic devices in the environment with children. Phones, smart watches and personal electronic devices should not be used by FDC educators [Best practice]
- ensure parents or guardians only have access to the files and records of their own children (unless a court order prohibits access)
- treat private and confidential information with respect in a professional manner
- not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- ensure that information shared with us by the family will be treated as confidential unless told otherwise
- maintain individual and Service information and store documentation according to this policy at all times
- ensure personnel and sensitive information is not accessed by unauthorised persons
- not disclose or share information about an individual or Service, management, or other staff (unless authorised to do so by legislation)
- ensure passwords used to gain access to private and sensitive information are not shared with others
- ensure any media enquiries are directed to the approved provider or nominated supervisor.

FAMILIES WILL:

- be aware of the *Privacy and Confidentiality Policy* upon enrolment
- be aware of the *Family Conduct Guidelines* upon enrolment
- ensure all information provided to the Service is accurate and kept up to date
- be informed that access to documentation and personal information is limited to their own child/ren
- follow the *Dealing with Complaints Policy* regarding any complaints or concerns regarding privacy and confidentiality of private and sensitive information
- share information relating to individual family court orders or parenting plans with the Service and update these as required

- ensure they do **not** share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service
- **not** use or share images obtained from the FDC Service, via the Services app, Facebook pages or other format
- **not** share photographs taken during special events for publishing on any social media or for sharing in any format
- respect that staff are prohibited to share information about other children, families or staff members without expressed written consent to whom the information relates to.

AUSTRALIAN PRIVACY PRINCIPLES- PERSONAL INFORMATION

[Name of the Service] [ABN number] is committed to protecting personal information in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012*.

Personal information includes a broad range of information, or an opinion, that could identify an individual. Sensitive information is personal information that includes information or an opinion about a range of personal information that has a higher level of privacy protection than other personal information.

(Source: OAIC-Australian Privacy Laws, Privacy Act 1988)

Personal information will be collected and held securely and confidentially about you and your child to assist our Service provide quality education and care to your child whilst promoting and maintaining a child safe environment for all stakeholders.

Personal information our FDC Service may request regarding enrolled children:

- ☐ Child's name
- ☐ Gender
- ☐ Date of birth
- ☐ Address
- ☐ Birth Certificate
- ☐ Religion
- ☐ Language spoken at home
- ☐ Emergency contact details and persons authorised to collect individual children
- ☐ Children's health requirements
- ☐ Immunisation records- (Immunisation History Statement)
- ☐ Developmental records and summaries
- ☐ External agency information

- ☐ Custodial arrangements or parenting orders
- ☐ Incident reports
- ☐ Medication reports
- ☐ Child Care Subsidy information
- ☐ Medical records
- ☐ Permission forms – including permission to take and publish photographs, video, work samples
- ☐ Doctor's contact information
- ☐ Centrelink Customer Reference number (CRN)
- ☐ Dietary requirements

Personal information our Service may request regarding parents and guardians

- ☐ Parent/s full name
- ☐ Guardian/s full name
- ☐ Address
- ☐ Phone number (mobile & work)
- ☐ Email address
- ☐ Bank account or credit card detail for payments
- ☐ Centrelink Customer Reference number (CRN)
- ☐ Custody arrangements or parental agreement

Personal information our Service may request regarding staff, students and volunteers

- ☐ Personal details
- ☐ Tax information
- ☐ Banking details
- ☐ Working contract
- ☐ Emergency contact details
- ☐ Medical details
- ☐ Working With Children Check verification
- ☐ Educational Qualifications
- ☐ Medical history
- ☐ Resume
- ☐ Superannuation details
- ☐ Child Protection qualifications
- ☐ First Aid, Asthma and Anaphylaxis certificates
- ☐ Professional Development certificates
- ☐ PRODA related documents such as RA number and background checks

METHOD OF COLLECTION

Information is generally collected using standard forms at the time of enrolment.

Additional information may be provided to the FDC Service through email, surveys, telephone calls or other written communication.

Information may be collected online through the use of software such as CCS software or program software

HOW WE PROTECT YOUR PERSONAL INFORMATION

To protect your personal and sensitive information, we maintain physical, technical and administrative safeguards.

All hard copies of information are stored in children's individual files in a locked cupboard.

All computers used to store personal information are password protected. **Each FDC educator and staff member will be provided with a unique username and password for access to CCS software and program software. Educators and staff will be advised not to share usernames and passwords.**

Access to personal and sensitive information is restricted to key personal only.

Security software is installed on all computers and updated automatically when patches are released

Data is regularly backed up on external drive and/or through a cloud storage solution

Any notifiable breach to data is reported

All staff are aware of the importance of confidentiality and maintaining the privacy and security of your information.

Procedures are in place to ensure information is communicated to intended recipients only, example invoices and payment enquiries

ACCESS TO PERSONAL AND SENSITIVE INFORMATION

Personal and sensitive information about FDC educators, staff, families and children will be stored securely at all times. Families who have access to enrolment or program information online will be provided with a unique username and password. Families will be advised not to share username and passwords or photos shared within Facebook or other apps.

The approved provider will ensure that information kept in a child's record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates
- a parent of the child to whom the information relates, except in the case of information kept in a staff record
- the regulatory authority or an authorised office
- as expressly authorised, permitted or required to be given by or under any Act or law

- with the written consent of the person who provided the information (written consent may be withdrawn at any time).

Education and Care National Regulations (Reg. 178) specifically state personal information relating to the individuals listed below must not be disclosed or shared with a parent of a child enrolled at the Service without prior written consent of the person to whom the personal or sensitive information relates to:

- a parent of a child
- a person who is an emergency contact
- a person who is an authorised nominee
- a person who is authorised to consent to medical treatment
- a person who is authorised to authorise an educator to take a child outside the Service
- a person who is authorised to authorise transport

Individuals may withdraw their consent in writing prior to personal information being disclosed.

DISCLOSING PERSONAL AND SENSITIVE INFORMATION

Our FDC Service will only disclose personal or sensitive information to:

- a third-party provider with parent permission (for example CCS software provider)
- Child Protection Agency- Office of the Children's Guardian and Regulatory Authority as per our *Child Protection and Child Safe Environment Policies*
- as part of the purchase of our business asset with parental permission
- authorised officers (for example public health officer)
- the regulatory authority or an authorised officer
- as expressly authorised, permitted or required to be given by or required to be given by or under any Act or Law
- with the written consent of the person who provided the information (written consent may be withdrawn at any time).

If the FDC Service is transferred to a new approved provider, any records and documents will be transferred to the new approved provider following written consent from parents/guardians regarding the transfer and sharing of records and documents.

COMPLAINTS AND GRIEVANCES

If a parent, family member, child, employee or volunteer has a complaint or concern about our FDC Service, or they believe there has been a data breach of the Australian Privacy Principles, they are

requested to contact the principal office/ approved provider so reasonable steps to investigate the complaint can be made and a response provided. [See: *Dealing with Complaints Policy*]

If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner on 1300 363 992 or:

https://forms.business.gov.au/smartforms/landing.htm?formCode=APC_PC

For any other general concerns, please contact the office directly on:

[\(02\) 9787 8310](tel:(02)97878310)

BREACH OF POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment, staff members who engage in unauthorised disclosure of confidential or sensitive personal information may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Privacy and Confidentiality Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

KDIZONE FAMILY DAY CARE- RELATED RESOURCES

Confidentiality Agreement	Privacy Audit Privacy and Confidentiality
Data Breach Response Procedure	Procedure
Data Breach Response Plan Template	Privacy Law Compliance Procedure
Data Security Procedure and Checklist	

APPENDIX 1-

The Australian Privacy Principals (APPs) outline:

- 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.

Australian Privacy Principles (APPs)

APP 1 – Open and transparent management of personal information

Ensures that APP entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date APP privacy policy.

APP 2 – Anonymity and Pseudonymity

Requires APP entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.

APP 3 – Collection of solicited personal information

Outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

APP 4 – Dealing with unsolicited personal information

Outlines how APP entities must deal with unsolicited personal information.

APP 5 – Notification of the collection of personal information

Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.

APP 6 – Use or disclosure of personal information

Outlines the circumstances in which an APP entity may use or disclose personal information that it holds.

APP 7 – Direct marketing

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

APP 8 – Cross-order disclosure of personal information

Outlines the steps an APP entity must take to protect personal information before it is disclosed overseas.

APP 9 – Adoption, use or disclosure of government related identifiers

Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier or use or disclose a government related identifier of an individual.

APP 10 – Quality of personal information

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

APP 11 – Security of personal information

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

APP 12 – Access to personal information

Outlines an APP entity's obligations when an individual requests to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

APP 13 – Correction of personal information

Outlines an APP entity's obligations in relation to correcting the personal information it holds about individuals.

Source: Australian Government Office of the Australian Information Commissioner (OAIC)

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

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. *Child Care Provider Handbook (2023)*

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Office of the Australian Information Commission – Australian Privacy Principles:

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

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Privacy Act 1988.

Revised National Quality Standard. (2018).

UN General Assembly (1989) United Nations Convention of the Rights of a child

Victorian Government. [Child Information Sharing Scheme](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	26/03/2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V13.03.24		
MODIFICATIONS	• annual policy maintenance • additional information added re: sharing images obtained from Service's app or at events; staff use of personal electronic devices • information added about only disclosing personal information about a child to parents (unless a court order prohibits this) • regulation 178(4) information added to policy • breach of policy information added to policy • family responsibilities section added to policy • sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEW REVIEW DATE
MARCH 2023	• annual policy maintenance • removal of Family Violence Information and Child Information Sharing Scheme reference. FDC are not prescribed ISEs • hyperlinks checked and repaired as required • Continuous improvement section, Childcare Centre Desktop resources section added		MARCH 2024
SEPTEMBER 2022	• Update of Department name from Department of Education, Skills, and Employment to Department of Education • policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' • procedure removed (separate procedure available on Desktop)		MARCH 2023
MARCH 2022	• Review policy as part of annual cycle • no major changes to policy • sources checked for currency		MARCH 2023

AUGUST/ OCTOBER 2021	• Update of Related Legislation • Update of Related Policies • Update of sources used within policy • Additional information relating to Breach of Data Procedure/Template and Privacy Audit • Inclusion of COVID-19 vaccination requirements -applicable to some states/territories	MARCH 2022
MARCH 2021	• Policy reviewed to align with 2021 review schedule • Privacy and Confidentiality Procedure added to policy • sources checked for currency	MARCH 2022
OCTOBER 2020	• Minor additions to include information related to data integrity • minor adjustments regarding inclusion of staff information	MARCH 2021
MARCH 2020	• major re-write and update of the policy that includes information • from the Office of the Australian Information Commissioner and Australian Privacy Principles • Rearranged some content and added Appendix • Related policies added • Sources updated and checked for currency	OCTOBER 2021
MARCH 2019	New policy drafted for family Day care Services	MARCH 2020

PROFESSIONAL DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and research. A commitment by Early Childhood Educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. Engaging in professional development helps to identify individual educator's areas of strengths and areas requiring improvement.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
118	Educational Leader
127	Family day care educator qualifications
136	First Aid qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications
168	Education and care service must have policies and procedures.

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staffing Arrangement Policy Work, Health and Safety Policy

PURPOSE

Professional development allows individuals to build and improve their knowledge and skills within the early childhood industry whilst keeping up to date with current research and recommended practice.

The Early Childhood Education sector continues to grow and change. These changes impact on licensing and assessment requirements as well as our interactions and documentation of individual children. To comply and improve we implement procedures for identifying areas in which our educators and staff can enhance skills and knowledge in the early childhood industry through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals detecting strengths, interests, and goals.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educational leader, FDC educators, and educator assistants of the Family Day Care Service.

IMPLEMENTATION

The Early Childhood Australia (ECA) Code of Ethics suggest that in relation to being professional, educators will take responsibility for reflecting on and assessing their professional values, knowledge and practice, and the positive contribution to the early childhood profession. Educators will engage in

critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

- the nominated supervisor and administration staff are aware of Family Assistance Law legislation, enrolment processes and management of Child Care Subsidy as detailed in the *Child Care Provider Handbook* and keep up to date with changes and additions to the administration of Child Care Subsidy
- all FDC educators, coordinators and educator assistants hold the following qualifications
 - ACECQA approved and current first aid qualification including CPR
 - ACECQA approved and current emergency asthma management training
 - ACECQA approved current anaphylaxis management training
- all FDC educator and educator assistants' Child Protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations and best practice
- FDC educators and educator assistants undertake professional development in accordance with National Regulations and their individual professional development plan
- the policies, practices, systems and processes within the Service align with the requirements of the Child Safe Standards
- all FDC educators and staff are provided with professional learning for the Child Safe Standards to continually improve their child safe capabilities
- all professional development completed by FDC coordinators and FDC educators is recorded
- relevant materials and information to enhance skills and knowledge is shared with other colleagues where possible
- a variety of professional development for FDC educators is provided which includes current research and readings, FDC team meeting discussions, in-house training, networking, conferences, etc.
- mentoring programs and management support networks are implemented for FDC educators and educator assistants to receive guidance and inspiration
- they are positive role models for FDC educators and educator assistants
- FDC educators and educator assistants are supported to attend professional development by committing resources in order to develop new skills and knowledge that can be shared within the FDC Scheme

- all FDC educator and educator assistants attend a minimum of 4 professional development and /or in-service courses over a 12-month period
- they collaborate with FDC educators and educator assistants to identify training needs across the service and source appropriate training and mentoring
- strategies are implemented by FDC educators and educator assistants to make practical use of the information gained from professional development.

THE EDUCATIONAL LEADER WILL:

- review the Professional Development cycle with Nominated Supervisor
- meet with FDC educators and discuss outcomes of the *Ambitions and Reflections Form*
- complete the simple SWOT analysis for each educator (Strengths, Opportunities, Weaknesses and Threats).
- maintain the Professional Development Record for each educator following the completion of training and workshops
- complete a Professional Development Plan with each educator and discuss with the Nominated Supervisor
- source and schedule in-services, webinars, workshops and other professional development opportunities as per educator Professional Development Plan
- facilitate educators to share new knowledge and skills learnt at training and workshops with other FDC educators at Network meetings
- facilitate reflective practice as a form of ongoing professional learning for all staff
- support educators to undertake WHS training as a part of their in-service training.

EDUCATOR/EDUCATOR ASSISTANT WILL:

- ensure Child Protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations and best practice
- participate in training to build capacity to implement the Child Safe Standards
- hold a current ACECQA approved first aid, qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications at all times
- ensure CPR refresher training is completed annually
- complete annual adrenaline auto injector training through ASCIA
- attend a minimum of 4 professional development and/or in-service courses over a 12-month period

- seek assistance and direction from the Approved Provider/ Coordinator regarding the in-services and training
- **participate in professional learning about Family Assistance Law and Child Care Subsidy**
- engage in the Professional Development Plan activities with the Educational Leader as per the Professional Development Agenda, including completing the *Ambitions and Reflections* form, and completing in the Professional Development Plan with the Educational Leader
- following the attendance of training and workshops, complete a Professional Development Review form.

EXAMPLES OF PROFESSIONAL DEVELOPMENT AND IN-SERVICE OPPORTUNITIES

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Viewing professional DVD's
Engage in professional reflection (journals)	Reading recently published ECE texts
Subscribing to professional newsletters	Inquiry conversations
Webinars	Subscribing to professional newsletters
Formal TAFE, college or University courses (check with ACECQA for list of approved qualifications)	

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Professional Development Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Ambitions and Reflections Form	Professional Development Record
Professional Development Guide and Procedure	Professional Development Reflection- Form
Professional Development SWOT	Professional Development Audit
Professional Development Plan- Template	

SOURCE

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

Australian Government Department of Education Skills and Employment. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Australian Government Department of Education Child Care Provider Handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011). (Amended 2023).

Guide to the National Quality Framework. (2017). (Amended 2023).

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	29/05/2023
POLICY REVIEWED	MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V8.05.23		
MODIFICATIONS	- policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required - Continuous Improvement/Reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2022	- policy maintenance - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required		MAY 2023
AUGUST 2021	- Update of Related Legislation - Update of Related Policies - Check of links within policy		MAY 2022
MAY 2021	- merged <i>Curriculum (Pedagogy) and Educators Training Policy</i> into this policy to prevent duplication of information/policy - sources checked for currency		MAY 2021
DECEMBER 2020	Update of Policy Name- Professional Development Policy Additional references to Professional Development resources Addition of Educational Leader content		MAY 2021
MAY 2020	re-wording of some sentences to improve flow of text additional content added		MAY 2021

	additional regulation related to Child Protection law and FDC qualifications	
MAY 2019	New policy drafted for Family Day Care services	MAY 2020

RELIEF STAFF POLICY

Kidzone Family Day Care (FDC) Service aims to maintain continuity of education and care and abide by the Education and Care National Regulations and National Quality Standard by engaging quality relief approved Family Day Care (FDC) educators to permit permanent educators temporarily close due to annual leave, sick leave or other approved leave.

Whenever possible, the educator assistant employed to assist the approved FDC educator will be engaged to provide relief education and care for children, however on some occasions, alternative care will be offered to families.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
10	Meaning of actively working towards a qualification
82	Tobacco, drug and alcohol-free environment

120	Educators who are under the age of 18 to be supervised
145	Staff Records
149	Volunteers and Students
168	Policies and Procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Enrolment Policy Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy	Interactions with Children Families and Staff Policy Privacy and confidentiality policy Recruitment Policy Respect for Children Policy Safe Transportation Policy Sleep and Rest Policy Tobacco Drug Alcohol Free Policy

SCOPE

This policy applies to children, families, approved provider, nominated supervisor, coordinator, educators, educator assistants of the Family Day Care Service.

PURPOSE

Our Service is committed to be a child safe Early Education and Care Service and embeds the National Child Safe Principles as recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse. Our recruitment and screening processes for permanent and relief staff, engaged FDC educators and FDC educator assistants play a vital role in protecting children from harm.

IMPLEMENTATION

FDC educators may need to temporarily close their service due to annual leave, sick leave or other approved leave. Our FDC Service aims to ensure minimal disruption to the quality of education and care provided by our FDC educators and will offer families access to alternative places when necessary. 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.

THE FAMILY DAY CARE EDUCATOR WILL:

- advise the coordinator/**nominated supervisor** that relief care is required- stating dates, reason and time
- notify the Family Day Care Service by email or writing of the intent to take holiday leave no less than **four weeks** before commencing a holiday
- notify parents/**guardian**s that relief care will be required on the stated dates
- ensure parents/**guardians** complete a Parent/**Guardian** Consent to Relief Care form
- provide opportunity (if possible) to meet with the relief FDC educator
- advise parents/**guardians** that relief care must be paid directly to the relief FDC educator
- ensure the relief FDC educator is aware of any medical requirements of children in care
- advise the coordinator/**nominated supervisor** as soon as possible if they are unable to provide education and care to children on a particular day/week due to illness.

THE COORDINATOR/**NOMINATED SUPERVISOR** WILL:

- confirm and approve the required leave of the FDC educator
- ensure the relief FDC educator's approval and registration with the FDC Service is current
- ensure the relief FDC educator's public liability insurance is current and available to sight at all times
- ensure the relief FDC educator has completed an induction with the FDC service including:
 - the FDC Services' policies and procedures
 - Code of Conduct
 - roles and responsibilities including mandatory reporting and reportable conduct scheme
 - Child Safe Standards [as applicable in each state/territory]
 - emergency evacuation procedures
 - children's medical and/or dietary requirements [medical management plans]
 - privacy and confidentiality requirements [**including child information sharing schemes as applicable in each state/territory**]
 - behaviour guidance strategies implemented
 - Work, Health and Safety
- ensure **any new** relief FDC educator **holds an approved certificate III (or higher) qualification or existing educator currently engaged at a FDC Service provides** proof of *actively working towards* at least an approved certificate III level education and care qualification (see: [ACECQA qualifications checker](#)) [Note: existing FDC educators have until 1 July 2024 to complete an approved qualification.]

- verify the relief FDC educator's Working with Children Check; Vulnerable Person check or Police/Criminal Check (as per state/territory requirements)
- ensure the relief FDC educator provides evidence of any other required qualification- (CPR, First Aid, approved asthma management training, approved anaphylaxis management training, approved child protection training)
- ensure emergency evacuation procedures are current at the FDC residence or approved venue
- check relief FDC educator's vehicle safety certificate, inspection of child restraints, vehicle registration and insurance
- check children's medical and/or dietary requirements and conditions
- ensure Medical Management and Communication Plans are up to date
- maintain the Family Day Care educator register
- ensure maximum numbers of children in care do not exceed regulatory requirements
- documented risk assessment has been completed and approved for the Relief FDC residence
- risk assessment for transportation and/or excursions are completed and current
- written parental permission is received for regular outings and regular transportation
- provide support and guidance to the relief FDC educator as required.

THE RELIEF FAMILY DAY CARE EDUCATOR WILL:

- confirm bookings with the FDC educator and directly with families
- provide an opportunity to meet with parents and children as a form of orientation to their residence prior to commencement of relief care
- ensure all required qualifications/training information is up to date and the FDC Service management has relevant copies
- ensure mandatory documentation is on display at the approved residence/venue
- adhere to maximum numbers of children in care as per regulatory requirements
- maintain attendance records on arrival and departure
- submit required documentation to receive Child Care Subsidy
- adhere to Family Day Care Service policies and procedures at all times
- provide quality education and care to children as per National Quality Framework and align to the learning framework- Early Years Learning Framework (EYLF,) My Time Our Place (MTOP)
- document observations of children's learning and programming evidence
- ensure families have signed all required authorisations
 - Relief educator permission/consent

- excursion consent forms
- regular transportation consent forms
- regular outing consent forms
- not consume alcohol, use tobacco or vape, or other drugs whilst educating or caring for children (Reg.82).

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Relief Staff Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Fair Work: <https://www.fairwork.gov.au/starting-employment/types-of-employees>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	05/12/2023
POLICY REVIEWED	DECEMBER 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION NUMBER	V6.12.23		
MODIFICATIONS	• annual policy maintenance • added QA4- Staffing Arrangements QA and Standards to policy • changes to NQF added- embedding National Child Safe Principles • added 'vaping' to alcohol, tobacco and drugs		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
DECEMBER 2022	• policy maintenance - no major changes to policy • removal of COVID mandated vaccination requirement • continuous improvement/reflection section added	DECEMBER 2023	
OCTOBER/DECEMBER 2021	• additional information regarding COVID-19 vaccinations mandated in some jurisdictions	DECEMBER 2022	

	• information related to induction of relief FDC educator added • review as part of annual review cycle (December 2021)	
DECEMBER 2020	• additional regulations added • Child Safe Standards added • minor edits	DECEMBER 2021
DECEMBER 2019	New policy drafted for FDC services	DECEMBER 2020

STUDENT AND VOLUNTEER POLICY

Kidzone Family Day Care (FDC) Service values the participation of students and volunteers. Having students and voluntary workers with FDC educators helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the FDC Service; however, the children's care and safety are our first priority.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 7: GOVERNANCE		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 170	Offence relating to unauthorised persons on education and care service premises
Sec. 175	Offence relating to requirement to keep enrolment and other documents
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
120	Educators who are under the age of 18 to be supervised
145	Staff Records
149	Volunteers and Students (refers to centre-based services, but can align to FDC services)

165	Record of visitors
166	Children not to be alone with visitors
168	Policies and Procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Family Communication Policy	Interactions with Children, Families and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work, Health and Safety Policy

PURPOSE

Our Family Day Care (FDC) Service supports participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. ~~We aim to build relationships with community members, providing appropriate learning opportunities for students and volunteers to contribute to our program.~~ Our FDC Service aims to ensure the safety and wellbeing of all children enrolled at the service by having a process in place to accurately and securely record information about students and volunteers. 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 level to work with children under the National Quality Framework requirements. Our FDC Service will ensure no child or children are left alone with a student or volunteer.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the FDC Service.

IMPLEMENTATION

We have a strong commitment 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.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure all educators, staff, students, volunteers and visitors have knowledge of and adhere to this policy
- ensure the student or volunteer completes a *Student and Volunteer Application Form* prior to commencement of work placement, recording their full name, address, and date of birth
- ensure students and volunteers are under the direct supervision of the FDC educator at all times whilst at the FDC service
- ensure students and volunteers are never left alone with a child whilst at the FDC service under any circumstance
- provide the student/volunteer with information about Child Protection Law and mandatory reporting obligations
- discuss opportunities for students and volunteers to work with FDC educators
- provide the student/volunteer with a Student and Volunteer Handbook
- advise the student or volunteer to take a poster with a photo introducing themselves and outlining the reason for their placement to display in the home of their designated FDC Educator.
- ensure students or volunteers are never left alone with children or included in the ratio of adult to children
- complete the *Student and Volunteer Induction Checklist* with the student or volunteer
- ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors
- introduce the student or volunteer to the FDC educator
- assist the student or volunteer to complete the ~~Educator Acknowledgement~~ *Student and Volunteer Induction Checklist* (see Appendix 1)
- show the student or volunteer where they can access the Family Day Care Service policies
- ensure the student or volunteer has signed a confidentiality agreement prior to commencing their placement
- liaise with learning institutions and accept suitable student placements under the institution's supervision
- assist learning institutions to place suitable students with individual FDC educators
- ensure the student's paperwork and insurances are current

- record and verify each student or volunteer Working With Children Check where required
- ensure that no student or volunteer is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for
- refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.

FAMILY DAY CARE EDUCATORS WILL:

- conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the FDC residence/venue, showing emergency exits, and facilities
- negotiate with the student or volunteer the times/hours to be worked, and dates of the placement
- ensure students or volunteers bring in a poster with a photo introducing themselves and outlining the reason for their placement and details of their place of study/organisation/school
- inform families, children, and educator assistants when work placement students and/or volunteers are present at the FDC residence/venue, including their role and hours they will be attending
- 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 of potential issues
- maintain open communication with students and volunteers along with their practicum teachers about their performance
- support all student's practicum requirements to the best of their ability during the placement
- share appropriate skills and knowledge with each student and volunteer as reasonably practicable
- be aware of student and volunteer expectations
- have the time and proficiencies to support each student and volunteer in their placement as reasonably practicable
- encourage students and volunteers to seek help and advice as required
- be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner
- guide the student or volunteer throughout the day
- make the student or volunteer feel welcome
- ensure the student or volunteer is not left alone with a child or children whilst at the FDC service under any circumstance

- refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.
- discuss the progress of written work and performance with the student or volunteer
- discuss any concerns raised by the student with the student's supervisor
- ensure students or volunteers are directly supervised at all times during children's nappy change times
- encourage students and volunteers to use their initiative
- ensure the student or volunteer remains up to date with their assessments/tasks to be completed
- never leave the student or volunteer alone with a child or children
- provide honest and accurate feedback to the student's training institution supervisor as required
- ensure the student/volunteers signs the visitor register upon arrival and departure from the FDC residence/venue

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL:

- complete the *Student and Volunteer Application Form* prior to the commencement of work placement
- provide Working with Children Check details prior to placement
- learn about the children through interaction and practical experience
- develop the skills and knowledge needed to care for and educate children
- learn about the importance of working as part of a team in the Early Childhood Profession- working with FDC educator, coordinator and other FDC educators during playgroups etc.
- learn and accommodate the expectations of the qualified educator/educator assistant
- inform their FDC educator and coordinator/nominated 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.
- keep up to date with all written work requirements
- work a variety of shifts to gain knowledge of different aspects of FDC operations
- bring in a poster introducing themselves that will include:
 - Name
 - Photo
 - Course they are studying
 - RTO/university/school they are studying with
 - Dates and times they will be at the FDC Residence
 - The focus of their study

- discuss any problems the student may be experiencing with the educator
- adhere to all FDC Service policies and procedures
- never remove a child from direct FDC educator supervision
- participate in the induction process and assist to complete the *Student and Volunteer Induction Checklist*

PROBITY CHECKS

- All students and volunteers will supply identity details to the nominated supervisor/approved provider
- All students and volunteers will complete and provide to the FDC service a Working with Children Check prior to commencing their placement
- All students will have a meeting with the nominated supervisor/approved provider to receive information regarding the following Family Day Care Service policies:
 - Child Protection
 - Child Safe Environment
 - Privacy and Confidentiality
 - Dealing with Complaints
 - Work, Health and Safety
 - Code of Conduct
 - Photograph
 - Social Media

STUDENTS AT RISK

If FDC educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. the FDC educator will alert the Nominated Supervisor/Approved Provider of any concerns with the student
2. the FDC educator and Nominated Supervisor/Approved Provider will discuss concerns with the student
3. the FDC educator or Nominated Supervisor/Approved Provider will arrange for the student's training institution teacher to visit the FDC residence and discuss concerns that have ascended
4. the student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

TERMINATION OF STUDENT PRACTICUM OR VOLUNTEER PLACEMENT:

Termination of student's or volunteer's placement will occur if the student or volunteer

- harms or is at risk of harming a child in their care
- is under the influence of drugs or alcohol
- fails to notify the Family Day Care Service and /or FDC educator if they will not be attending on a particular day prior to commencement time
- does not adhere to starting times or break times
- is observed using repeated inappropriate behaviour at the Family Day Care residence/venue
- does not comply with all policies and procedures addressed in the student package
- does not provide the photo with an introduction on commencement
- does not keep up to date with their work placement tasks
- removes any child or children from the direct supervision of the FDC educator
- is unable to maintain or hold a current Working with Children Check

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Student and Volunteer Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Student and Volunteer Handbook Student and Volunteer Register	Student and Volunteer Application form Student and Volunteer Induction Checklist

SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
 Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
 Education and Care Services National Law Act 2010. (Amended 2023).
 Education and Care Services National Regulations. (Amended 2023).
 Fair Work Act 2009 (Cth).
 Fair Work Commission: Anti-bullying jurisdiction.
 Office of the Director of Equal Opportunity in Public Employment. (1996). [Dealing with employee work-related concerns and grievances: Policy and guidelines](#):
 Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)
 TAFE NSW [Student responsibilities in work placement](#)
 Work Health and Safety Act, 2011.

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	27/10/2023
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V10.10.23		
MODIFICATIONS	• annual policy maintenance • legislation re: child protection law added (Reg.84) • minor formatting edits within text • hyperlinks checked and repaired as required • removal of Appendix 1: Student and Volunteer Checklist of policy		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • continuous improvement/reflection section added • minor formatting edits within text • additional reference to <i>Student and Volunteer Application Form</i> • additional reference to <i>Student and Volunteer Induction Checklist</i>	OCTOBER 2023	
OCTOBER 2021	• edits to ensure consistency of student and volunteer throughout policy • additional policies added for student and volunteer checklist	OCTOBER 2022	
OCTOBER 2020	• Additional regulations added • requirement for all visitors to sign in/out of FDC residence added • Supporting resource added- Student/Volunteer Handbook • Additional sources added and links edited/checked • Reviewed Appendix 1: Student and Volunteer Acknowledgment Checklist	OCTOBER 2021	
OCTOBER 2019	• Sources checked and updated. • Minor punctuation and wording edited. • Related policies added.	OCTOBER 2020	

DECEMBER 2017	• References corrected, added &/or updated. • Sources/references alphabetised. • Additional information added to points. • Rearranged the order of points for better flow. • Minor formatting (line spacing & paragraph spacing) for consistency	MARCH 2018
DECEMBER 2017	• Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	• Modifications made to adhere with Family Day Care requirements.	MARCH 2018

WITHDRAWAL OF A CHILD POLICY

To enable Kidzone Family Day Care (FDC) Service to fill positions and maintain utilisation, families are required to provide notice when withdrawing their child from our Family Day Care Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
168	Education and care services must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Policy Enrolment Policy Governance Policy	Orientation of Families Policy Termination of Enrolment Policy

PURPOSE

We aim to ensure families gain a clear understanding of the Family Day Care Service's requirements when withdrawing their child.

SCOPE

This policy applies to children, families, educators/educator assistants, approved provider, nominated supervisor, management and visitors of the FDC Service.

IMPLEMENTATION

Families are to be made aware during the enrolment and orientation process about the Family Day Care Service requirements should they wish to withdraw their child from the Service.

WITHDRAWING FROM THE FAMILY CARE SERVICE

- Families are required to provide management with **two weeks written notice** when withdrawing their child from the Family Day Care Service.
- The letter must state:
 - the date they are writing the withdrawal notice and
 - the child's last day of attendance.
- Written withdrawal notification can be emailed or handed to management.
- This letter will be placed into the child's file and archived once they have left the Family Day Care Service.
- All records related to a child's enrolment must be kept securely until the end of 3 years after the last day of the child's attendance.
- Management will add an end date into the Family Day Care Service software program to ensure compliance with the Family Assistance Office and Centrelink.
- Fees will be charged up to the end of the **two weeks** from the date at which notice was received in writing, whether or not the child has attended the Family Day Care Service during those two weeks.
- A final account is to be processed by administration and noted on the withdrawal form. The final account is to be issued immediately to the family advising of the balance (payment is due or no payment due as applicable).
- A copy of the final account and withdrawal form is to be kept in child's file.
- Families must ensure the account is paid prior to final attendance.
- If payment has not been received the debt recovery process is to start immediately.

- If the child does not attend during their **two weeks of notice**, Child Care Subsidy (CCS) will not be paid after their last day of attendance (including if the child does not attend on their last day) and full fees will be applicable (This is a policy of the Family Assistance Office in relation to Child Care Subsidy).
- At the end of the placement and if all criteria regarding fees and notice of withdrawal have been met, then the initial Bond payment made on enrolment will be refunded to the family within two weeks of the child's last day.
- If at any time during the child's enrolment it is felt that it is necessary to discuss the viability of the placement due to a concern regarding the duty of care to the child or other children in our care, the Family Day Care Service will immediately contact the Parent/Authorised Person/s to discuss all options. This may include the termination of the child's position (*See Termination of Enrolment Policy*).

CONTINUING ENROLMENT IN THE NEW YEAR

- Prior to the end of each year, families will be provided with a letter to confirm their child's continuing enrolment for the New Year.
- Failure to return this letter may result in their child not being considered for a future position.
- **Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year, adding an end date to their child's care.**
- Families who require care in the New Year until the school year starts, will need to advise management in writing on the re-enrolment form, stating their child's last date of attendance at the Family Day Care Service. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.
- The Complying Written Arrangement will be updated
- Families who require changes to their hours of care for school age children must indicate new times, days etc on the re-enrolment form.
- Families eligible for CCS are responsible for ensuring that all information requested by Centrelink is provided to them in order to ensure no interruption to CCS payments.

WITHDRAWAL PRIOR TO COMMENCEMENT OF CARE

If a family has accepted the offer of a placement, then decides to withdraw from the Family Day Care Service before the agreed commencement date, the written notice period applies. If less than the

written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to the Family Day Care Service and is non-refundable.

14 WEEK RULE (CCS)

An enrolment will end for Child Care Subsidy purposes if a child does not attend a session of care at our Family Day Care Service for 14 continuous weeks. This is a rule set by CCS and the Department of Education. For further information see the CCS Handbook.

UPDATING AND ENDING ARRANGEMENTS AND ENROLMENT

Enrolment notices must be updated in the following circumstances:

- The family disagrees with details of an enrolment and the service agrees an update is required
- The care arrangement between the service and family changes
- The service notices information on the enrolment is incorrect
- The enrolment ends

Our FDC Service will update the enrolment notice with our **CCS Software** (or PEP) with 7 days of any of the events above occurring.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Withdrawal of a Child Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

KIDZONE FAMILY DAY CARE DESKTOP - RELATED RESOURCES

Notification of Changes to Enrolment Form	Termination of Enrolment Form
Family Exit Survey	

SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education (2023) Child Care Provider handbook
<https://www.education.gov.au/child-care-package/child-care-provider-handbook>
 Australian Government Services Australia Child Care Subsidy
<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>
 Early Childhood Australia Code of Ethics. (2016).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	26/11/2023
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V7.11.23		
MODIFICATIONS	• policy maintenance • <i>'Educators with children at the FDC Service'</i> section deleted- not applicable to FDC services/educators • added information re: 14 week rule and updating/ending arrangements and enrolment • sources updated • additional CCD Related Resources added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added	NOVEMBER 2023	
NOVEMBER 2021	• Updated reference to Department of Education, Skills and Employment and Family Law in policy • Updated sources/links to DESE • minor edits	NOVEMBER 2022	
NOVEMBER 2020	• addition of Family Law legislation • minor additions to policy re: 14-week rule • policy reviewed and sources checked for currency	NOVEMBER 2021	
NOVEMBER 2019	National Regulations added Related policies added Sources checked for currency and edited	NOVEMBER 2020	
SEPTEMBER 2018	Terminology changed (CCB to CCS). Additional information added to points. Sources/references alphabetised. References corrected, added &/or updated. Incorrect links deleted and replaced with correct ones. Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.	NOVEMBER 2019	

ASSESSMENT, APPROVAL & RE-ASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCE AND/OR VENUE POLICY

Under the Children (Education and Care Services) National Law and the Education and Care Services National Regulations, the Approved Provider of a Family Day Care service must conduct an assessment (including a risk assessment) of each approved family day care residence and proposed venue **before** education and care is provided to children at the residence or venue. Following approval, **an annual** assessment must be conducted, including a risk assessment, of each family day care residence and/or approved venue to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected. Records of all assessments must be maintained.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 50A	Approval of a place as a family day care venue
Sec. 54(1A), (8A)	Amendment of service approval on application
Sec.103A	Offence relating to places where education and care is provided

Sec. 167	Precautions to be taken to protect children from harm or hazards
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec. 174A	Family day care educator to notify certain information to approved provider
26	Application for service approval – family day care service
63	Assessing approved education and care services
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
97	Emergency and Evacuation procedures
98	Telephone or other communication equipment
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Suitable and sufficient furniture, materials and developmentally appropriate equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
110	Ventilation and natural light
116	Assessments of family day care residences and approved family day care venues
116 (2)	The suitability of nappy change arrangements- Water hazards- Risk posed by animals
116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
117	Glass
163 (1), (2)	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care service must have policies and procedures

169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures
173A	Prescribed information to be displayed- family day care service
176A	Prescribed information to be notified to approved provider by family day care educator
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Engagement and Registrations of FDC Educators Policy Engagement or Registration of FDC Educator Assistants Policy Health and Safety Policy Keeping a Register of Family Day Care Educators Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy Professional Development Policy Provision of Information Assistance Training to Family Day Care Educators Policy Visitors to the Family Day care Residences Policy Water Safety Policy

PURPOSE

We aim to ensure the Family Day Care residence and/or venue protects children's health, safety and wellbeing. By conducting comprehensive assessments, including risk assessments, potential hazards that may cause injury or harm to children being cared for at a residence or venue are identified and actions to minimise potential risk are clearly documented and action taken to ensure compliance.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistance, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care (FDC) Service must ensure that policies and procedures are in place for assessing proposed FDC residences and venues and reassessing approved FDC residences and venues. They must also take reasonable steps to ensure policies and procedures are followed. The Approved Provider of a Family Day Care Service will conduct assessments (including a risk assessment) of each approved family day care residence and approved family day care venue *before* education and care is provided to children and then at least once a year. The FDC service

must additionally conduct *monthly* inspection of any water hazards, water feature or swimming pool or spa and fencing at each FDC residence or approved venue. The purpose of the assessment is to ensure the health, safety and wellbeing of children is protected at all times. The Approved Provider will maintain a record of assessments undertaken and provide a copy to the FDC educator for their records.

The Education and Care Services National Law requires all services to '*ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury*' (Section 167). Risk assessments are to be conducted to identify any potential hazards that may cause injury or harm to children being cared for, assess the risk of harm or potential harm and eliminate or minimise the risk by using control measures. Risk assessments are to be evaluated, reviewed and continually monitored. This may include conducting regular daily safety checks, regular WHS inspections and regular spot checks conducted by the Coordinator of the Family Day Care Service.

The Approved Provider is responsible for ensuring all approved FDC residences and venues are compliant to the National Regulations and understand that penalties apply for non-compliance including record keeping requirements. In addition, any premises proposed as a FDC venue must comply with relevant planning and development requirements under local government authority.

THE APPROVED PROVIDER WILL:

- advise potential FDC educators of the requirement of conducting an assessment, including a risk assessment, of the proposed residence or FDC venue as suitable, to comply with legislated regulations in order for approval to operate family day care.
- advise potential FDC educators of consequences of non-compliance – suspension or cancellation of engagement
- develop an assessment procedure/checklist to be used when assessing each FDC residence or venue
- develop a re-assessment procedure/checklist to use when re-assessing each FDC residence or venue
- develop a risk assessment procedure for FDC educators to implement to identify potential hazards and manage risks
- ensure the risk assessment includes a diagram showing the areas of the residence or venue that has been assessed by the approved provider and deemed suitable for education and care
- ensure this diagram clearly shows the existence of any water hazard, swimming pool or spa
- display the diagram at the entry of the FDC residence or venue clearly visible for families to view

- provide continuous and ongoing monitoring of the environment through regular home visits by the coordinator to observe the environment and if necessary, make recommendations to ensure compliance and safety for children at all times
- conduct a comprehensive annual assessment of each approved family day care residence and/or approved venue at least annually
- ensure families using the residence or venue are informed about the findings of annual assessments and specific areas to which it relates or the finding made by the approved provider
- conduct an annual assessment of the family day care educator and educator assistant and any person over the age of 18 who resides or frequently visits the family day care residence while education and care is provided, as a 'fit and proper person'. The approved provider must also consider each person to have
 - a Working with Children Check, working with children cared or working with vulnerable people check
 - a criminal history record check issued not more than 6 months before it is considered
- provide a copy of the assessment and re-assessment to the FDC educator for their own records
- ensure educators and educator assistants maintain current approved first aid and approved anaphylaxis and asthma management training and annual cardio-pulmonary resuscitation. Copies of valid certification must be recorded at the principal office of the FDC Service
- notify families at least 14 days before changing policies and procedure that
 - affect the fees charged or the way they are collected
 - significantly impact the service's education and care of children or;
 - significantly impact the family's ability to utilise the service
- conduct and record **monthly** inspections of water hazards, swimming pools, water features, spas or other potential water hazard and surrounds (including fences/gardens) for FDC service residence and approved venues
- ensure any water safety inspection reports which contain potential risks to the health, safety and wellbeing of children must be notified to the Approved Provider within 24 hours- See: [Water Hazard Safety Inspections](#)
- provide a copy of the water safety inspection report to the FDC educator
- keep records of the water safety inspection report
- request compliance certificates for any barriers or fencing surrounding swimming pools, spas or water hazards to ensure compliance with Australian Standards, including requirements as per legislation and council requirements (See *Water Safety Policy*)
- ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water

- ensure educators maintain a back-up communication device that is kept in a permanent location and is always available in an emergency
- ensure educators provide notification to the Approved Provider of any proposed renovations and/or changes to the residence or venue that will affect the education and care provided to children at the service (at least two weeks' notice)
- ensure educators provide notification to the Approved Provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding).

ASSESSMENTS OF FAMILY DAY CARE RESIDENCES AND /OR VENUES MAY INCLUDE ENSURING:

- suitability of the residence according to the number, ages and ability of children attending or likely to attend
- for services in a multi-storey building shared with other occupants, consideration as to whether, for each storey there is direct egress to an assembly area to allow the safe evacuation of all children attending the residence or venue, including non-ambulatory children
- for services in a multi-storey building, details regarding the number of storeys within the building, which storey the residence/venue will be located, and the ages of children who will attend on each storey (if the residence/venue covers more than 1 storey)
- existence of any water hazards, water features or swimming pool at or near the residence
- identifying any risks or potential hazards for purposes of sleep and rest
- the risk posed by any animals at the residence or venue
- children are provided with a safe, secure education and care environment that poses minimal risks
- children have access to sufficient furniture, materials and developmentally appropriate equipment
- all equipment and furniture used in providing education and care are safe, clean and in good repair
- the service has enough seats and developmentally appropriate utensils for children to use at mealtimes
- there are adequate facilities for safe handling, preparation, storage and disposal of food and beverages
- the location and design of toilets and hand washing facilities enable safe and convenient access by the children
- adequate supervision is provided for children when using toilet facilities
- adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided
- hot water taps have temperature controls or safety guards to reduce risk of being scalded
- the suitability of nappy change facilities for children attending or likely to attend the service (including ensuring the educator is able to maintain hand on contact with a child during nappy changes)

- hygienic procedures are followed for cleaning the nappy change area between changes of children- including replacing paper on the change table, handwashing and use of gloves
- suitability of nappy change arrangements for children attending, or likely to attend
- nappy change facilities are located in an area that prevents unsupervised access by children
- laundry facilities are adequate and appropriate for educators to deal with soiled clothing, nappies and linen
- laundry facilities are located and maintained in a way that does not pose a risk to children
- the residence/venue is well ventilated and has adequate natural lighting
- all FDC residences and venues (except those in WA- 1m minimum standard applies) must comply with the 0.75m height requirement for safety glass (Regulation 117). Any glass that is accessible to children that is lower than the height requirement must have additional glazing or safety film over the glass. (Regulation 117)
- prescribed information is displayed within the FDC residence/venue in accordance with regulation 173A
- sliding doors have decals/transfers positioned at various eye levels of children
- the premises are maintained in accordance with all regulations and building standards
- sleep/rest environment and sleep equipment are fit for purpose
- consideration of evacuation procedures of infants and toddlers if their sleeping arrangements are located upstairs. (See specific risk assessments).
- any equipment with a fall height over 500mm has Australian Standard playground surfacing/soft fall to prevent serious head injuries
- fencing of the outdoor space used by children at the service is enclosed and is of a height and design that prevents preschool age children or under from getting beneath, through or over
- any items that children may use to assist them to scale a fence (play equipment, branches of a tree) are either removed or moved away from the fence
- all fences and gates are appropriately maintained to ensure the safety of children
- indoor spaces are kept at a temperature that ensures the safety and wellbeing of children
- existing water safety hazards, including water features and swimming pools at/or near the residence and/or venue are considered as part of the risk assessment and subject to monthly future inspections
- the risk posed by animals at the residence or venue are carefully considered within the risk assessment
- all internal or external stairways, ramps, corridors, hallways or balconies are enclosed in such a way as to prevent a child being trapped or falling through or climbing over it
- power points are fitted with approved safety options or with an earth leakage circuit breaker
- safety plugs are installed when electrical points
- electrical appliances are kept out of reach of all children

- sandpits are covered at night and raked regularly to dispose of any animal faeces
- outside area is checked to prevent any pests or vermin (snakes, rats, mice, spiders)
- garden sheds/garages are kept locked
- firearms and ammunition are inaccessible to children at all times and are stored securely and separately in a locked cupboard at all times
- firearms licences of registered persons are provided to the approved provider
- trampolines will not be used whilst children are in education and care [this is an individual FDC Service decision]
- for FDC venues only, the premises must have at least 3.25 square metres of unencumbered indoor space (Reg. 107) and 7 square metres of unencumbered outdoor space (Reg.108).

IN THE CASE OF NON-COMPLIANCE OF NATIONAL REGULATIONS, THE APPROVED PROVIDER WILL:

- notify the regulatory authority of matters in accordance with the notification requirements in sections 173-174 of the National Law and regulations 173-176
- conduct a meeting with the FDC educator to develop an action plan to ensure areas assessed as non-compliant are rectified within a specific time frame
- ensure ongoing monitoring and assessment of the FDC residence and educator's action plan by the coordinator

If there are other issues preventing compliance, the Approved Provider may take further action to suspend or cancel the approval of the residence as part of the FDC Service/Scheme and terminate the employment of the FDC educator.

THE FDC EDUCATOR WILL:

- keep up to date with any changes to the Assessment and reassessment of residences and venues for FDC policy and procedures
- advise the approved provider of the areas of the residence they wish to use for the operation of their service
- ensure family members are reminded of the areas that have been assessed for use
- ensure notification has been made to the approved provider of any proposed renovations and/or changes to the FDC residence or approved venue which may pose a risk to the health, safety and wellbeing of children attending or likely to attend
- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding)

- provide a child safe environment, meeting all regulatory standards by completing daily safety checks and regular risk assessments which monitor the suitability and safety of the education and care environment and identify any risks
- discuss any suspicions or disclosures from children and follow appropriate reporting if you believe a child may be at risk of harm
- ensure the residence is set up to facilitate adequate supervision of children
- ensure the environment is free from tobacco smoke, alcohol and illicit drugs at all times
- ensure Working with Children Check (WWCC) is current at all times
- ensure any person residing in the residence over the age of 18 has a current WWCC
- participate in annual assessments of their residence or more regularly if necessary
- ensure a diagram showing the areas of the residence or venue used to provide education and care is displayed at the entry of the FDC residence or venue
- ensure their residence meets all regulatory requirements including ensuring that the premises, furniture and all equipment and toys are safe, clean and in good repair
- ensure quiet, well-ventilated and comfortable sleeping spaces are provided for children's sleep and rest
- remove ladders from any bunk beds or make the top level of the bunk inaccessible to children under 8 years
- ensure all cots meet Australian Standards and are in good repair
- ensure all glazed areas of the residence or venue complies with glass Regulation 117. All FDC residences and venues (except those in WA- 1m minimum standard applies) must comply with the 0.75m height requirement for safety glass (NQF Review). Any glass that is accessible to children that is lower than the height requirement must have additional glazing or safety film over the glass.

The glazed area must be-

- a) glazed with safety glass if the Building Code of Australia requires this; or
- b) in any other case
 - o treated with a product to prevent shattering if hit
 - o or guarded by barriers to prevent a child from striking or falling against the glass.
- ensure that all equipment used complies with Australian Standards (cots, bedding, toys, electrical equipment)
- ensure floor coverings are secure and free from tripping hazards
- follow safety advice from recognised authorities and manufacturers
- ensure any play equipment or building structures are not placed near fences where children could gain a foothold and climb over a fence

- ensure gates and doors have childproof catches that prevent access to hazards including dams, roads, water features, spas or swimming pools
- complete [FDC pool, water hazards/water features safety check](#) (if applicable)
- complete and assist in record keeping of monthly inspections of swimming pools, spas and water feature
- ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water
- ensure a back-up communication device is available at all times, located in a permanent location
- ensure dogs and animals that may cause injury to children are housed in areas with secure fencing
- comply with the outcomes of the residence pre-assessment and annual assessment in a timely manner (as per action plan if required)

RECOMMENDED CHECKLISTS/AUDITS FOR FAMILY DAY CARE RESIDENCE ASSESSMENT

(Any checklist or audit sheet developed to be used for assessment must be shared with FDC educators)

- Opening and closing checklist
- Information and display checklist
- Daily safety checklist- indoor/outdoor (checking fencing, gates, locks, play equipment, sandpit, water hazards, risks posed by pets)
- Kitchen Audit
- Cleaning checklist
- Medication Audit
- First Aid Kit Audit
- Inclusive Audit
- Chemical and hazardous materials checklist- including safety data sheets
- Bathroom checklist including suitability of nappy changing arrangements
- Laundry and hygiene facilities
- Children's toys safety checklist
- Furniture and equipment safety checklist
- Carpark safety checklist
- Home Safety Risk Assessment FDC - Premises assessment checklist including- glass, ventilation and natural light, suitable and sufficient furniture and materials and developmentally appropriate equipment and suitability of the residence
- Transportation pickup/drop off checklist
- Safe sleep audit
- Work, Health and Safety Audit

- Visitor register
- Risk Assessment Audit
- Emergency Evacuation Audit- (fire equipment, smoke alarms)
- FDC Pool/Water Hazards/Water features Safety checklist

CONTINUOUS IMPROVEMENT

Our *Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

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

ACECQA. (2023). Policy and procedure Guidelines. [Assessment and Re-assessment of Residences and Venues for family day care](#)

ACECQA. (2023). [Assessments of family day care residences and venues](#)

ACECQA. (2023). [Family Day Care Pool/Water Hazards/Water Features Safety Check](#)

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Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

Kidsafe NSW. [Kidsafe Family Day Care Safety Guidelines](#). 7th Edition. (2020).

[National Quality Framework Review \(NQF\) 2019](#).

Queensland Government. (2019). [Approving family day care residences and approved family day care venues](#)

Queensland Government. (2019). [Assessments of Family Day care residences](#)

Queensland Government. (2019). [Fencing Requirements for family day care residence](#)

Queensland Government. (2018). [Guidance for approved providers- early childhood education and care services operating in multi-storey buildings](#)

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

Western Australia Government. [Department of Communities. Improving safety at family day care residences or venues with swimming pools, spas and water features in Western Australia](#). (2023).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	05/09/2024
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V9.9.23		

MODIFICATIONS	• annual policy maintenance • re-arranged content- moved Assessment of FDC residence/venue • changes in regulations from 2019 NQF Review Decision Regulations included in policy • added ACECQA water safety checklists/report information • updates to requirements for services in WA related to pool safety • sources updated	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	• regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • Additional information added regarding changes to regulations for WA services around swimming pools, spas and water features	SEPTEMBER 2023
SEPTEMBER 2021	• Additional regulations added as suggested by AECEQA Policy and procedures guidelines (June 2021) • consideration of sleep and rest facilities added • notification to regulatory authority added • notifying families of change to policies and procedures added • additional sources added	SEPTEMBER 2022
SEPTEMBER 2020	• major rewrite of policy to meet regulatory requirements • list of areas to be assessed added • recommendations of checklists/audits added • additions to source documents- national regulations and national law	SEPTEMBER 2021
SEPTEMBER 2019	changes/editing to wording review of policy to ensure compliance of education and care national regulations	SEPTEMBER 2020
DECEMBER 2017	updated policy to comply with new national quality standard and education and care regulations	NOVEMBER 2018
DECEMBER 2017	New policy developed to adhere to National Regulations.	TBA

ASSESSMENT OF FAMILY DAY CARE EDUCATORS, ASSISTANTS AND PERSONS RESIDING AT FAMILY DAY CARE RESIDENCES POLICY

Kidzone Family Day Care (FDC) Service has the responsibility of ensuring Family Day Care educators, educator assistants and all persons over the age of 18 residing at the family day care residence are fit and proper persons to be involved in the provision of education and care to young children. Kidzone FDC closely monitors Family Day Care educators and educator assistants to ensure the fitness and propriety of all adults. Co-ordinators provide FDC educators and educator assistants with ongoing professional support, assistance and supervision and maintain accurate records to safeguard children's safety and wellbeing.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse and neglect.

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development

QUALITY AREA 7: LEADERSHIP AND MANAGEMENT		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW ACT (2010)	
Section 3 (2)(a); 173	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law

119	Family Day Care Educator and Family Day Care Educator assistants to be at least 18 years of age
127	Family Day Care Educator Qualifications
136	First Aid Qualifications
143A	Minimum requirements for a family day care educator
144	Family Day care Educator Assistants
153	Register of family day care Educators, coordinators and Educator Assistants
154	Record of staff, family day care coordinators and family day care Educator Assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Child Safe Environment Policy Engagement and Registrations of FDC Educators Policy Engagement or Registration of FDC Educator Assistants Policy	Keeping a Register of Family Day Care Educators Policy Monitoring Support and Supervision of FDC Educators and Assistants Policy Recruitment Policy Visitors to the Family Day care Residences Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999
 A New Tax System (Family Assistance) (Administration) Act 1999
 Child Care Subsidy Minister's Rules 2017
 Child Care Subsidy Secretary's Rules 2017
 Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Family Law Act 1975

Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook in <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

PURPOSE

Kidzone FDC Service adheres to the Education and Care Services National Regulations and conducts assessments of educators, educator assistants and all persons over the age of 18 who reside at the Family Day Care residence to ensure they are fit and proper persons, are suitably qualified and hold the relevant emergency care qualifications.

SCOPE

This policy applies to approved provider, nominated supervisor, coordinator, educators and educator assistants of the Family Day Care Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care (FDC) service must ensure that policies and procedures are in place to assess FDC educators, educator assistants and persons residing at FDC residences. They must also take reasonable steps to ensure policies and procedures are followed. To ensure the ongoing health, safety and wellbeing of children, the Approved Provider is responsible for assessing a person's suitability as an educator or educator assistant and must ensure that all persons who work or reside in the premises of an approved FDC residence are considered to be '*fit and proper persons*'.

Our FDC Service is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

We achieve this by:

- comprehensively screening all applicants for educators and educator assistants before the commencement of providing education and care
- ensuring all applicants who are working or residing with children have the required clearances (WWCC, criminal history checks)
- annually assess the FDC residence or more frequently in the case of new persons residing at the residence or in the case of an incident or accident.

THE APPROVED PROVIDER WILL ENSURE THAT:

- an assessment process is developed and conducted for all educators and educator assistants to ensure they are considered to be fit and proper persons to care for children prior to engaging or registering them in the service and as a rigorous and ongoing assessment process annually (or as required) Reg. 163
- all FDC educators and educator assistants and coordinators are over the age of 18 years of age
- nominated supervisors, coordinators, FDC educators and assistants and volunteers are aware of their individual responsibilities for child protection and maintain up to date knowledge of child protection law
- coordinators, FDC educators and educator assistants have completed approved child protection training
- background checks are made for each person who has management or control for the provider including FDC educators
- a record is kept of expiry dates of criminal history check and WWCC checks
- the Department of Education is contacted if the status of a person's check changes
- FDC educators and educator assistants provide relevant documentation demonstrating they are a fit and proper person. This includes educators and educator assistants to:
 - provide proof of age
 - have a criminal history check issued in the previous six months (services in ACT, NT, WA, SA)
 - hold a current and verified Working with Children Check (WWCC)
- FDC educators and educator assistants:
 - hold current first aid qualifications undertaken within the previous three years-
 - approved first aid qualification (except in the case of emergency life support and CPR which must be completed every year)
 - approved anaphylaxis management training
 - approved emergency asthma management training
 - hold a current Driver's License if applicable
 - provide a declaration that all proposed educators are fit and proper persons having regard to any prior actions involving fraud or dishonesty and their capacity to comply with the family assistance law- [See information below for CCS]
 - hold PRODA registration, and individual RA number as a FDC Educator
 - provide documentation of current public liability insurance

- a register of family day care educators, educator assistants and residents over 18 years of age is maintained Reg. 153
- FDC educators hold an approved Certificate III level (or higher) qualification prior to commencing their role in a FDC service (effective 1 July 2023)
- existing FDC educators currently engaged by the FDC service have until 1 July 2024 to complete an approved qualification (does not apply to FDC educators in SA as FDC educators must hold an approved Certificate III level (or higher) qualification prior to commencing their role in a FDC service)
- FDC educators maintains adequate knowledge and understanding of the provision of education and care to children
- all educators, educator assistants, coordinators and other staff engaged by the Service are not only approved to work with children through the WWCC but are those who have the right personal qualities, skills and experiences to provide high quality supervision and care to children
- any person residing at the FDC residence is assessed as, and remain, fit and proper for the service to operate
- a child being educated and cared for by the Family Day Care Service is never left alone with a resident, visitor or student (including contract workers)
- address or mitigate as part of their risk assessment any notification of a change in circumstance that has been identified that poses a risk to the health, safety or wellbeing of children of the service
- any person over 18 years of age residing at the Family Day Care residence holds a current Working with Children Check (WWCC)
- for services operating less than 12 months, the minimum of 1 full time equivalent (FTE) co-ordinator is required for every 15 FDC educators (1:15)
- educators new to the FDC Service are provided with initial support and monitoring during the first month of operation
- for services operating more than 12 months, a minimum of 1 full time equivalent (FTE) FDC coordinator is required for a maximum of 25 FDC educators (1:25) after the first 12 months of operation)
- written consent is provided by parents of each child being educated and cared for by the educator to the use of the FDC educator assistant in each specific circumstance
- a record of nominated supervisors, co-coordinators, educators, and educator assistants engaged in the Service is maintained and kept up to date

- implementing the grievance procedure or taking disciplinary action in the event of a breach of 'Code of Conduct'
- respond to any allegations to the [NSW Office of Children's Guardian](#) as per the Reportable Conduct Scheme
- re-allocating children if a person or persons residing in the FDC residence do NOT meet the 'fit and proper' assessment
- FDC educators adhere to the requirements set out in the Child Care Provider Handbook
- clear expectations about commitment to child safety (Child Safe Standards) are communicated to FDC educators and educator assistants

THE FAMILY DAY CARE COORDINATOR WILL PROVIDE ONGOING ASSESSMENT OF THE EDUCATOR AND EDUCATOR ASSISTANT THROUGH MONITORING AND REGULAR VISITS TO EDUCATOR'S HOMES.

THE COORDINATORS WILL:

- provide ongoing support and advice to FDC educators and educator assistants when education and care is being provided
- monitor and supervise FDC educators and educator assistants through a range of methods including:
 - scheduled face-to-face visits to educator's home, sufficient in number and frequency to ensure quality of care is maintained
 - telephone conversations
 - emails and text messages
 - Zoom calls
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the Family Day Care service
- provide evidence of adequate monitoring and support including:
 - dates and times of any visits
 - purpose of the visit- monitoring or support
 - dates and times of any telephone calls
 - details of any correspondence or written materials provided to the educators for the purpose of monitoring or support
 - acknowledging and reporting any areas of concern and processes put in place to rectify these areas
 - report quality care issues in relation to the NQS to Approved Provider

- ensure compliance of National Regulations including:
 - health, hygiene and safe food practices
 - child safe environment
 - safe transportation of children
 - risk assessments
 - first aid kits
 - enrolment and other documents to be kept by FDC educator
 - smoke, alcohol and drug free environment
 - fencing regulations
 - dangerous and hazardous chemicals, medications and substances
 - ensuring unauthorised people, volunteers and visitors are not left alone with children.
- ensure an accurate register of each FDC educator, co-ordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an educator, co-ordinator or educator assistant ceases to be registered at the service)
- inform the nominated supervisor/responsible person or approved provider of new residents at a FDC residence

THE FAMILY DAY CARE EDUCATOR AND EDUCATOR ASSISTANT WILL:

- be aware of all regulatory and Family Assistance Law requirements
- ensure all documentation demonstrating they are a fit and proper person as per Regulation 163 and Family Assistance Law (CCS) is provided to the Family Day Care service and kept up to date (National Police Check, WWCC)
- provide evidence of completion of approved qualification by 1 July 2024
- notify the approved provider of any new person aged 18 years or over who resides or intends to reside at the family day care residence (including overseas or interstate visitors)
- notify the service provider of any children residing or intending to reside in the FDC residence who are turning 18 years of age within 30 days prior to them turning 18 (providing enough notice to complete necessary checks)
- notify the approved provider immediately if they are aware of any circumstance relating to any person who resides, or intends to reside at the educator's FDC residence that may affect whether the person is a fit and proper person to be in the company of children.
- keep a detailed record of all visitors to the family day care residence, including their name, signature, date, time of the visitor's arrival and departure

- ensure a child being educated and cared for by the Family Day Care Service is never left alone with a resident, visitor or student (including contract workers)
- provide a risk management plan to ensure the safety and wellbeing of children attending the service if required
- submit all documentation required to the Approved Provider as requested
- embed the National Child Safe Principles
- provision of home insurances, rental agreements, and any other documentation for approval of place of residence to operate a family day care service

DETERMINING WHETHER A PERSON IS FIT AND PROPER

Our FDC Service will adhere to *Family Assistance Law* to determine if a person is deemed fit and proper to be involved in the administration of the Child Care Subsidy, matters involving fraud, dishonesty, financial management, compliance with the law and administration of funds are all relevant considerations. The *CCS Personnel Policy FDC* provides further information regarding requirements to ensure FDC Educators are fit and proper including registration with Provider Digital Access Portal (PRODA).

Our FDC Service will adhere to National Regulations regulation 164 (effective October 2023) to ensure all persons residing at the FDC residence are determined as fit and proper. The FDC educator must notify the Approved Provider, as soon as possible, if they become aware of any circumstance or situation which may affect the fit and proper status of any individual residing or intending to reside at the FDC residence. Circumstances or situations which may affect an individuals fit and proper status may include:

- charged with or convicted of
 - an offence of sexual nature
 - an offence of violent nature
 - an offence involving drugs
 - an offence involving a weapon
- the individuals Working with Children Check/Clearance application being rejected, revoked or suspended
- if the individual has been prohibited from working with children

CONTINUOUS IMPROVEMENT

Our *Assessment of Family Day Care Educators and Persons Residing at FDC Residences Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Notification of Changes to FDC Residents FDC Household Members Register FDC	Notification of Renovations or Modifications FDC

SOURCE

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

ACECQA. (2023). [Policy and procedure Guidelines. Assessment of family day care educators, family day care educator assistants and persons residing at FDC residences](#)

ACECQA. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)

ACECQA. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)

ACECQA (April 2023). [Family Day Care Compliance Guide](#)

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<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

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

Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Revised National Quality Standard. (2018)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V7.09.23		
MODIFICATIONS	- annual policy review - update of legislative requirements for FDC educators (notification of fit and proper person; first aid requirements; minimum educator qualifications - removal of mandatory COVID vaccinations - Updated sources - Information added relating to individuals fit and proper status - Childcare Centre Desktop resources section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	regular policy maintenance		SEPTEMBER 2023

	- link to Western Australian Education and Care Services National Regulations added in 'Sources' - minor formatting edits within text - hyperlinks checked and repaired as required - links within policy updated from DESE.gov.au to education.gov.au	
SEPTEMBER 2021	- Related Legislation added to align to ACECQA Policy and procedure guidelines (June 2021) - Review of sources - Addition of CCS handbook source - Addition of CCS requirements- <i>Fit and Proper Person</i> - Additional of mandatory COVID-19 vaccinations (check state/territory)	SEPTEMBER 2022
SEPTEMBER 2020	additional NQS added implementation section modified information related to outline processes for assessment added for Approved Provider, Coordinator responsibilities of educator extended additional sources added	SEPTEMBER 2021
FEBRUARY 2020	Included introduction to policy purpose Added related policy section addition of specific state regulations (SA, Vic) Additional content and responsibilities added Sources checked and updated	FEBRUARY 2021
DECEMBER 2017	Updated policy to comply with new National Quality Standard	NOVEMBER 2018
MAY 2017	Policy developed to adhere to Family Day Care Service	DECEMBER 2017

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY

Under specific circumstances, a Family Day Care (FDC) educator assistant, may assist the FDC educator in providing education and care to children as part of a Family Day Care Service. Kidzone educator assistant must be approved and engaged by or registered by the approved provider and meet all relevant requirements of the *Early Education and Care Services National Law and Regulations*.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 103A	Offence relating to places where education and care is provided as part of a family day care service
Sec. 164A	Offence relating to the education and care of children by family day care service
Sec. 269	Register of family day care educators, coordinators and assistants
84	Awareness of child protection law
119	Family day care educators and family day care educator assistant to be at least 18 years of age
124	Number of children who can be educated and care for – family day care educator
136	First aid qualifications
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures

169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy	Keeping a Register of Family Day Care Educators Policy
Child Safe Environment Policy	Medical Conditions Policy
Child Protection Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Dealing with Infectious Diseases Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Emergency and Evacuation Policy	Recruitment Policy
Engagement and Registrations of FDC Educators Policy	Safe Transportation Policy
Excursion/Incursion Policy	Sleep and Rest Policy
Governance Policy	Staffing Arrangements Policy
Incident, Injury, Trauma and Illness Policy	Visitors to the Family Day Care Residences Policy
Interactions with Children, Family and Staff Policy	

PURPOSE

The Family Day Care Service aims to establish and maintain a constructive and professional approach in the engagement and registration of educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care (FDC) Service must ensure that policies and procedures are in place for the engagement or registration of FDC educator assistants. They must also take reasonable steps to ensure those policies and procedures are followed.

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 and assisting with other areas of support. This may include the transportation of children, emergency situations and when the FDC

educator needs to attend an appointment. Educator assistants must maintain the standards expected by the service, the National Quality Framework, families and the community.

Our FDC Service is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

THE APPROVED PROVIDER OF THE FAMILY DAY CARE SERVICE WILL ENSURE:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, management, staff, educators and educator assistants comply with this policy
- the applicant is approved as an educator assistant as part of a Family Day Care Service in the circumstances set out in National Regulations
- the FDC educator assistant engaged at the FDC service is at least 18 years old
- there is a clear and equitable registration process when engaging educator assistants
- reference checks are conducted prior to registering the applicant
- educator assistants are provided with information about the service including employment requirements
- the educator assistant has been deemed a 'fit and proper person' to be in the company of children, and holds a valid Working With Children Check/Clearance
- a register containing prescribed information about each educator assistant engaged by or registered with the service is maintained to ensure compliance with National Regulations
- clear expectations about commitment to child safety (National Child Safe Standards) are communicated to FDC educators and educator assistants
- educator assistants are provided with a comprehensive induction and training to ensure clear and concise understanding about their role and responsibilities at the FDC service including: -
 - knowledge of the Service's Child Safe Policies and Procedures including Child Safe Environment Policy, Child Protection, Sleep and Rest, Emergency Evacuation, Administration of First Aid and Code of Conduct Policy
 - Reportable Conduct Scheme
 - safe transportation requirements
 - Work Health and Safety guidelines
 - behaviour guidance

- service routines
 - human resource documentation
 - physical environment
 - communication with families' processes
 - Family Assistance Law and Child Care Subsidy
- educator assistants know how to install and use child car restraints according to manufacturer's instructions
- educator assistants have been provided with the Service's policies and procedures in order to maintain compliance and quality standards
- educator assistants are aware of individual children's details including allergies, routines, contact details of parents and carers and emergency details
- educator assistants have completed all required paperwork, including evidence of their personal details, copy of their current First Aid qualification; copy of current anaphylaxis and asthma management training and copy of their valid Working with Children Check
- consideration is given to each FDC educator's specific context and location when registering educator assistants (in particular, educators located in remote areas)
- written consent is received from each child's parent for FDC educator assistants to assist the FDC educator in circumstances detailed in regulation 144

THE FAMILY DAY CARE SERVICE WILL MAINTAIN A REGISTER OF FDC EDUCATOR ASSISTANTS APPROVED BY THE SERVICE CLEARLY RECORDING:

- full name, address and date of birth of the approved FDC educator they will be assisting
- full name, address and date of birth of the educator assistant
- statement included about family day care service being a venue or a residence
- a record of the identifying number of the Working with Children Check and date that the check was sighted by the approved provider or nominated supervisor and expiry date
- evidence the FDC educator assistant has completed:
 - current approved first aid qualification
 - current approved anaphylaxis and asthma management training
 - completion of emergency life support and cardio pulmonary resuscitation training
 - current child protection training
- evidence of any relevant qualifications held by the FDC educator assistant
- details of current driver's licence (with 3rd party compulsory insurance if transporting children)

FAMILY DAY CARE EDUCATOR ASSISTANT SPECIFIC CIRCUMSTANCES (REGULATION 144)

An educator assistant must be approved and engaged by or registered by the approved provider to assist a family day care educator under specific circumstances (including transporting or escorting children)

- written consent must be provided by parents of each child being educated and cared for by the educator to the use of the family day care educator assistant in each specific circumstance
- written consent must be provided to the approved provider
- in the event of an emergency, parents of each child must be notified as soon as possible by the family day care Educator, Educator Assistant or service representative.

SPECIFIC CIRCUMSTANCES INCLUDE:

- assisting the family day care educator as part of the Family Day Care service
- in the absence of the family day care educator, transporting a child between a residence or approved venue and school or another educator and care service or children's service or the child's home
- providing education and care to a child in emergency situations, including when the family day care educator may require urgent medical care or treatment
- escort (by walking) a child between the FDC residence or venue and:
 - a school
 - another education and care service or children's service
 - the child's home
- providing education and care to a child while the family day care educator attends an appointment provided:
 - the absence is less than four hours
 - the approved provider has approved that absence and
 - parents have been provided notice of the absence

THE FAMILY DAY CARE EDUCATOR WILL:

- notify families of their intention to use an educator assistant and request written authorisation/consent
- seek approval from the approved provider on each occasion to utilise educator assistant
- ensure the educator assistant is provided with a comprehensive induction to the residence
- ensure the educator assistant is made aware of any changes to children's medical needs or authorised persons to collect them- authorised nominees

- ensure the educator assistant is aware of:
 - displaying prescribed information including diagram of the FDC service indicated areas of the residence/approved venue approved to provide education and care
 - location of policies and procedures
 - enrolment information (including authorised nominees)
 - child safe standards including mandatory reporting obligations
 - location of first aid kit
 - location of emergency fire equipment
 - location of exits and evacuation plan
 - emergency phone numbers
 - emergency contact details of all children
 - individual children's medical management plans and emergency action plans
 - individual children's routines
 - procedures for the safe arrival and collection of children from the FDC service
 - children's personal belongings- hats, backpacks, special toy
 - administration procedures for collection of fees, absences, communication with families
 - privacy and confidentiality (including use of own mobile phone)
 - safe transportation of children policy and procedures

CONTINUOUS IMPROVEMENT

Our *Engagement or Registration of Family Day Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

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

ACECQA. (2023). Policy and procedure guidelines. [Engagement or registration of family day care educator assistant](#)

ACECQA. (2023). [Family Day Care Compliance Guide](#).

ACECQA. (2023). [Family Day Care Compliance Guide. Nominated supervisor](#).

Australian Government Department of Education. *Child Care Provider Handbook (2023)*.

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	7/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V7.09.23		
MODIFICATIONS	• annual policy review • merged information into Approved Provider section (repeated information) • added required information to the register of educator assistants • added further role approved for educator assistant- (escorting children via walking) • continuous improvement/ reflection section added • updated sources to include Key NQF legislative changes for FDC services (effective July and October 2023)		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	• regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • links within policy updated from DESE.gov.au to education.gov.au	SEPTEMBER 2023	
SEPTEMBER 2021	• Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(June 2021) • additional related policies added • Review of source links within policy • Additional information re: mandatory COVID-19 immunisation in some state/territories	SEPTEMBER 2022	
SEPTEMBER 2020	• additional regulations • reordering of some points for approval of educator assistant • additional information added for requirements for educator assistant in relation to child protection • additional section added for educator role • additional sources added	SEPTEMBER 2021	
SEPTEMBER 2019	Wording changes (deletions and additions) Inclusion of information to ensure compliance to Educational and Care Services National Regulations	SEPTEMBER 2020	

DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Policy developed to adhere to Family Day Care Service	

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATORS' POLICY

Family Day Care (FDC) educators provide early education and care for babies and children up to 13 years of age in a natural and flexible home learning environment. Educators are early childhood education and care professionals who hold a Certificate III level (or higher) qualification. Kidzone Family Day Care aims to engage and register educators who are appropriately qualified, are passionate early childhood educators and are committed to ongoing training and professional learning with the support of our coordinators and management team.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 103A	Offence relating to places where education and care is provided
Sec. 239	Register of family day care educators, coordinators and assistants
10	Meaning of actively working towards a qualification
30	Condition on service approval- family day care educator
84	Awareness of child protection law
119	Family day care Educator and family day care Educator Assistant to be at least 18 years old
124	Number of children who can be educated and care for – family day care educator
127	Family Day Care Educator Qualifications
136	First Aid Qualifications
143 (A)	Minimum requirements for a family day care educator
143 (B)	Ongoing management of family day care educators
153	Register of family day care educators, coordinators and educator assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence

168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
176A	Prescribed information to be notified to the approved provider by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Child Safe Environment Policy Child Protection Policy Emergency and Evacuation Policy Engagement and Registrations of FDC Educators Assistant Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy	Keeping a Register of Family Day Care Educators Policy Medical Conditions Policy Monitoring Support and Supervision of FDC Educators and Assistants Policy Provision of Information Assistance Training to Family Day Care Educators Policy Recruitment Policy Safe Transportation Policy Sleep and Rest Policy Staffing Arrangements Policy Visitors to the Family Day Care Residences Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999 A New Tax System (Family Assistance) (Administration) Act 1999 Child Care Subsidy Minister's Rules 2017 Child Care Subsidy Secretary's Rules 2017 Education and Care Services National Law Act 2010 Education and Care Services National Regulations 2011 Family Law Act 1975 Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook

PURPOSE

We aim to create and maintain a positive, professional and transparent approach to recruit, register and engage family day care educators to our Family Day Care Service and ensure that our FDC educators are fit and proper, suitably qualified and passionate early childhood educators. The safety, health, and wellbeing of children is paramount, and we ensure our systems and documentation for engaging and registering FDC educators are kept up-to-date and reviewed regularly.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care service must ensure that policies and procedures are in place for the engagement or registration of FDC educators. They must also take reasonable steps to ensure those policies and procedures are followed.

The FDC Service will have a consistent process in the registration or engagement of Family Day Care educators. Educators will come from a variety of backgrounds and life experiences, to reflect the diversity within our community, whilst adhering to all current Education and Care Services National Regulations, National Quality Standards and Family Assistance Law.

Our FDC Service will use a variety of advertising methods to attract and recruit Family Day Care educators, which may include paper based, electronic/social media and word of mouth. All potential educators are required to submit a written application stating relevant qualifications, interest, suitability and availability. We encourage opportunities to discuss our processes of recruiting, training and engagement of potential educators. All Kidzone FDC educators will register with the Department of Education through the Provider Digital Access Portal (PRODA) and maintain registration as part of their employment by our service to provide care for children and record attendance information for Child Care Subsidy purposes.

Kidzone FDC is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

THE APPROVED PROVIDER WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- ensure robust and proper checks take place prior to registration of FDC educators, including a declaration of fitness and history of compliance with the National Law and Regulations completed by the educator

- review the educator's knowledge and understanding of the provision of education and care to children, taking into consideration the educator's history of compliance with the National Law and regulations (Reg 143A)
- ensure FDC are at least 18 years of age, are suitably qualified, hold at least an approved certificate III level (or higher) qualification (transitional arrangements apply for existing FDC educators to complete qualifications)
- ensure potential educators hold a current Working with Children Check (WWCC) and Australian National Police Criminal history record check (or Police Check) obtained from the relevant state or territory police service, or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application
- have procedures in place to notify the regulatory authority of any circumstance that may pose a risk to the health, safety or wellbeing of children, including fitness of propriety issues related to any individual residing in the FDC residence
- ensure FDC educators notify the approved provider of any new resident over 18 years of age at the FDC residence and any circumstances relating to a person at the FDC residence that may affect whether they are a fit and proper to be in the company of children (including if the person has been charged or convicted of an offence of a sexual or violent nature or an offence involving drugs or a weapon, the person's working with children or vulnerable people check, registration or card is rejected, revoked or suspended or the person is prohibited from working with children)
- maintain a register of FDC educators, coordinators, educator assistants
- ensure quality practices in our recruitment process, induction, retention and wellbeing
- embed National child safe principles into the service's philosophy, practices and culture
- ensure copies of all policies and procedures are readily accessible to nominated supervisors, coordinators, educators, families, volunteers, students and visitors
- ensure a diagram is displayed and visible from the main entrance showing the FDC venue and areas of the FDC residence assessed as suitable for providing education and care to children and identifying any swimming pool, water feature or spa
- ensure any swimming pool at the FDC residence or approved venue is fenced according to relevant state laws

TO BE ENGAGED OR REGISTERED AS A FAMILY DAY CARE EDUCATOR, THE APPLICANT MUST:

- be aware of regulatory requirements

- ensure the approved provider is notified of any circumstance that may pose a risk to the health, safety or wellbeing of children attending or likely to attend the family day care residence (Reg. 176A)
- be at least 18 years of age
- hold a current Working with Children Check (WWCC) and Australian National Police Criminal history record check (or Police Check) obtained from the relevant state or territory police service, or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application
- complete a declaration that all proposed educators are fit and proper persons having regard to any prior actions involving fraud or dishonesty and their capacity to comply with the family assistance law
- maintain current approved first aid qualification and approved anaphylaxis and asthma management training
- renew cardio-pulmonary resuscitation every 12 months
- hold at least an approved Certificate III level of an early childhood education qualification.
(Existing FDC educators who are engaged prior to July 1 2023 have until July 1 2024 to complete an approved qualification (does not apply to FDC educators in South Australia))
- hold insurance against public liability with a minimum cover of \$10,000,000
- be considered a *'fit and proper person'* to be providing education and care to children
- be a responsive and effective communicator
- maintain and extend ~~have a deep~~ their knowledge and understanding of the provision of education and care to children and implement the approved learning frameworks- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)* and *Our Time Our Place: Framework for School Aged Care in Australia (V2.0)*
- hold PRODA registration, and individual RA number as a FDC educator
- notify the approved provider of any residents at the FDC residence or venue, including intention to have residents at the residence or venue
- notify the approved provider of any circumstances relating to a person who resides at the residence or intends to reside that may affect whether the person is fit or proper to be in the company of children

EDUCATORS SHOULD BE EXPECTED TO:

- complete a written application to the Family Day Care Service

- participate in an interview with the Approved Provider or nominated person (coordinator, educational leader)
- provide requested documentation
- display a diagram at the main entrance showing the areas of the FDC residence or approved venue assessed as suitable for education and care provided to children
- ensure this diagram clearly shows the existence of any water hazard, swimming pool or spa
- display prescribed information clearly visible for families at the entrance of the FDC residence or venue
- have adequate knowledge and understanding of the provision of education and care to children
- have knowledge and competence in ensuring the safety, health and wellbeing of all children being educated and cared for in their residence or approved venue
- have knowledge of child protection law and understand their responsibilities as mandatory reporters
- have knowledge and commitment to embedding the National Child Safe Principles
- maintain current approved first aid and approved anaphylaxis and asthma management training and renew cardio-pulmonary resuscitation every 12 months
- ensure their public liability insurance is kept current
- have the proposed residence or venue assessed and approved by the approved provider prior to commencement of providing education and care to children
- notify the approved provider of all family members residing in their residence including their names and dates of birth
- notify the approved provider of any residents at the FDC residence or venue; if any person is over 18 years of age provide a WWCC clearance check
- notify the approved provider of any circumstance relating to a person who resides or intends to reside at the residence that may affect whether the person is a fit and proper person to be in the company of children
- ensure to provide a smoke, drug and alcohol-free environment
- be prepared to allow coordinators to regularly visit their residence to assess safety and compliance and review the educational program
- have policies and procedures available at the residence or approved venue and be readily accessible by all educators, educator assistants, coordinators, volunteers and families and regulatory officers
- be prepared to self-assess their performance in delivering care and education to children in their care and plan for future improvements in their Quality Improvement Plan

- implement the FDC Services' policies and procedures
- abide by the Code of Conduct at all times
- complete a minimum of 4 training sessions annually with our FDC Service
- comply with the requirements set out in the Child Care Provider Handbook
- provide evidence of mandatory immunisation requirements as set by current Public Health Orders (if required)

POTENTIAL FAMILY DAY CARE EDUCATORS MAY BE:

- required to gain a medical clearance from a qualified medical practitioner, stating he/she is physically and/or mentally capable of the duties and requirements for work in family day care
- required to examine their own immunisation status in order to protect themselves and the children and families they work with
- required to have their vehicle checked by an authorised restraint fitter to check condition of seat belts, child restraints, tyres etc.

APPROVAL OF ENGAGEMENT OR REGISTRATION WITH THE FAMILY DAY CARE SERVICE

The approved provider will review all information submitted by the applicant and assess whether they meet the assessment to be a 'fit and proper' person to provide education and care to children.

If the applicant is successful, they will receive a letter of offer to be registered or engaged by the service.

The educator will be provided with an extensive induction and orientation training.

Induction will provide information on:

- Legal requirements and obligations under the National Quality Framework
- Family Day Care administration requirements
 - service policies and procedures
 - legislation and guidelines
 - applying knowledge of Commonwealth and jurisdictional administrative requirements
 - CCS and ACCS – fees
 - legal requirements of record keeping- attendance records, visitor records, written authorisations
 - Statement of Philosophy
 - Family Day Care Service Handbook
 - insurances

- information on small business management (including taxation requirements)
- employment terms and conditions, including the contractor payment arrangements
- schedule of fees and fee collection methods
- record keeping requirements
- process of assessing the suitability of the residence and ongoing assessment
- Working with Children Checks/criminal history checks
- National Quality Framework-
 - Education and Care Services National Law and Regulations
 - National Quality Standards
 - Assessment and Rating
- Early Childhood Australia Code of Ethics
- Provision of quality education and care to children
 - Early Years Learning Framework and My Time, Our Place Framework
 - Importance of play
 - educational program
 - observing and documenting children's development
 - caring for children
 - inclusive environments
 - behaviour guidance
 - managing children's health and safety
- Code of Conduct
- Child Safe Standards
- Methods of communicating with families
- Process of dealing with grievances and complaints
- Work Health and Safety
- Privacy and Confidentiality

Prior to any child being enrolled with the FDC educator, an assessment of the proposed residence must be completed to ensure it meets the service requirements.

We aim to build successful and professional partnerships between our FDC Service and educators.

If potential family day care educators are dissatisfied with the engagement and registration process, they will be encouraged to use the grievance procedure.

[See: *Engagement and Registration of Family Day Care Educators Procedure*]

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Engagement or Registrations of FDC Educators Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

Kidzone Family Day Care - RELATED RESOURCES

Engagement or Registration of FDC Educators Procedure

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
 ACECQA. (2023). Policy and procedure guidelines. [Engagement or registration of family day care educator](#)
 ACECQA. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)
 ACECQA. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)
 ACECQA (April 2023). [Family Day Care Compliance Guide](#)
 Australian Government Department of Education. *Child Care Provider Handbook (2023)*.
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Guide to the National Quality Framework. (2018). (Amended 2023).
 National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY:	Ahmed Ibrahim	Director	07/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V7.09.23		
MODIFICATION	- annual policy review - inclusion of key NQF legislative changes for FDC services (effective July and October 2023) - approved provider section added - additional points added to FDC educator section - Continuous Improvement/Reflection section added - removal of Procedure at end of document, new procedure developed as a separate file		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	- regular policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required		SEPTEMBER 2023

	links within policy updated from DESE.gov.au to education.gov.au	
SEPTEMBER 2021	- Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(June 2021) - Review of source links within policy - Additional related policies - Addition of CCS requirement information - Addition of CCS handbook source - Reformat of Procedure at end of document - Additional information added re: mandatory COVID-19 vaccinations	SEPTEMBER 2022
SEPTEMBER 2020	- additional regulations added - approval and registration section added - suggestions for induction/orientation added - additional sources	SEPTEMBER 2021
SEPTEMBER 2019	Word edits and changes Additional inclusions to comply with Regulations	SEPTEMBER 2020
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
FEBRUARY 2017	Policy developed to adhere to Family Day Care Service	FEBRUARY 2018

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS' POLICY

Under the Education and Care Services National Regulations, Kidzone Family Day Care is required to maintain an accurate register of any Family Day Care (FDC) educators, coordinators and educator assistants engaged by or registered with the service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 269	Register of family day care educators, coordinators and assistants
10	Meaning of working towards a qualification
124	Number of children who can be educated and cared for- family day care educator
153	Register of family day care educators, coordinators and educator assistants
168	Education and care service must have policies and procedures
169	Additional policies and procedures-family day care services
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy
 Child Safe Environment Policy
 Engagement or Registration of FDC educator assistants Policy
 Engagement or Registration of FDC educators Policy
 Governance Policy
 Monitoring Support and Supervision of FDC educators and educator assistants Policy
 Staffing Arrangement Policy

PURPOSE

The Family Day Care Service aims to act in an equitable and transparent manner by ensuring an accurate register that includes all the information prescribed in the Education and Care Services National Regulations.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider of the Family Day Care (FDC) Service must ensure that a register of family day care educators, coordinators and educator assistants employed or engaged by, or registered with the service is developed and maintained. The Approved Provider must also take reasonable steps to ensure that those policies and procedures are followed.

Record keeping is an integral part of the management of a service. To support quality education and care, as well as ensuring the safety and wellbeing of children we ensure our register of all FDC educators, coordinators and educator assistants is accurate and kept up-to-date.

WHERE IS THE REGISTER KEPT?

- The register will be kept at the principal office of the approved Family Day Care Service
- Coordinators will be responsible for recording evidence in the register of visits, phone calls and other support provided to family day care educators
- The register will be made available to authorised officers of a regulatory authority and parents on request within 24 hours. The register will be kept in a secure place and treated confidentially
- Information must be held for three years after the date an educator, coordinator or educator assistant ceases to be employed or engaged by or registered with the Family Day Care service.

THE APPROVED PROVIDER WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- include the prescribed information in the register about the FDC educators, coordinators and

educator assistants

- take reasonable steps to ensure the information in the register is accurate
- provide any information in the register (and any changes) to the regulatory authority upon request within 24 hours of the request
- ensure copies of the policy and procedures are readily available and accessible to FDC educators, coordinators, educator assistants and other staff, and families
- notify families at least 14 days of any changes to policy or procedures- as per regulations
- provide induction training to new educators and other staff
- provide ongoing training and information to coordinators, nominated supervisors, educators and educator assistants to ensure they can fulfil their roles and provide a child safe environment for all children and young people
- keep copies of the register until the end of 3 years after the FDC educator, coordinator or educator assistant ceases to be employed or engaged by or registered with the FDC service.

THE REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND ASSISTANTS MUST INCLUDE:

- full name of educator, coordinator/s and educator assistant
- date of birth (minimum of 18 years of age) of each person
- contact details (including address) of each person
- the address of the residence or approved Family Day Care service to confirm where the educator will be providing education and care to children as part of the service
- the date that each educator, coordinator and educator assistant was engaged by or registered with the Family Day Care Service
- the date the educator, coordinator and educator assistant ceased to be engaged by or registered with the service (if applicable)
- the full name of the educator to be assisted by the educator assistant
- the days and hours the educator will usually be providing education and care to children as part of the service
- if the educator or educator assistant is an Approved Provider, the number of the provider approval and the date the approval was granted
- the name and date of birth of people who normally reside at the FDC residence and a record of any working with children clearance (WWCC or teacher registration) as per state legislation. The record must include the date sighted by the approved provider/nominated supervisor and the expiry date

- evidence of any relevant qualifications held by the educator, coordinator or educator assistant *or* if applicable that the educator, coordinator or educator assistant is actively working towards that qualification as provided under Regulation 10 (Note: existing FDC educators have until 1 July 2024 to complete an approved qualification. New FDC educators must hold an approved certificate III or higher prior to commencing their role in the FDC service).
- evidence of any other training completed by the educator, coordinator or educator assistant
- evidence that each FDC educator is receiving adequate monitoring and support from a FDC coordinator including:
 - dates and times of any visits by the co-ordinator to the family day care residence or venue
 - purpose of visit- monitoring or support
 - dates and times of any telephone calls between the co-ordinator and the FDC educator for the purpose of monitoring and support
 - details of any correspondence or written materials provided to the educator for the purpose of monitoring and support (include dates and times of correspondence)
- evidence that the educator and educator assistant have completed:
 - an ACECQA approved First Aid certificate- including yearly cardio-pulmonary resuscitation training
 - an ACECQA approved anaphylaxis management training and
 - an ACECQA approved emergency asthma management training
- if the coordinator will be providing education and care to children, evidence that the co-ordinator has completed-
 - an ACECQA approved First Aid certificate- including yearly cardio-pulmonary resuscitation training
 - an ACECQA approved anaphylaxis management training and
 - an ACECQA approved emergency asthma management training
 - child protection training
- a record of the identifying number and expiry date of a current Working with Children Check, Working with Children Card, Working with Vulnerable People Check, Criminal History Record Check or proof of current teacher registration under an education law of a participating jurisdiction and date of expiry.
- a record identifying the date the check or registration of the above was sighted by the approved provider or a nominated supervisor of the service

- for each child educated and cared for by the educator as part of the Family Day Care service, the child's name and date of birth and the days and hours that the educator usually provides education and care to that child
- if regulation 124(5) applies, a record of the approved granted in relation for the FDC educator operating with more than 7 children, or more than 4 children under preschool age, due to exceptional circumstances
- if the education and care is provided in a residence, the full names and dates of birth of all persons who normally reside at the FDC residence and a record of any working with children clearance, such as WWCC or teacher registration

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- notify the approved provider of any changes to the information recorded in the register
- update information related to qualifications, mandated training, working with children clearance/check, details of monitoring support provided by the FDC coordinator

CONTINUOUS IMPROVEMENT

Our *Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Educator Register FDC Team Coordinator Register FDC	Monitoring Record FDC

SOURCE

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

ACECQA. (2023). Policies and procedures guidelines. [Keeping a register of family day care educators, coordinators and educator assistants.](#)

ACECQA. (2023). [Family Day Care Compliance Guide. Educator.](#)

ACECQA. (2023). [Family Day Care Compliance Guide.](#)

ACECQA. (2023). [Record Keeping in Family Day Care Services.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Guide to the National Quality Framework. (Amended 2023).

National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V6.09.23		
MODIFICATIONS	- regular policy maintenance - minor formatting edits within text - additional regulations added - additional points added for compliance with July/October changes to legislative requirements- NQF review - compliance guides for FDC updated to October 2023 - hyperlinks checked and repaired as required - continuous improvement section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	- regular policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required	SEPTEMBER 2023	
SEPTEMBER 2021	- Related Legislation added to align to ACECQA Policy and procedure guidelines (June 2021) - Additional section related to role of approved provider - Review of sources	SEPTEMBER 2022	
SEPTEMBER 2020	- Information added to include: who is responsible for register, location of register - additional sources added	SEPTEMBER 2020	
SEPTEMBER 2019	Modifications and inclusions to ensure compliance with National Regulations	SEPTEMBER 2020	
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standards	MARCH 2018	
MARCH 2017	Policy developed to adhere to Family Day Care Service	MARCH 2018	

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS POLICY

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW	
Sec.51	Conditions of service approval
Sec. 163	Offence relating to appointment or engagement of family day care co-ordinators
Sec. 164	Offence relating to assistance to family day care educators
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 168	Offence relating to required programs
Sec. 169	Offence relating to staffing arrangements

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
10	Meaning of actively working towards a qualification
30	Condition on service approval-family day care educator insurance
32A	Condition on service approval—maximum number of family day care educators
55	Quality improvement plans
73	Educational program
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about education program to be kept available

76	Information about educational program to be given to parents
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol and drugs
84	Awareness of child protection law
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
116	Assessments of family day care residences and approved family day care venues
118	Educational leader
123A	Family day care coordinator to educator ratios-family day care services
124	Number of children who can be educated and cared for- family day care services
127	Family day care educator qualifications
128	Family day care coordinator qualifications
143B	Ongoing management of family day care educators
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff engaged or employed by family day care service
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures-family day care service
169(2)(d)	Monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations
170	Policies and procedures to be followed

172	Notification of change to policies and procedures
173A	Prescribed information to be displayed-family day care service
174	Time to notify certain circumstances to Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator
180	Evidence of prescribed insurance

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy
 Assessment of Family Day Care Educators, Assistants and Persons residing at the Family Day Care Residence Policy
 Child Safe Environment Policy
 Educational Program Policy
 Engagement or Registration of FDC Educators Policy
 Engagement or Registration of FDC Educator Assistants Policy
 Governance Policy
 Keeping a Register of Family Day Care Educators Policy
 Professional Development Policy
 Provision of Information Assistance Training to Family Day Care Educators Policy
 Visitors to the Family Day care Residences Policy

PURPOSE

The Family Day Care Service aims to maintain a high quality of education and care to children by supporting and monitoring family day care educators and educator assistants. Coordinators ensure the safety, health and wellbeing of the children being educated and cared for within the Service and support educators to ensure the educational and developmental needs of all children are met. We promote the continual improvement of practices within the Service through monitoring, supporting and supervising Family Day Care educators and educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under the *Education and Care Services National Law*, the Approved Provider of a Family Day Care (FDC) service must ensure that each FDC educator engaged by, or registered with, the service is

adequately monitored and supported by a FDC coordinator. The Approved Provider will appoint a coordinator/s to support, monitor and supervise FDC educators and educator assistants to ensure compliance and to be invested to continuously improve the service.

Under the Education and Care Services National Regulations, the Approved Provider must ensure that policies and procedures are in place for monitoring, support and supervision of FDC educators, including those located in remote areas.

They must also take reasonable steps to ensure policies and procedures are followed.

THE APPROVED PROVIDER WILL:

- keep evidence of the current prescribed insurance at the principal office of the FDC service (public liability insurance with a minimum cover of \$10 000 000- Reg 30)
- ensure ratio requirements are met and regularly monitored
- ensure coordinators hold an approved diploma level education and care qualification
- ensure all coordinators have successfully completed child protection training
- ensure coordinators provide ongoing support and advice to educators and educator assistants at **all times** education and care is being provided
- ensure coordinators are equipped with mobile phones, laptop computers and/or other devices to ensure communication with educators, wherever they are located, is seamless and personal
- be aware of existing ratios of coordinators to educators as a condition of approval from the regulatory authority
 - ensure the minimum coordinator to educator ratio is applied to all new Family Day Care services-operating less than 12 months- 1 full time equivalent (FTE) FDC coordinator for every 15 FDC educators
 - for services operating more than 12 months- a minimum of 1 full time equivalent FDC coordinator is required for a maximum of 25 FDC educators (1:25)
- ensure an accurate register of each FDC educator, co-ordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an educator, co-ordinator or educator assistant ceases to be registered at the service)
- ensure details of when FDC educators are approved to educate more than seven children, or more than four children who are preschool age or under, at any one time, due to exceptional circumstances, are kept on the register of FDC educators
- ensure record of assessments of family day care residence and approved venues are kept up to date

- ensure risk assessments are conducted for FDC residence or approved venue located in a multistorey building shared with other occupants for safe evacuation of children including non-ambulatory children
- ensure record of service's compliance with the National Law and Regulations is kept and is readily available for the regulatory authority to sight
- provide professional development opportunities for staff and educators
- ensure policies and procedures are readily accessible
- ensure clear expectations about commitment to child safety and embedding the National Child Safe Principles, are communicated to FDC educators and educator assistants
- notify families at least 14 days before changing the policy or procedures (as per regulations)
- ensure **monthly** inspections of swimming pools, water features and spas for FDC residence and approved venues are conducted and recorded (note: inspections must be in person)
- ensure a diagram is displayed at each residence or approved venue showing areas of the residence or venue suitable for the provision of education and care. Additionally, the diagram must show the existence of any water hazards, water features or swimming pools at or near the residence or venue
- ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water
- ensure educators maintain a back-up communication device that is kept in a permanent location and is always available in an emergency
- request educators notify the approved provider of any circumstances that arise at the approved residence or venue that may pose a risk to the health, safety and wellbeing of children attending or likely to attend the FDC service
- request educators notify the approved provider of any renovations, infectious disease outbreaks, bushfire, flood or other natural disasters which may affect the approved residence or venue

THE EDUCATIONAL LEADER WILL:

- oversee the development and implementation of the educational programs across the FDC service/scheme and ensure they are linked to the relevant approved learning frameworks- EYLF, MTOP with FDC educators – the Approved national frameworks EYLF V2.0 and MTOP V2.0 are to be implemented from 2024
- ensure required documentation is developed and shared with families

THE COORDINATOR OR COORDINATION TEAM WILL:

- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the service maintain adequate knowledge and understanding of the provision of education and care to children
- monitor and supervise family day care educators and educator assistants in all locations through a range of methods including:
 - conducting regular scheduled visits to educator's homes
 - engaging in regular telephone conversations, emails and text messages
 - utilising Zoom to communicate with educators who are remotely located
 - organising team meetings through online platforms to
 - encourage collegiality and
 - providing targeted professional learning
 - share resources, ideas
 - provide opportunities for other educators to 'see' how educators program for children
- provide additional and flexible support to services located in remote locations including visits in person when possible
- be contactable by telephone AT ALL TIMES whilst children are in attendance at a service to respond to educator's requests for assistance and support including weekends and overnight stays
- respond to educator emails within 24 hours
- provide feedback to ensure practices meet service policies and National Quality Framework, EYLF and MTOP framework, National Law and Education and Care Services National Regulations
- be responsive to FDC educator and educator assistant's requests for assistance and/or mentoring
- support educators to reflect critically on their practice
- provide assistance with the service's self-assessment, identifying areas that need improvement and promote continuous improvement to be documented in their Quality Improvement Plan (QIP)
- promote and plan for social outings, playgroups and other meetings to support educators
- ensure policies and procedures are in place at the service including safe sleep and rest practices
- take reasonable steps to ensure that any serious incident or complaint is adequately and promptly addressed by the regulatory authority
- report issues/concerns where children's needs are not being met or a child/ren is at risk
- ensure educators and educator assistants are aware of the Service's Child Safe Policies and Procedures including Child Safe Environment Policy, Code of Conduct

THE EDUCATIONAL PROGRAM

- maintain an up-to-date educational program displayed at the service that is accessible to families
- ensure the educational program is delivered in accordance with an approved learning framework (*Belonging, Being & Becoming: The Early Years Learning Framework; My Time Our Place: Framework for School Age Care in Australia*)
- monitor and support the developmental needs, interests and experiences of each individual child at the service
- provide relevant support and assistance to educators assisting them to identify the individual needs of each child in care and plan relevant inclusive experiences
- assist educators to observe and monitor development
- monitor documentation in order to meet the requirements outlined in the Regulations and National Quality Standard
- support educators and educator assistants to respond to requests from families about their child promptly and respectfully
- ensure educators and educator assistants adhere to the Australian Code of Ethics, forming positive and respectful relationships with families and children.

EDUCATOR'S QUALIFICATIONS AND PROFESSIONAL LEARNING

- maintain a register of education qualifications for FDC educators and educator assistants
- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the service maintain adequate knowledge and understanding of the provision of education and care to children
- support and monitor FDC educators who are '*actively working towards*' their early childhood qualifications, working in accordance with training requirements and timelines for completing an approved qualification- (existing FDC educators must complete qualification by July 1 2024)
- collaborate with FDC educators to discuss and reflect on individual children and families
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the family day care service to enhance their skills and professional development
- professional develop may include, but is not limited to:
 - familiarisation of updated approved learning frameworks- EYLF V2.0, MTOP V2.0
 - behaviour guidance strategies
 - intentional teaching strategies

- risk assessment- transporting children for regular outings, planning excursions, physical environment
- reflective practice
- cultural competency
- Child Safe Standards and child protection
- assessment and rating

PHYSICAL ENVIRONMENT

- ensure the FDC residence and/or venue, including equipment and resources, are in a clean and safe condition
- support FDC educators to conduct risk assessments to develop and maintain a child safe environment for all children
- provide a range of checklists for educators to use to ensure any safety risks or issues are identified (including daily water hazard check; indoor/outdoor areas)
- provide opportunities for critical reflection on policies and practices that help prevent, detect and respond to child abuse and neglect using the Child Safe Standards as a framework
- support FDC educators to support children and young people who are culturally and linguistically diverse
- conduct annual assessments of the FDC approved residence and/or venue using checklists as indicated in our *Assessment, Re-Assessment of FDC Residence Policy*
- conduct physical monthly inspections of swimming pools, water features or spas and fencing using checklists as indicated in our *Assessment, Approval and Re-Assessment of FDC Residence Policy*
- support FDC educators to provide many opportunities for play within their program by offering a range of materials and experiences to children of different ages (toy library, sharing specific art equipment)
- monitor any modifications required to the environment to ensure compliance
- monitor and support educators in providing a physical environment that is safe, appropriate, culturally diverse and inclusive for all children.

CONTINUOUS IMPROVEMENT

Our *Monitoring Support and Supervision of Educators and Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE- RELATED RESOURCES

Home Safety Risk Assessment FDC FDC Pool/Water Hazards/Water features Safety checklist	Monitoring Record FDC

SOURCE

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

ACECQA. (2023). Policy and procedure guidelines. [Monitoring, support and supervision of family day care educators, including how the service will manage those in remote locations](#)

ACECQA. (2023). [Legislative Requirements for Family Day Care Providers: from 1 July 2023](#)

ACECQA. (2023). [Family Day Care Compliance Guide](#).

ACECQA. (2023). [Family Day Care Compliance Guide. Educator](#).

Australian Government Department of Education. *Child Care Provider Handbook (2023)*.
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023).

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

National Quality Standard. (2018)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	7/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V7.09.23		
MODIFICATIONS	- annual policy maintenance - inclusion of key NQF legislative changes for FDC services (effective July and October 2023) - hyperlinks checked and repaired as required - Compliance guides for FDC updated to October 2023		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	- regular policy maintenance - link to Western Australian Education and Care Services National Regulations added in 'Sources' - minor formatting edits within text - hyperlinks checked and repaired as required		SEPTEMBER 2023

SEPTEMBER 2021	• Related Legislation added to align to ACECQA Policy and procedure guidelines (June 2021) • additional related policies • Inclusion of training for Child Safe Standards and child safe culture • Review of sources	SEPTEMBER 2022
SEPTEMBER 2020	• additional regulations and law included • roles of coordinator/s clearly outlined • additional wording to ensure coordinators are available to support educators at all times education and care is provided • suggestions for monitoring educators in remote areas included • ideas for professional learning added	SEPTEMBER 2021
SEPTEMBER 2019	Additions and modifications to policy Co-ordinator to educator ratio updated	SEPTEMBER 2020
MARCH 2017	Modifications made to comply with changes to the National Quality Standards	TBA
MARCH 2017	Policy developed to adhere to Family Day Care Service	SEPTEMBER 2019

THE PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS' POLICY

Providing initial and ongoing contact, support and professional learning is critical to ensure educators within our Family Day Care (FDC) Service deepen their understanding of early childhood education and care and develop and maintain professional satisfaction in their role as educator. We aim to develop a professional and trusting partnership with educators to support them provide a safe, stimulating and inclusive learning environment for children in their care. Collaboration and networking are critical to ensure educators in this unique education and care setting do not feel isolated or overwhelmed in their role.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
136	First aid qualifications
143B	Ongoing management of family day care educators
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173A	Prescribed information to be displayed- family day care service

176A	Prescribed information to be notified to approved provider by family day care educator
178	Prescribed enrolment and other documents to be kept by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Child Safe Environment Policy Engagement or Registrations of FDC Educators Policy Engagement or Registration of FDC Educator Assistants Policy	Keeping a Register of Family Day Care Educators Policy Monitoring Support and Supervision of FDC Educators and Assistants Policy Professional Development Policy Visitors to the Family Day care Residences Policy

PURPOSE

Kidzone Family Day Care (FDC) is committed to supporting educators deliver quality education and care. We will ensure that all educators are provided and supported with opportunities for 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, educator assistants, children, families, students and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

The *Education and Care Services National Regulations* required approved providers to ensure their services have policies and procedures in place in relation to providing information, assistance and training to FDC educators. To improve current practices, knowledge and skills in educating and caring for children, our FDC Service ensures all educators ensure receive ongoing support and professional development. We ensure that all educators have, or are actively working towards, an approved Certificate III level of education and care qualification and support educators to continue to access appropriate professional learning as part of commitment for quality improvement.

INDUCTION TO THE FAMILY DAY CARE SERVICE

The Approved Provider, educational leader/and or coordinator will ensure all educators engaged or

registered with the Family Day Care Service are provided with an extensive induction training (orientation) training.

Induction will cover a range of critical areas to ensure educators understand:

- their legal requirements and obligations under the National Quality Framework (NQF) including prescribed information to be notified to the approved provider
- mandatory training requirements including:
 - approved ACECQA First Aid certificate
 - approved ACECQA anaphylaxis management training
 - approved ACECQA emergency asthma management training
 - CPR training (every 12 months)
 - child protection training
 - reporting requirements under National Law and Regulations
 - approved certificate III level (or higher) qualification for new FDC educators
 - timeline for completing an approved qualification (1 July 2024)

Family Day Care administration requirements

- service policies and procedures
- legislation and guidelines
- applying knowledge of Commonwealth and jurisdictional administrative requirements
- CCS and ACCS – fees
- legal requirements of record keeping- attendance records, visitor records, written authorisations
- Statement of Philosophy
- Family Day Care Service Handbook
- insurances
- information on small business management (including taxation requirements)
- employment terms and conditions, including the contractor payment arrangements
- schedule of fees and fee collection methods
- process of assessing the suitability of the residence and ongoing assessment
- Working with Children Checks/criminal history checks

National Quality Framework

- Education and Care Services National Law and Regulations
- National Quality Standards
- Assessment and Rating

Early Childhood Australia Code of Ethics

Provision of quality education and care to children

- Early Years Learning Framework and My Time, Our Place Framework
- importance of play
- educational program
- observing and documenting children's development
- caring for children
- inclusive environments
- child safe environment
- behaviour guidance
- managing children's health and safety
- risk assessments
- safe transportation of children

Code of Conduct

National Child Safe Principals

Methods of communicating with families

Process of dealing with grievances and complaints

Work Health and Safety

Privacy and Confidentiality

ONGOING PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES

Ongoing professional learning contributes significantly to positive learning outcomes for children. Our Family Day Care Service aims to provide access to relevant professional learning opportunities and ongoing support to meet the needs of each FDC educator.

FDC EDUCATORS ARE REQUIRED TO:

- undertake all required training
- actively participate in the service's professional development program
- set goals for their *professional development plan*

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR WILL:

- provide initial and ongoing professional development to educators
- ensure all educators have a professional development plan as part of continuous improvement

- encourage educators to pursue further education to develop their skills in the education and care of children
- ensure educators have access to significant training supporting the implementation of the revised approved learning frameworks V2.0 2022- [*Belonging, Being and Becoming: The Early Years Framework for Australia*](#) for Australia and [*My Time Our Place Framework for School Age Care in Australia*](#)
- ensure educators embed the Child Safe Standards and promote a culture of child safety and wellbeing
- ensure educator and educator assistants are aware of the Service's Child Safe Policies and Procedures including *Child Safe Environment Policy, Code of Conduct*
- provide guidance in the development and implementation of educational programs in collaboration with the Educational Leader
- ensure educators are aware of current training that is available for face-to-face learning or through online modules with a range of providers
- ensure educators remain up to date with changes to the National Regulations and National Quality Standard requirements
- ensure educators display prescribed information (Regulation 173A) in the main entrance of the FDC residence or venue and this must be clearly visible and accessible to families (e.g., near children's sign in records). This must also include:
 - the service's rating certificate
 - name and telephone number of the person at the education and care service to whom complaints can be made
 - a diagram showing areas of the FDC residence or venue indicating areas of the residence or venue suitable for the provision of education and care
 - the existence of any water feature, spa or swimming pool at or near the residence or venue
- promote a professional learning community and foster a positive culture within the FDC Service
- provide additional resources and equipment to educators as required (toys library, books, professional resources)
- facilitate regular playgroup sessions for educators and children
- provide educators with essential training requirements working in accordance with the National Regulations
- assist educators develop risk assessments for excursions, transportation and emergency evacuation procedures
- align professional development with our Service philosophy

- provide regular home face-to-face visits by coordinators to support educators
- provide clear expectations about commitment to child safety (Child Safe Standards) to FDC educators and educator assistants

PRESCRIBED RECORDS TO BE KEPT BY FAMILY DAY CARE EDUCATOR

Our ongoing support will ensure educators have been provided with information and support to develop processes for the effective maintenance, disposal and storage/display of prescribed records including:

- insurance documents (including public liability)
- Working with Children Check/criminal history record
- educator and assistant current first aid certificate (including CPR)
- educator and assistant current approved anaphylaxis management training
- educator and assistant current approved asthma management training
- incident, injury/accident, trauma and illness records
- medication record
- children's attendance records
- child enrolment records
- court orders
- written authorisations for transportation, regular outings, excursions
- record of visitors to the FDC residence or approved FDC venue
- documentation of child assessments or evaluations for delivery of educational program
- copies of all risk assessments
- monthly safety inspection of any water hazards, water features or swimming pool at the FDC residence or approved venue (if applicable)
- FDC service approval and rating
- service operation information

As best practice, Family Day Care educators should also keep copies of:

- assessment of educators, assistants and other persons residing at the FDC approved residence
- register of educators, educator assistant
- education qualifications of educator and educator assistant
- health and safety, including attendance of a child at risk of anaphylaxis or the occurrence of an infectious disease

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Provision of Information Assistance and Training to Family Day Care Educators Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

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

ACECQA. (2021). Policy and procedure Guidelines. *Provision of information assistance and training to family day care educators*.

ACECQA. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)

ACECQA. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)

ACECQA (April 2023). [Family Day Care Compliance Guide](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Guide to the National Quality Standard. (2017)

Revised National Quality Standard. (2018)

REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V6.09.23		
MODIFICATION	- annual policy review - updating record keeping requirements for FDC educators (NQF review- educational requirements; mandatory training; inspections of water features, spas or swimming pools; display of prescribed information) - additional sources added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	- regular policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required	SEPTEMBER 2023	
SEPTEMBER 2021	- Related Legislation added to align to ACECQA Policy and procedure guidelines (August 2021) - Additional related policies- child safe environment - Review of sources	SEPTEMBER 2022	

SEPTEMBER 2020	Major re-write of policy- additional sections added: - Induction - Ongoing Professional Learning and Support - Prescribed Records to be kept	SEPTEMBER 2021
September 2019	Wording changes/additions and edits	September 2020
December 2017	Modifications made to comply with changes to the National Quality Standard	March 2018
March 2017	Policy developed to adhere to Family Day Care Service	March 2018

VISITORS TO FAMILY DAY CARE RESIDENCE AND VENUES POLICY

Under the *Education and Care Services National Regulations*, an Approved Provider of a Family Day Care (FDC) service must take all reasonable steps to ensure a record is kept of all visitors to a family day care residence or approved venue while children are being educated and cared for by an educator. This policy assists FDC services to clarify who is in attendance at a residence at any given time and ensures the continued safety of children who are being educated and cared for at the service. Although visitors are welcomed and encouraged into the FDC residence or approved venue, it is imperative that supervision strategies are implemented to ensure children's safety at all times.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: LEADERSHIP AND MANAGEMENT	
7.3	Administrative systems enable the effective management of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 170	Offence relating to unauthorised persons on education and care service premises
Sec. 175	Offence relating to requirement to keep enrolment and other documents
83	Staff members and family day care educators not to be affected by alcohol or drugs
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants
164	Requirement for notice in relation to persons at residence
165	Record of visitors
166	Children not to be alone with visitors
168	Policies and procedures
169	Additional policies and procedures – family day care service

170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
178	Prescribed enrolment and other documents to be kept by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Child Safe Environment Policy Code of Conduct Policy Engagement or Registrations of FDC Educators Policy Engagement or Registration of FDC Educator Assistants Policy	Governance Policy Keeping a Register of Family Day Care Educators Policy Monitoring Support and Supervision of FDC Educators and Assistants Policy Privacy and Confidentiality Policy Student and Volunteer Policy

PURPOSE

Kidzone Family Day Care 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 visitors to the FDC residence or approved venue. Adequate supervision of children must be maintained at all times children are being educated and cared for in a service. The FDC educator and/or educator assistant must ensure a child or children are never left alone with a visitor.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators and educator assistants, children, families and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

The Education and Care Services National Regulations required the Approved Provider of the Family Day Care Service to ensure policies and procedures are in place for managing visitors to Family Day Care (FDC) residences and approved venues. The Approved Provider will develop and maintain a register of all visitors to a residence or approved venue whilst children are being educated and cared for.

A visitor includes all persons who do not normally reside in an educator's residence. This includes, but is not limited to:

- Families looking to enrol their child/ren and are provided with an opportunity to view the FDC residence or approved venue
- Family Day Care Coordinators or person with management or control of the service
- Inclusion support workers/ Allied Health Workers
- Trades person (plumber, carpenter, electrician)
- Department of Education authorised personal
- Community members contributing to the educational program such as through story or music
- House guest (staying in educator's residence)
- Children over the age of 13 years visiting the residence
- Authorised Officer (Regulatory authority, SafeWork, Police)
- Students or Volunteers
- Educators visiting from another service
- TAFE/Uni/RTO Teachers
- Performers/ Entertainers/ Presenters

A Visitor Register must be kept of all visitors, including students and volunteers to a FDC residence or approved venue (regulation 165). The visitor register must include:

- Date
- Reason for visit
- Full Name
- Time of arrival and departure
- Company (if applicable)
- Working With Children Check (where applicable, best practice)

THE APPROVED PROVIDER OF A FAMILY DAY CARE SERVICE WILL:

- ensure FDC educators are advised of their responsibilities regarding the requirement to keep a record of all visitors to a Family Day Care residence or approved venue whilst children are educated and cared for
- monitor the *Visitor Register* regularly- including time of arrival and departure from the service
- ensure FDC educators are aware of their obligation to inform the approved provider if any new person aged 18 or over who resides, or intends to reside at the educator's family day care residence

- ensure FDC educators are aware of their obligation to inform the approved provider of any change in circumstance relating to a person who resides at the family day care residence and was previously considered to be a 'fit and proper person' to be in the company of children
- ensure any person aged 18 or over who resides at the family day care residence holds a current Working with Children Check (WWCC)
- ensure regular visitors to the FDC residence or approved venue are aware of the need to complete a Working with Children Check (this includes volunteers and students over the age of 18. Check your state/territory for age requirements)
- verify working with Children Checks for all student, volunteers and visitors where required
- take reasonable steps to ensure the Nominated Supervisor, Coordinators, FDC educators, educator assistants, staff and volunteers follow the *Visitors to FDC Residences or Venues Policy*
- ensure visitors and educators are aware that no visitor is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

- they are aware of the Visitors to FDC Residences and Venue Policy and procedures
- all visitors complete and sign the *Visitors Register*
- the *Visitor Register* record is accurate and is made available to the approved provider, regulatory authority or a child's parent if requested
- the *Visitor Register* is kept in a safe and secure location
- visitors are under the direct supervision of the educator or educator assistant whilst at the family day care residence or approved venue
- visitors (including students and/or volunteers) are never left alone with a child whilst at the service under any circumstance
- visitors who may come into direct contact with children submit their Working with Children Check to be verified by the Approved Provider (best practice)
- visitors, students and volunteers are dressed appropriately and behave in accordance with service policies
- the approved provider is notified of any pending visits to the service by a trade's person
- any maintenance or repairs to the FDC residence is completed outside of normal operating hours as far as possible
- the approved provider is notified of any person aged 18 or over who resides, or intends to reside at the family day care residence

- Working with Children Checks are provided to the approved provider for verification for all persons who reside at the family day care residence or regular visitors of the FDC service
- the approved provider is notified of any change in circumstance relating to a person who resides at the family day care residence and was previously considered to be a 'fit and proper person' to be in the company of children
- social visits by friends and relatives of educators are kept to a minimum during hours that children attend the service
- no visitor is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for
- all children registered each day are accounted for when a visitor leaves the premise
- each visitor to the FDC residence shows evidence of mandatory immunisation requirements as set by current Public Health Orders
- if a visitor becomes hostile or aggressive the educator will refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance.

VISITORS, STUDENTS AND VOLUNTEERS TO THE FAMILY DAY CARE RESIDENCE WILL:

- complete the *Visitor Register* upon arrival and departure of the FDC residence or approved venue, including times, dates and signature
- provide current identification- badge, photo ID
- provide a current Working with Children Check (WWCC) to educator
- provide a poster/letter to families to introduce themselves and outline the reason for their placement (students)
- remain under the direct supervision of the educator or educator assistant at all times
- adhere to the instructions and guidance provided by the educator/supervisor/coordinator
- maintain confidentiality at all times in regard to children, families and educator
- adhere to the service's Child Safe Policies including the Child Safe Environment Policy, Code of Conduct Policy and Child Protection Policy at all times
- not be affected by or under the influence of drugs or alcohol while at the residence or approved venue when children are being educated and cared for
- participate in an orientation/induction to the service residence/venue (students)
- provide evidence of mandatory immunisation requirements as set by current Public Health Orders

CONTINUOUS IMPROVEMENT

Our *Visitors to FDC Residences and Venues Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

KIDZONE FAMILY DAY CARE - RELATED RESOURCES

Visitor Register

SOURCE

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

ACECQA. (2023). Policy and Procedure Guidelines. [Visitors to FDC residences and venues while education and care is being provided to children.](#)

ACECQA. (2023). [Family Day Care Compliance Guide.](#)

ACECQA. (2023). [Family Day Care Compliance Guide. Educator.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

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REVIEW

POLICY REVIEWED BY	Ahmed Ibrahim	Director	07/09/2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V7.09.23		
MODIFICATIONS	- regular policy maintenance - minor formatting edits within text - hyperlinks checked and repaired as required - Compliance guides for FDC updated to October 2023 - Removal of mandatory COVID-19 vaccination information		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	- regular policy maintenance - removal of QR code for check in - minor formatting edits within text - hyperlinks checked and repaired as required		SEPTEMBER 2023
SEPTEMBER 2021	- Related Legislation added to align to ACECQA Policy and procedure guidelines (August 2021) - Policy name change to include 'venues' - Additional related policies added - Inclusion of why families would visit FDC residence/venue - Review of sources - mandatory COVID-19 vaccination information added for state/territories		SEPTEMBER 2022

SEPTEMBER 2020	• Additional regulations added • Section for visitors, students added • sources checked and new sources added	SEPTEMBER 2021
SEPTEMBER 2019	Inclusions to comply with Education and Care Services National Regulations Wording edits	SEPTEMBER 2020
MARCH 2017	Policy developed to adhere to Family Day Care Services	MARCH 2018