

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 White Gum Family Day Care 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
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PURPOSE

White Gum Family Day Care Service 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. This may be presented through online modules or small group training.

Induction will cover a range of critical areas to ensure educators understand:

WGtheir 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.

White Gum 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 and 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)

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

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V6.09.23		
MODIFICATION	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> 		

ADMINISTRATION OF FIRST AID PROCEDURE

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

Working in conjunction with the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy*, this procedure provides detailed steps for educators to follow if they witness or is made aware of a medical emergency involving a child or adult at the service.

Education and Care Services National Law or Regulations (R.12, 85, 86, 87, 88, 89, 94, 97, 136, 161 and 162) NQS QA 2: Element 2.1.1, 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policies: Administration of First Aid Policy and Incident, Injury, Trauma and Illness Policy

EMERGENCY RESPONSE		
1	The Approved Provider, Nominated Supervisor and educators will review the Service's <i>Administration of First Aid Policy</i> every 12 months to ensure an awareness of appropriate actions to undertake during a medical emergency	
2	The educator who witnesses or is made aware of a medical emergency involving a child or adult at the service will assess the situation and begin to administer immediate first aid. If the educator does not hold a first aid certificate, they will inform the first aid officer and assist where necessary.	
3	The first aid responder will ensure the safety of themselves and others and implement first aid following the DRSABCD <ul style="list-style-type: none"> • Danger • Response • Send for Help • Airway • Breathing • CPR • Defibrillation 	
4	The first aid responder is to assess if emergency services are required. The first aid responder will send for help for emergency services by calling triple zero 000 .	
5	The medical emergencies listed below may require emergency services, however this is not an exhaustive list. <ul style="list-style-type: none"> • chest pain or chest tightness • sudden onset of weakness, numbness or paralysis of the face, arm or leg • breathing difficulties for any reason • unconsciousness • uncontrollable bleeding 	

	<ul style="list-style-type: none"> • a sudden collapse or unexplained fall • unexplained fitting in adults • injury from a major car accident • a fall from a great height • has an injury to their head, neck or back • serious assault • severe burns, particularly in young children • infants under 3 months old who have a temperature above 38°C • poisoned from hazardous chemicals, substances, plants or snake or spider bite 	
6	The Nominated Supervisor/Responsible Person or first aid responder will arrange for the ambulance or emergency services to be met at the front of the service and shown to the area where the child or adult is located	
7	The Nominated Supervisor/Responsible Person and educators will ensure the child or adult is in no immediate danger and assist to remove other children from the area if required	
8	The Nominated Supervisor/Responsible Person will ensure adequate supervision for other children within the service	
9	The Nominated Supervisor/Responsible Person will arrange for an educator to accompany the child or adult in the ambulance to the hospital, whilst ensuring ratios are maintained at the service	
10	<p>The Nominated Supervisor/Responsible Person or first aid responder will review the child's medical information including any medical information divulged on the child's enrolment form, Medical Management Plan before the first aid responder attends to the injury or ill child or adult if applicable.</p> <p>If the illness or incident involves asthma or anaphylaxis, an educator with approved asthma or anaphylaxis training will attend to the child or adult following their Medical Management Plan or Action Plan.</p> <p>If the illness or incident involves a pre-existing medical condition the educator will attend to the child or adult following their Medical Management Plan or Action Plan.</p>	
11	<p>The Nominated Supervisor/Responsible Person will notify the parent or emergency contact, informing them that the child or adult requires medical attention.</p> <p>The parent/authorised person will be requested to either:</p> <ul style="list-style-type: none"> • come immediately to the service premises or place of incident/injury/illness or • meet the ambulance at the hospital 	
12	The Director/Nominated Supervisor will ensure the <i>Incident, Injury, Trauma and Illness Record</i> is completed in its entirety and the parent and the regulatory authority are notified as soon as possible and within 24 hours of the injury, illness or trauma.	

MINOR ILLNESS, INCIDENT OR INJURY

1	The educator who witnesses, or is made aware of an incident, injury, trauma or illness involving a child or adult at the service will begin to administer immediate first aid.	
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	If the educator does not hold a first aid certificate, they will inform the first aid officer and assist where necessary.	
2	The first aid responder is to administer first aid utilising the first aid kit as required	
3	<p>The first aid responder will closely monitor any child who appears unwell 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.</p> <p>Behaviour that is unusual for the individual child may include:</p> <ul style="list-style-type: none"> • 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 • difficulty in swallowing or complaining of a sore throat • persistent, prolonged or severe coughing • difficulty breathing • a stiff neck or sensitivity to light 	
4	The first aid responder will move any child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) away from the rest of the group and supervise until he/she is collected by a parent or emergency contact person.	
5	The Nominated Supervisor/Responsible Person will notify the parent or emergency contact, informing them that the child has received medical attention by the first aid responder	
6	If emergency services are not required, however the first aid responder determines the child should seek medical attention, the parent or emergency contact will be notified and requested to collect the child and advised medical attention should be sought by a medical practitioner.	
7	In the case of a serious incident, the Director or Nominated Supervisor will ensure the <i>Incident, Injury, Trauma and Illness record</i> is completed in its entirety and the parent and the regulatory authority is notified as soon as possible and within 24 hours of the injury, illness or trauma.	

HEAD INJURY

Where a child has received any injury to the head, no matter how minor, educators must contact the parents/guardian as soon as possible. Educators must be aware that any injury to the head may develop into a serious incident or injury. If a child or adult becomes unconscious due to a head injury, you should also suspect a spinal injury and should treat the casualty as such.

The following is the standard protocol for head injury first aid:

	Follow DRSABCD (Danger, Response, Send for Help, Airway, Breathing, CPR, Defibrillation) Treatment varies for conscious or unconscious casualties		
		CONSCIOUS CASUALTIES	UNCONSCIOUS CASUALTIES
STEP 1		If the patient is conscious and no spinal injury is suspected, place the patient in a position of comfort (usually lying down) with their head and shoulders slightly raised.	If the patient is unconscious and a neck or spinal injury is suspected place the patient in the recovery position, carefully supporting the patient's head and neck, and avoid twisting or bending during movement.
STEP 2		Control any bleeding with direct pressure at the point of bleeding. If you suspect the skull is fractured, use gentle pressure around the wound.	Ensure the patient's airway is clear and open. Keep the patient's airway open by lifting their chin. Do not force if the face is badly injured.
STEP 3		If blood or fluid comes from the ear, secure a sterile dressing lightly over the ear. Lie the patient on their injured side, if possible, to allow the fluid to drain.	Call triple zero (000) for an ambulance.
STEP 4		Seek medical aid	

FIRST AID TREATMENT FOR WOUNDS

The most important thing to do is to try and stop the bleeding. If available, put on clean disposable gloves or clean your hands first with hand sanitiser, but do not delay treating the wound if these are not close by.

- Use a clean, dry cloth to apply pressure directly to the wound
- Apply pressure for five minutes

Thoroughly cleaning the wound will reduce the risk of infection. However, there is no need to use anything other than water as other substances may irritate the injured skin or cause a delay in the wound healing. Antiseptic creams are not recommended and do not help the wound to heal.

		MINOR WOUNDS	MORE SERIOUS WOUNDS
	STEP 1	Minor wounds do not usually require any medical attention but can be managed with standard first-aid procedures. After removing pressure, the bleeding should have slowed to a trickle or have stopped altogether.	As with minor wounds, try to stop the bleeding by applying pressure to the area. Contact emergency services on 000 in the following situations. Ensure parents/guardians are contacted as soon as possible and provided with information about their child.
	STEP 2	<ul style="list-style-type: none"> • If bleeding continues, reapply pressure and seek urgent medical attention. If this is not possible call the ambulance. • If bleeding has stopped or slowed, rinse the wound and surrounding area with water. If you can see any dirt or debris in the wound, use tweezers (cleaned first with hot water, alcohol swabs or sanitiser lotion) to remove any particles. If there is dirt or debris you can't remove, the child should seek medical attention. Very small amounts of dirt are OK in grazes. • Cover the wound with a dressing (e.g., Band-Aid) or a small bandage. This will help to keep the wound clean and will protect the area from further knocks as it heals. Keeping the wound covered also keeps the wound moist, which aids healing 	<ul style="list-style-type: none"> • there is a large amount of bleeding that does not quickly stop • the wound is very deep or is a deep puncture wound • the cut or laceration is deep and is over a joint (e.g., a knee, wrist or knuckle) • a human or animal bite caused the wound • you cannot get the wound clean • the child has not had a tetanus vaccination within the last five years • the wound is gaping apart, despite controlling the bleeding. It may need closing with glue or stitches. Clean with water, cover the wound. Ensure medical attention is sought as soon as possible. • the wound has something sticking out of it, such as a piece of glass or a stick. Do not try to remove the object. Continue to apply pressure to the wound around the object.

PROCEDURE FOR WOUNDS TO THE HEAD

1	Educators will follow First Aid Procedure for the wound/ injury. Assess if emergency medical attention is urgently required- call 000 for emergency services if required	
2	When a child receives any injury/incident to the head area, educators must notify the child's parent/guardian or emergency contact person as soon as possible. Record time and date of notification to parent	
3	Educators will continue to administer first aid and/or monitor the child until parent/guardian arrives at the Service, or emergency services arrive and take over treatment	
4	Educators will complete <i>Incident, Injury, Trauma or Illness Record</i> accurately and in a timely manner as soon after the event as possible (within 24 hours).	
5	Educators will ensure parental acknowledgement of the notification of the incident/injury/trauma is provided on the <i>Incident, Injury, Trauma and Illness Record</i>	
6	The Nominated Supervisor will notify the Regulatory Authority within 24 hours of a serious incident if urgent medical attention was required and/or emergency services attended the Service	
7	The Nominated Supervisor will ensure notification to made to SafeWork NSW (or relevant authority) in event of serious injury/incident (Work Health and Safety Laws)	
8	Educators will advise the parent/guardian, that following a serious head injury, the child may return to the Service with a medical clearance and details of activities permitted over a gradual time frame provided by a registered general practitioner.	

CALLING FOR AN AMBULANCE

1	All staff have a duty of care to contact an ambulance immediately in case of an emergency	
2	<p>Dial 000 and be prepared to answer the following:</p> <ul style="list-style-type: none"> the address of where the ambulance is required and the closest cross street what the problem is how many people are injured the child/person's age the child/person's gender if the child/person is conscious and if the child/person is breathing 	

REVIEW OF PROCEDURE			
Date reviewed	October 2023	To be reviewed	October 2024
Approved by	Cindy Walsh Katie Waudby	Signature	
Procedure Reviewed Date	Modifications/Changes		
March 2022	Procedure reviewed: Additional information regarding review of policy added		

ARRIVAL AND DEPARTURE POLICY

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 our Family Day Care 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 Family Day Care Service our *Arrival and Departure 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 REGULATIONS	
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
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
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
177	Prescribed enrolment and other documents to be kept by approved provider
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

RELATED POLICIES

Acceptance and Refusal Policy Administration of Medication Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Control of Infectious Diseases Policy Emergency Evacuation Policy Enrolment Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Orientation of Families Policy Privacy and Confidentiality Policy Safe Transportation Policy Sick Children Policy Termination of Enrolment Policy Work Health and Safety Policy
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PURPOSE

White Gum Family Day Care Service aims to ensure the protection and safety of all children, staff members, and families accessing the Service. 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, and visitors of the Family Day Care Service.

IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child. As part of our Risk Management process, our FDC Service *may* introduce explicit control measures to minimise the risk of spreading infectious diseases/viruses such as coronavirus

(COVID-19). Our risk assessment may result in changes to our *Arrival and Departure Policy* and are based on mitigating risks following the recommendations made by the Australian Health Protection Principal Committee (AHPPC), Safe Work Australia and the Department of Health. Control measures and changes to policies are reviewed in consultation with staff members and communicated clearly to parents, families and visitors.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- 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 authorize the education and care service to transport the child or arrange transportation
 - 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 educators and staff are provided with an induction including an understanding of this policy

- all FDC educators 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)

ARRIVALS AT THE FDC RESIDENCE OR APPROVED VENUE

White Gum FDC Service has an obligation to ensure the health and safety of employees, children and visitors in our workplace, so far as reasonably practicable. Our FDC Service has implemented the following measures:

- any person who is displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath should not attend our Service under any circumstance.
- 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
- 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

- 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)
- 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 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
- children must be signed out on the same sheet that they were signed in on (date, time, signature)
- parents/authorised nominees are requested to arrive to collect their child/children by end of contracted time.
- 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 FDC Service (copy provided to the FDC educator)
- in the case of a particular person (including a biological parent) being denied access to a child, the 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.
 -
- 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
- 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 educator is responsible for:

- signing the child 'out' of care upon dropping the child to school and 'in' care upon collecting the child from school
- ensuring they have contact details and timetables for the bus operator if the child is using School Bus transportation
- ensuring they have school contact phone numbers in case of an emergency
- ensuring they know the safest walking route to and from school if the child is authorised to walk to school

- following steps should the child not arrive home by the expected time (including contacting the school; contacting the parent/s; contacting the coordinator; notifying Police and if a serious incident has occurred- notifying the Regulatory Authority)

Parents will provide a signature or initial the educator's records upon collecting their child at the end of the day.

VISITORS

- to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our service must sign in when they arrive at the FDC Service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.

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 end of contracted time, 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 end of contracted time, 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 Children* letter will be presented to parents/guardians
- should this non-compliance continue, the FDC Service reserves the right to terminate a child's enrolment.

SOURCE

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

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Australian Government Department of Health *Australian Health Protection Principal Committee* (AHPPC) Early Childhood Australia Code of Ethics. (2016).

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

Education and Care Services National Regulations. (2011)

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

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

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

Revised National Quality Standard. (2018).

Safe Work Australia (2020)

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	September 2023
POLICY REVIEWED	OCTOBER 2021/JAN 2022	NEXT REVIEW DATE	JANUARY 2023
MODIFICATIONS	<ul style="list-style-type: none"> 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 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

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	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Engagement or Registration of FDC Educator Assistants Policy	Professional Development Policy
Health and Safety Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Keeping a Register of 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 National Police Clearance
 - a Working with Children Check – for persons residing in the residence during working hours including out of hours, any person who will be interacting with the children
 - a criminal history record check issued not more than 6 months before registration
- 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 [mandatory for WA Services]
- ensure educators maintain a back-up communication device that is kept in a permanent location and is always available in an emergency [mandatory for WA Services]
- 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 New FDC educators are prohibited to be engaged in Western Australia if there is a swimming pool, spa or water feature at the residence or venue
- 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 must comply with the 1 m minimum 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
- 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 ~~regular~~ 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 must comply with the 1 m 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 [mandatory from 1st March 2023 for WA Services]
- ensure a back-up communication device is available at all times, located in a permanent location [mandatory for WA Services]
- 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)

- Daily safety checklist- indoor/outdoor (checking fencing, gates, locks, play equipment, sandpit, water hazards, risks posed by pets)
- Kitchen Audit
- First Aid Kit Audit
- 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
- Visitor register
- 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	Cindy Walsh Katie Waudby	Director	September 2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V9.9.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	

BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

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 need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

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.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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.

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
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EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Anti-Bias and Inclusion Policy	Medical Condition Policy
Educational Program Policy	Privacy and Confidentiality Policy
Family Communication Policy	Respect for Children Policy
Incident, Injury, Trauma and Illness Policy	Enrolment Policy
Interaction with Children, Family and Staff Policy	Supervision Policy

PURPOSE

We aim to create positive relationships with children making them feel safe, secure, and supported within white Gum Family Day Care Service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

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.

DEFINITIONS

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACEQA, 2020]

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

Inclusion- taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF)

IMPLEMENTATION

The behaviour and guidance strategies used by educators at our FDC Service are designed to provide children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

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

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

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

All FDC educators and support staff at our FDC Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our FDC service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period, and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- In a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road
- Physically threatening other children or adults
- Behaving in ways that are destructive to themselves, other people or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All FDC educators and educator assistants implement an active and positive approach to guiding children's behaviour.

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

- no child being educated and cared for by the FDC Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- connections are built between our service and local primary schools to support positive learning environments
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- FDC educators will use this information to engage children in experiences that support children to develop their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- general information about behaviour guidance is provided to families such through parent interviews and newsletters
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also

include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.

- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*
- a meeting with the child's parents/carers, FDC educator and Coordinator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- families and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties
- application for additional support for FDC educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual children
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the FDC Service
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.

EDUCATORS/EDUCATOR ASSISTANT WILL:

- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- provide children with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times, provide positive role-modelling in their dealings with children, other educators and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others.
- provide positive feedback and focus on children's strengths and achievements and build on their abilities
- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions

- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- implement '*time with*' or 'cool down time' with an educator which will be used when all other strategies (above) have been exhausted. 'Time with' or 'cool down time' allows the FDC educator to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently
- contribute to and ensure Individual Support Plans are followed

FAMILIES WILL:

- provide consent for the FDC Service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP)
- work collaboratively with FDC educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with the FDC educator and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at the service and at home

CONTINUOUS IMPROVEMENT

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

RELATED RESOURCES

Behaviour Guidance Procedure Behaviour Guidance Guide Behaviour Guidance Incident Report ABC Observation Record	Behaviour Guidance Review Form Behaviour Guidance Plan A Behaviour Guidance Plan B
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SOURCE

Association of Children's Welfare Agencies: www.acwa.asn.au

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

Australian Children's Education & Care Quality Authority. *Inappropriate discipline*. (2020).

www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.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*

Australian Government Department of Education. Inclusion Support Program

<https://www.education.gov.au/child-care-package/inclusion-support-program>

Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood

<https://pbl.schools.nsw.gov.au/resources/early-childhood.html>

Department of Education State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)

Early Childhood Australia's Blog (2018). *What every child needs for learning self-regulation* KidsMatter Early Childhood.

Early Childhood Australia Code of Ethics. (2016).

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

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

Family & Community Services: www.community.nsw.gov.au

Guide to the National Quality Framework. (2017). (Amended 2023).

NAPCAN: www.napcan.org.au

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.

Raising Children Network. (2019) *What is self-regulation?*

<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Revised National Quality Standard. (2018).

State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)

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

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V6.05.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional regulations added • restraint information added • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' • Additional section added for Continuous Improvement • Additional section added for Related Resources 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 		MAY 2023

CHILD PROTECTION NOTIFICATION PROCEDURE

White Gum Family Day Care Service 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. To ensure best practice, all FDC educators and Nominated Supervisors will attend approved Child Protection training certified by a registered training organisation. FDC Educators and Nominated Supervisors will continue to maintain current knowledge of child protection and mandatory reporter requirements by completing Child Protection Awareness Training, every 12 months.

Working in conjunction with the *Child Protection Policy*, this procedure has been developed to ensure all White Gum Family Day care Service employees, FDC educators and volunteers understand their obligations and requirements as mandatory reporters and what to do when making a notification.

Education and Care Services National Law or Regulations (R. 84, 155, 176, 177 and S162(A)) NQS QA 2: Element 2.2.1 2.2.2 and 2.2.3 Health practices and procedures
Related Policy: Child Protection Policy

In an emergency or life-threatening situation, educators should contact 000 regarding urgent concerns relating to immediate danger to a child's health or safety.

CHILD PROTECTION PROCEDURE		
1	<p>FDC educators and Nominated Supervisors are to comprehend their obligations as mandatory reporters and their requirement to report any situation where they believe, on reasonable grounds, that a child is at risk of significant harm to the relevant Child Protection Helpline per state requirements.</p> <p>Crime Stoppers on 1800 333 000.</p> <p>WA: Central Intake Team on 1800 273 889 or Crisis Care Unit on 1800 199 008 outside of business hours</p>	
2	The Approved Provider, Nominated Supervisor/ FDC Coordinator and FDC educator will review the Service's <i>Child Protection Policy</i> every year to ensure awareness of Child Protection practices	

3	The FDC educator will make a report to the relevant state Department when they have current concerns about the safety, welfare and wellbeing of a child at risk of significant harm	
4	<p>When a decision has been made to make a report to the <i>Child Protection Helpline</i> the following information must be prepared in advance:</p> <ul style="list-style-type: none"> • details which identify the child such as the child's name, date of birth, address, phone number, cultural identity or Aboriginality, language barriers, disabilities • details of the parents, carers or other household members such as name, date of birth or age, address, phone numbers, cultural identity or Aboriginality, language barriers, disabilities • details of the FDC educator and FDC Service such as name, address, phone and email details • information regarding the significant risk of harm 	
5	The FDC educator will respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels	
6	The FDC educator does not have to prove that reportable conduct is happening or have evidence of who may be abusing the child to contemplate making a notification	
7	The FDC educator will 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.	
8	The FDC educator will understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people	
9	It is important for FDC educators to remain sensitive to the practices of families of culturally diverse or indigenous backgrounds; however, the child protection policy must be adhered to. The processes and procedures within the policy attempt to allow for the individual differences of families.	
10	The FDC educator will keep up-to-date developmental records on all children. Records are a significant part of a child or young person's time in care and contribute to their life story	
11	The FDC educator will share and exchange information in accordance with legislation to relevant agencies. Information to be shared and exchanged should relate directly to the safety, welfare and wellbeing of children.	

ONLINE REPORTING GUIDE

1	<p>The FDC educator and Nominated Supervisors will complete online training, every 12 months to understand the child protection reporting process and use of the online reporting guide per state requirements.</p> <p>WA: Department of Communities Mandatory Reporting Information System</p> <p>https://mandatoryreporting.dcp.wa.gov.au/Pages/Home.aspx</p>	
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2	The Nominated Supervisors and FDC educator will use the <i>Online Reporter System</i> relevant to their state if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused.	
3	The nominated supervisors and FDC educator will complete the relevant <i>Online Reporter System</i> 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.	
4	The nominated supervisors and FDC educator will use the relevant <i>Online Reporter System</i> report to determine if a report to the Child Protection Helpline or submit a child protection report (eReport) should be made	
5	The nominated supervisors and FDC educator will print out the Final Decision from the relevant Online Reporter System and place in a confidential file	
6	The nominated supervisors and FDC educator will follow the recommendations of the relevant <i>Online Reporter System</i> . This may include alternative supports for vulnerable children and their families.	
7	The nominated supervisors and FDC educator will refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. Please see state specific agencies.	
8	When a decision has been made to make a report to the <i>Online Reporting System</i> the following information must be prepared in advance: <ul style="list-style-type: none"> • details which identify the child such as the child's name, date of birth, address, phone number, cultural identity or Aboriginality, language barriers, disabilities • details of the parents, carers or other household members such as name, date of birth or age, address, phone numbers, cultural identity or Aboriginality, language barriers, disabilities • details of the FDC educator and FDC service such as name, address, phone and email details • information regarding the significant risk of harm 	

DOCUMENTING A SUSPICION OF HARM


If the FDC educator has any concerns about the safety of a child, they will:

1	Record their concerns in a non-judgmental and accurate manner as soon as possible	
2	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).	
3	Not to conduct their own investigation	
4	Document as soon as possible so the details are accurate including: <ul style="list-style-type: none"> • child's personal details (name, address, DOB, details of siblings) • time, date and place of the suspicion • full details of the suspected abuse 	

	<ul style="list-style-type: none"> date of report and signature 	
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DOCUMENTING A DISCLOSURE		
When receiving a disclosure of harm, the FDC educator will:		
1	Remain calm and find a private place to talk	
2	Not promise to keep a secret	
3	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	
4	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	
5	Not attempt to conduct their own investigation or mediate an outcome between the parties involved	
6	Document as soon as possible so the details are accurately captured including: <ul style="list-style-type: none"> 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 	
7	In addition, an educator receiving a disclosure from a child will: <ul style="list-style-type: none"> give the child or young person their full attention maintain a calm appearance reassure the child or young person it is right to tell 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 take his or her time 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 honestly tell the child or young person what you plan to do next do not confront the perpetrator 	

REVIEW OF PROCEDURE			
Date reviewed	October 2023	To be reviewed	October 2024
			March 2024ion Procedure

Approved by	Cindy Walsh Katie Waudby	Signature	CINDYWALSH 

CHILD PROTECTION POLICY

White Gum Family Day Care Service 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. White Gum FDC Service embeds the National Principles for Child Safe Organisations WA 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.

White Gum FDC Service 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 enhance their understanding of their body's response to a situation are more able to predict the outcome and ask for help or evade a negative situation.

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.
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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

Children and Community Services Act 2004	<i>Working with Children (Criminal Record Checking) Amendment Act 2022</i>
Parliamentary Commissioner Amendment (Reportable Conduct) Act 2022	

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
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PURPOSE

All Family Day care 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. White Gum 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, and visitors (including contractors) of the Family Day Care Service.

DEFINITIONS

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Western Australia (WA), mandatory reporting is regulated by the *Children and Community Services Act 2004*.

Mandatory reporters

Mandatory reporter groups have been introduced in stages and include:

- teachers
- early childhood workers
- out-of-home care workers
- psychologists
- school counsellors

Reportable Conduct Scheme: compels heads of organisations that exercise care, supervision or authority over children to notify allegations of, or convictions for, child abuse by their employees to the Ombudsman and then investigate these allegations. (effective 1 January 2023).

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.

There are different forms of child abuse: physical abuse, sexual abuse, emotional abuse, psychological abuse and child neglect.

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.

PHYSICAL ABUSE

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver. It may also be the result of putting a child at risk of being injured. Some examples are:

- hitting, shaking, punching
- burning and scolding
- excessive physical punishment or discipline
- attempted suffocation
- shaking a baby.

Possible signs of Physical Abuse

- broken bones or unexplained bruises, burns, welts
- the child is unable to explain an injury, or the explanation is vague
- dehydration or poisoning
- the child is unusually frightened of a parent or caregiver
- arms and legs are covered by clothing in warm weather
- when parents delay getting medical assistance for their child's injury

- brain damage through shaking or hitting.

SEXUAL ABUSE

Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level. It includes circumstances where the child has less power than another person involved, is exploited or where the child has been bribed, threatened, or coerced. It also includes situations where there is a significant difference between the developmental or maturity level of the child and another person involved.

Some examples are:

- letting a child watch or read pornography
- allowing a child to watch sexual acts
- fondling the child's genitals
- having oral sex with a child
- vaginal or anal penetration
- using the internet to find a child for sexual exploitation.

Possible signs of sexual abuse when a child:

- acts in a sexualised way that is inappropriate to his/her age
- creates stories, poems or artwork about abuse
- has pain, bleeding or swelling in his/her genital area
- starts doing things they have grown out of such as crying a lot, bed wetting or soiling, clinging to caregiver
- has nightmares or sudden unexplained fears.

EMOTIONAL ABUSE

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. Some examples are:

- constantly putting a child down
- humiliating or shaming a child
- not showing love, support or guidance
- continually ignoring or rejecting the child
- exposing the child to family and domestic violence
- threatening abuse or bullying a child
- threats to harm loved ones, property or pets.

Possible signs of emotional abuse include when a child:

- is very shy, fearful or afraid of doing something wrong
- displays extremes of behaviour for example from being very aggressive to very passive
- is not able to feel joy or happiness
- is often anxious or distressed
- feels worthless about life and themselves
- has delayed emotional development.

PSYCHOLOGICAL ABUSE

Psychological abuse is repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. Some examples are:

- constantly belittling, shaming and humiliating a child
- calling the child names to minimise their self-worth
- threatening a child
- keeping a child isolated from other people or friends
- constantly ignoring a child
- encouraging a child to act inappropriately.

Possible signs of psychological abuse include when a child:

- feels worthless, unloved, unwanted
- feels dumb
- has difficulties remembering or recognising information
- has difficulties paying attention
- has difficulty knowing what actions are right or wrong
- is highly anxious.

NEGLECT

Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic. Some examples are:

- leaving a child alone without appropriate supervision
- not ensuring the child attends school, or not enrolling the child at school
- infection because of poor hygiene or lack of medication

- not giving a child affection or emotional support
- not getting medical help when required.

Signs of neglect in children include:

- untreated sores, severe nappy rash
- bad body odour, matted hair, dirty skin
- being involved in serious accidents
- being hungry and stealing food
- often being tired, late for school or not attending school
- feeling bad about themselves
- when a baby does not meet physical and development milestones without there being underlying medical reasons.

WORKING WITH CHILDREN (WCC) CHECK

People working or volunteering with children in Western Australia and the Christmas and Cocos (Keeling) Islands must, by law, have a Working with Children Check under the *Working with Children (Criminal Record Checking) Amendment Act 2022*. The Working with Children (WWC) Screening Unit provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people. Under the reform to this act, the Approved Provider must have procedures in place to ensure that any person they are using as a parent or child volunteer is eligible for a child volunteer exemption (CVE) or the parent volunteer exemption (PVE) if the person does not have a WCC Card. A record must be maintained to reflect this.

Additionally, WCC cardholders must notify the Working with Children Screening Unit of a change in personal details, contact details. (Effective 1 July 2023).

A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the WWC Screening Unit will look at criminal history, child protection information and other information.

Working with Children Checks are valid for three 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 WWC Screening Unit 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 WWC Screening Unit to validate employees Working with Children Checks. Organisations are to advise the WWC Screening Unit through the Register Card Holders [online form](#) when a new employee, volunteer or student who already have a WWC Card

from a previous employer begin working for the service. Working with Children Checks must be validated BEFORE the employee begins working with children.

IMPLEMENTATION

White Gum Family Day Care 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 every 12 – 18 month.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- any Responsible Person in day-to-day charge of the Family Day Care service has successfully completed the child protection training approved by the Regulatory Authority
- all educators', staff, volunteer and students' Working with Children Checks are validated unless the person meets the criteria for exemption from a WWCC
- 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 FDC Service
 - aware of their mandatory reporting obligations and responsibilities to report all concerns about a child suffering abuse or neglect to the Department of Communities - Child Protection and Family Support's Mandatory Reporting Service on 1800 273 889. A written report must also be lodged using the Department's secure Mandatory Reporting Web System (MRWeb)
 - aware of indicators showing a child may be at risk of harm or significant risk of harm
- all FDC coordinators, FDC educators 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 are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- FDC educators 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

- access is provided to all FDC educators and 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.

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
- respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels
- comprehend their obligations as mandatory reporters and their requirement to report all concerns about a child suffering abuse or neglect to the Department of Communities - Child Protection and Family Support's Mandatory Reporting Service on 1800 273889
- a written report must also be lodged using the Department's secure [Mandatory Reporting Web System \(MRWeb\)](#)
- refer families to appropriate agencies where there are concerns about the parents' ability to care for the child safely, including the protecting them from harm. These services may be located through the services provided by the not-for-profit community sector and funded by the [Department of Communities](#). Family consent will be sought before making referrals.
- promote the welfare, safety, and wellbeing of children at the FDC Service
- allow children to be part of decision-making processes where appropriate
- 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.

MAKING A REPORT

If you believe a child is in immediate danger, contact the Police by calling 000.

Once a mandatory reporter forms a belief, on reasonable grounds, that child sexual abuse has occurred or is occurring; they must make a report to the Department of Communities - Child Protection and Family Support's [Mandatory Reporting Service](#).

When making a report to the Department, have the following information available:

- details about the child/young person and family
- the reasons you are concerned
- the immediate risk to the child
- whether or not the child or family has support
- what may need to happen to make the child safe
- your contact details, so that the officer can call you to obtain further information if required or to provide feedback.

Failure to make a report can result in a fine of up to \$6,000. A person can be prosecuted within three (3) years after failing to make a report. After that, any action will be at the Attorney General's discretion.

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 Community Services Act 2004* effective 26 August 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

The Western Australian Government recognises that for agencies and services working with children and families there will be times when it is necessary to share information to protect their safety and wellbeing. The Children and Community Services Act 2004 (CCS Act) is the legislative basis for child protection responses in Western Australia. It enables information sharing between agencies to protect the wellbeing of children. The Department for Child Protection and Family Support provides a [guide](#) on information sharing for government and non-government agencies.

There may be situations where educators are required to share information about a child without consent. The circumstances when this may apply include:

- a child may be placed at further risk or harm
- the child poses a risk to themselves or is a risk to others
- reasonable efforts to obtain consent have failed
- you are unable to contact the parent/s
- there may or would be a risk to your safety if consent was sought
- it is clear from previous contact that consent would not be given.

As a guide, you may wish to share information that relates to:

- any known events or history of the child suffering harm

- the impact of a parent's mental illness, substance misuse, disability or history of family and domestic violence on his/her ability to care for their child
- protecting a child and/or adult exposed to FDV
- a person in the household who may pose a risk to the child
- any periods in which the child has been cared for by other people
- any significant issues relating to the child's siblings
- the child's physical health, including any treatment needs
- any psychological and emotional difficulties the child may have
- the child's education, including any special educational needs
- any positive feedback about a child or family you are working with
- any disabilities the child may have, including any care requirements • any known allergies and dietary requirements of the child
- any information that assists an assessment of the safety of a person subjected to FDV, which may include information about a perpetrator and their participation in counselling and treatment programs.

BREACH OF CHILD PROTECTION POLICY

All FDC educators and staff 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 or
- 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, VOLUNTEERS or STUDENTS (or contractors)

The Approved Provider has the legislative obligation under the Reportable Conduct Scheme (the Scheme) to notify the Ombudsman of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation and advise the Ombudsman of the outcome of the investigation.

Reportable conduct includes: sexual offences; sexual misconduct; physical assault; and other prescribed offences.

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 OR NEGLECT

CHILD SAFE ORGANISATIONS- <https://childsafe.humanrights.gov.au>

Government of Western Australia. Department of Communities. Child Protection. [Concerns for the safety or wellbeing of a child or young person](#)

[Government of Western Australia. Department of Communities. Mandatory Reporting Guide: Western Australia. \(2023\).](#)

NAPCAN- <https://www.napcan.org.au/napcan-brochures/>

Ombudsman Western Australia. [Reportable Conduct Scheme.](#)

[Western Australia Commissioner for Children and Young People \(CCYP\)- Child Safe Standards](#)

CONTINUOUS IMPROVEMENT/REFLECTION

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

RELATED RESOURCES

Child Protection Notification Procedure Child Protection Notification Record	Child Protection Report Form
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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. (2017). [Mandatory reporting of child abuse and neglect](#)

Children and Community Services Act 2004

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).

Freedom of Information Act 1992

Government of Western Australia. Department of Communities, Child Protection and Family Support. (2019).
[About mandatory reporting legislation](#)

Government of Western Australia. [Working with Children Check](#)

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

Ombudsman Western Australia. Reportable Conduct Scheme (the Scheme) 2022.

Revised National Quality Standard. (2018).

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

Working with Children (Criminal Record Checking) Act 2004

REVIEW

POLICY REVIEWED BY:	Cindy Walsh Katie Waudby	Directors	October 2023
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION NUMBER	V4.08.23		
MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance added legislation and information added: Reportable Conduct Scheme (effective 1 Jan 2023) update to amendment to Working with Children (Criminal Record Check) Act 2022 inclusion of NQF changes to ensure coordinators have completed child protection training continuous improvement section added CCD related resources added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
AUGUST 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required 	AUGUST 2023	

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 White Gum FDC Service. 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.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY	
Safety	Each child is protected
Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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 REGULATIONS AND NATIONAL LAW	
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
99/ LAW 106A	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	Facilities 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
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
168 (h)	Providing a child safe environment
169 (2)g	Additional policies and procedures- family day care services
170	Policies and procedures to be followed
274	Swimming pools
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 and hazards

RELATED POLICIES

Assessment, Approval and Re-assessment of Approved Family Day Care Residence/Venue Policy Child Protection Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and Collection from Education and Care Service Premise Policy Emergency Evacuation Policy Excursion Policy Furniture and Equipment Safety policy Governance Policy	Medical Conditions Policy Nutrition and Food Safety Policy Photograph Policy Physical Environment Policy Privacy and Confidentiality Policy Probation Induction and Orientation Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation of Children Policy Sleep and Rest Policy Staffing Arrangements Policy Student and Volunteer Policy Sun Safe Policy
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Injury, Incident, Trauma and Illness Policy Interactions with Children, Families and Staff Policy	Supervision Policy Tobacco Drug Alcohol Free Policy Water Safety Policy Work Health and Safety Policy
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PURPOSE

White Gum Family Day Care 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, 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 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 from harm and any hazard likely to cause injury.

KEY TERMS – DEFINITIONS

Child Safe Standards	A list of ten standards that organisations can use to keep children safe from harm and abuse as recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse
Code of Conduct	Lists of dos and don'ts which describe acceptable and non-acceptable behaviour
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.

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.
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. (2021). 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)

White Gum Family Day Care Service is committed to being a child safe organisation and endorse the National Principles of Child Safe Organisations, placing the protection of children as a priority of our responsibilities and obligations. 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 FDC educators 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 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. White Gum FDC Service will not tolerate bullying or harassment. Our priority is to ensure the safety and wellbeing of children and encourage positive relationships.

COMMUNICATION (National Principles 2 and 3)

We aim to build and maintain positive and respectful relationships with children, families and educators of our Service and prioritise a child safe environment. We communicate regularly and clearly with all stakeholders and ensure our policies and procedures are available to employees, volunteers, families and children and young people. (Reg. 170). Feedback and evaluation of our policies and procedures is welcomed through surveys, feedback or discussions with management.

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*. We will:

- adhere to our *Child Safe Environment Policy, Child Protection Policy* at all times
- provide adequate 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'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 at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- 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.

[Primary policies – Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation]

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 with diverse needs.

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.

[Primary policies – Interactions with Children Families and Staff]

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 National Police Clearance. Educators who provide care out of hours and weekends then every person over the age of 18 will need to provide a 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) and Current National Police Clearance.

[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.

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 Child Protection Hotline as part of the Reportable Conduct Scheme. Any allegation will be treated seriously and acted upon by management.

[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 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.

[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 daily checklist to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child.

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 family day care 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.

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.

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)
- non-compliance risk
- hot drinks

To maintain a child safe environment, FDC educators will adhere to Service policies and procedures and conduct ensure that risk assessments are completed and updated yearly.

[Primary policies – Administration of First Aid, Medical Conditions, Emergency and Evacuation, Incident, Injury, Trauma and Illness Policy, Excursion, 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 premises. Copies of emergency phone contacts will be readily available.

Educators will rehearse emergency and evacuation procedures at least once every 3 months and ensure all children are involved. Records will be kept for all rehearsals.

[Primary policy- Emergency Evacuation]

STORAGE OF HAZARDOUS SUBSTANCES

We reduce the risk of harm to children 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.

[Primary policy – Safe Storage of Hazardous Chemicals; Administration of Medication]

ARRIVAL AND DEPARTURE AUTHORISATION

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 and Care Premises Policy* and *Student and Visitors Policy* 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]

ONLINE SAFETY (National Principle 8)

Our FDC Service is committed to create and maintain a safe online environment with support and collaboration with FDC educators, families, and community. Our 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 any software programs which will be 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 are used. 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 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

WESTERN AUSTRALIA

WA currently has a voluntary approach to the implementation of the National Principles, led by the Commissioner for Children and Young People (CCYP).

Department of Communities

[WA Commissioner for Children and Young People \(CCYP\)](#)

RELATED RESOURCES

Child Safe Environment Commitment Statement	Child Safe Standards Checklist NSW
Child and Youth Risk Management Strategy	Child Safe Commitment Statement NSW
Template (QLD)	Child Safe Risk Assessment NSW

SOURCE

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

ACECQA. (2021). Policy and procedure guidelines. *Providing a Child Safe Environment*.

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://childdsafe.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 2018).

Education and Care Services National Regulations. (2011).

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

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

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	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	MARCH 2023 /NOVEMBER 2022	NEXT REVIEW DATE	NOVEMBER 2023

MODIFICATIONS	<ul style="list-style-type: none">• 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• link Western Australian Education and Care Services National Regulations added in ‘Sources’ <p>March</p> <ul style="list-style-type: none">• additional information added re: Child Safe Standards for each state/territory• links to EYLF/MTOP V2.02 added in sources	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE

DEALING WITH COMPLAINTS POLICY

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 White Gum Family Day Care Service's procedures for receiving and managing informal and formal complaints. Families, parents, visitors, students and members of the community can lodge a grievance 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(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 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).

White Gum Family Day Care Service 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

White Gum Family Day Care 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; and
- 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, children, families, and visitors 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 and
- 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 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).

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.

PRIVACY AND CONFIDENTIALITY

The Approved Provider and Educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances. However, if a grievance 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)

<https://manuals.communities.wa.gov.au/CPM/SitePages/Procedure.aspx?ProcedureId=277>

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.

White Gum Family Day Care 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, visitors and volunteers
- 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)
- 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
- acknowledge the 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 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 require
- 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 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 to seek a balanced understanding of the issue
- discuss possible resolutions available to the family. These would include external support options.
- encourage and assist the family 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 families (as necessary) to FDC Service policies that may assist in resolving the grievance or complaint

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 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 family 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 <https://www.wa.gov.au/organisation/departments-of-communities/education-and-care-regulatory-unit>
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FAMILIES 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 for families ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our FDC Service.
- attempt to discuss their grievances or complaints with the FDC educator as the first step to resolving the issue
- 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 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: 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, 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 regarding the policy and procedure.

RELATED RESOURCES

Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form Complaints Grievance Form	Complaints / Grievance Management Form Complaints / Grievance Register
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SOURCE

Australian Children's Education & Care Quality Authority. (2014).
 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/>
 Guide to 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	Cindy Walsh Katie Waudby	Directors	August 2023
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION NUMBER	V10.08.23		
MODIFICATIONS	AUGUST <ul style="list-style-type: none"> • updated related legislation • NQF changes effective 1 Oct 2023 APRIL <ul style="list-style-type: none"> • merged Dealing with Complaints Policy (General) with Dealing with Complaints Policy (Family) for ease of management of policies • sources checked • Childcare Centre Desktop Resources section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
AUGUST/SEPTEMBER 2022	<ul style="list-style-type: none"> • 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 • hyperlinks checked and repaired as required • References/sources to DESE changed to Department of Education 	AUGUST 2023	

DEALING WITH INFECTIOUS DISEASE POLICY

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. Our Family Day Care Service will minimise children's exposure to infectious diseases by ensuring FDC educators 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.

White Gum 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		
2.1.1	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 REGULATIONS	
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
90	Medical conditions policy

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
EDUCATION AND CARE SERVICES NATIONAL LAW	
172	Offence to fail to display prescribed information

RELATED POLICIES

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

PURPOSE

Children encounter many other children and adults within the Family Day Care environment which can result in the contraction of infectious illnesses. White Gum 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 manage illnesses and prevent the spread of infectious diseases throughout the FDC Service.

Immunisation is a simple, safe, and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others within the community, by reducing the spread of disease and illnesses.

SCOPE

This policy applies to the Approved Provider, Coordinator, 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 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

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
- Sick Children Policy
- Incident, Illness, Accident and Trauma Policy and
- 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.

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

- effective hand washing hygiene
- cough and sneeze etiquette
- 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 (including bedding)
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the family day care residence
- physical distancing (if recommended)
- wearing of face masks (as mandated by PHO)
- restricting parents and visitors from entering FDC residences/venues to reduce threat of spread of a community disease (e.g.: COVID-19)
- ensuring adequate ventilation
- encouraging children, 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).

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. The Commonwealth Privacy Acts only release/disclose patient information where it is lawfully required or authorised.

Family Day Care educators must notify the Approved Provider/Nominated Supervisor of any incidence of an infectious disease. This must be also be documented on an *Incident, Injury, Trauma and Illness Record*.

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.

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 or when there is an outbreak of 5 or more people with COVID-19 within a 7-day period via the [NQA-ITS](#)

THE APPROVED PROVIDER WILL ENSURE:

- safe health and hygiene practices are implemented at all times
- 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
- the FDC Service implements recommendations from [Staying healthy: Preventing infectious diseases in early childhood education and care services](#) to maintain a healthy environment
- advice and recommendations from the Australian Health Protection Principal Committee (AHPPC) and Safe Work Australia will be implemented where reasonably possible
- 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
- 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 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)
- a notification is lodged through the [NQA-ITS](#) of an outbreak of COVID-19 when there are 5 cases or more within a 7-day period
- infection control measures are implemented in each FDC residence or approved venue
- a notice is clearly displayed stating an occurrence of an infectious disease at the FDC residence or approved venue
- daily attendance records for staff, children and visitors are up to date at all times
- existing risk assessments for emergencies include a response to COVID-19.

MANAGING A POSITIVE CASE OF COVID-19 IN FDC SETTINGS

Changes may occur to how our FDC services manage positive cases of COVID-19 . We will be directed by our regulatory authority as to what procedures need to be followed to ensure the health and safety of all educators, children and families.

A NOMINATED SUPERVISOR/ RESPONSIBLE PERSON /FAMILY DAY CARE EDUCATOR WILL ENSURE:

- a hygienic environment is promoted and maintained
- 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)
- they are aware of relevant immunisation guidelines for children and themselves
- wall charts about immunisation are displayed in the principal office of the FDC Service and in each FDC residence and/or venue
- an Immunisation History Statement for each child is collected on enrolment and maintained regarding the child's immunisation status (AIR) and any medical conditions
- 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 a FDC Service- in a residence or venue 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 approved residence/venue or FDC principal office.
- families are provided with information about an infectious disease verbally and by displaying and emailing the Infectious Diseases Notification Form and details
- information or factsheets related to the disease/infection and the necessary precautions/exclusions required will be provided to families
- families are advised that they are requested to alert the Service if their child is diagnosed with an Infectious Illness, including COVID-19
- all FDC educators are mindful and maintain confidentiality of individual children's medical circumstances
- that opportunities for 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 staff, children, and families to have access to health professionals by organising visits/guest speakers to attend the service to confirm best practice are provided
- 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. For example, if a child is absent due to illness or is sent home due to illness, they will be unable to attend the next day as a minimum.
 The coordinator may approve the child's return to care if families provide a doctor's certificate/clearance certifying that the child is no longer contagious and is in good health. Please note; it is not always possible to obtain a doctor's certificate or clearance for suspected cases of an illness. The decision to approve a child's return is up to the Coordinator/Family Day Care educator.
- to complete the register of *Incident, Injury, Trauma and 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 must not provide education and care to children for at least 48 hours. Alternative arrangements will need to be made for a relief educator during this period.
- 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:

- families are advised that they must alert the FDC Service if their child is diagnosed with an infectious illness
- after confirmation that a child is suffering from an infectious disease, and as soon as practical, the family of each child must be notified whilst maintaining the privacy of the ill/infectious child.

Communication may be:

- verbally
 - through a letter from the educator or Approved Provider
 - posting a note or sign at the entry of the residence
 - via electronic message- text message or email
- the Approved Provider must approve the content of the message before this is sent to families
- information or factsheets related to the disease/infection and the necessary precautions/exclusions required will be provided to families
- 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.

INFECTION CONTROL MEASURES – MANAGING THE OUTBREAK

In the event of an outbreak of gastroenteritis or any other infectious illness, the FDC educator will:

- isolate a sick child/ren where possible in the residence
- contact parents/guardian to collect their unwell child/ children as soon as practicable
- depending on the symptoms of the illness, request the child has a COVID-19 test (RAT)
- immediately clean up any vomit/ faeces with paper towel
- respond to the child's needs and ensure their health and emotional needs are supported at all times
- ensure appropriate health and safety procedures are implemented when treating ill children- wear disposable gloves, face mask or other PPE if needed
- clean the child using disposable paper towels and change of clothes
- put clothing in a leak proof plastic bag for parent to take home
- remove disposable gloves
- put on new disposable gloves and clean all resources or items touched by a child with a suspected illness. Once cleaned, disinfect ([Staying Healthy: Preventing diseases in early childhood and care services](#))
- wash hands thoroughly with liquid soap and alcohol rub

- alert all children to participate in hygiene practices, including hand washing, sneezing and cough etiquette
- ensure consideration is given to the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day
- children that have had diarrhoea and vomiting will be asked to stay away from the Family Day Care Service for **48 hours** after symptoms have ceased to reduce infection transmission as symptoms can develop again after 24 hours in many instances
- complete the *Incident, Injury, Trauma and Illness* record and ensure parents acknowledge the details contained in the record to be true with their signature and date. A copy of this record must be given to the Approved Provider as part of the notification to the Regulatory Authority, Public Health Unit and other government agencies as required.

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

- they adhere to the Family Day Care Service's health and hygiene policy including:
 - hand washing
 - daily cleaning of the Family Day Care Service
 - 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 PH
- 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
- 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 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 are colour coded so that a separate cloth is used to clean floors, bathroom, art and craft, and meal surfaces
- that any toy that is mouthed by a child is placed in the 'toys to be washed' basket 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.
- toys and equipment (that are difficult to wash) will be washed with detergent (or soap and water) and air-dried in sunlight
- furnishings, fabric tablecloths and pillowcases will be laundered at the end of each week and hung out to dry. This will be increased during winter months or daily during an outbreak of illness in the Service.
- floor surfaces will be cleaned on a daily basis
- toilets/bathrooms will be cleaned regularly
- 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
- pregnant FDC educators must minimise their exposure to changing nappies, toilet training, cleaning up body fluids due to the risk of contracting Cytomegalovirus (CMV). The occupational risks of CMV infection must be discussed with management of the FDC Service. (*see Pregnancy in Early Childhood Policy*)

FAMILIES WILL:

- adhere to the Service's policies regarding *Dealing with Infectious Diseases, Immunisation* and *Sick Children* 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](#)

[Recommended exclusion periods- Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services](#)

<https://www.acecqa.gov.au/sites/default/files/2021-08/DealingInfectiousDiseasesGuidelines.pdf>

<https://www.nhmrc.gov.au/sites/default/files/documents/attachments/ch55-staying-healthy.pdf>

[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

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

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

SOURCE

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

ACECQA. (2021). Policy and procedure guidelines. *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 2018).

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

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

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

Guide to the National Quality Standard. (2020).

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	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	DECEMBER 2022/MARCH 2023	NEXT REVIEW DATE	MARCH 2024
VERSION NUMBER	V15.03.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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 • Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2022	<ul style="list-style-type: none"> deleted information about a confirmed COVID-19 case replaced by <i>Managing a positive case of COVID-19 in an ECEC Service</i> services must check with their state regulatory authority for current guidelines for managing a positive case of COVID-19 as definitions of close contacts and management of cases may change minor edits sources checked for currency 	MARCH 2023

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 our Family Day Care 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 Family Day Care 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 REGULATIONS	
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
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
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
177	Prescribed enrolment and other documents to be kept by approved provider
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

RELATED POLICIES

Acceptance and Refusal Policy	Handwashing Policy
Administration of Medication Policy	Incident, Injury, Trauma and Illness Policy
Child Protection Policy	Orientation of Families Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Safe Transportation Policy
Dealing with Infectious Diseases Policy	Sick Children Policy
Emergency Evacuation Policy	Termination of Enrolment Policy
Enrolment Policy	Work Health and Safety Policy

PURPOSE

White Gum Family Day Care Service aims to ensure the protection and safety of all children, staff members, and families accessing the Service. 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, and visitors of the Family Day Care Service.

IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child. As part of our Risk Management process, our FDC Service *may* introduce explicit

control measures to minimise the risk of spreading infectious diseases/viruses such as coronavirus (COVID-19). Our risk assessment may result in changes to our *Delivery of children to and collection from Education and Care Service Premises Policy* and are based on mitigating risks following the recommendations made by the Australian Health Protection Principal Committee (AHPPC), Safe Work Australia and the Department of Health. Control measures and changes to policies are reviewed in consultation with staff members and communicated clearly to parents, families and visitors.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- 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/Law 165A
- 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 authorize the education and care service to transport the child or arrange transportation
 - 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 educators and staff are provided with an induction including an understanding of this policy
- all FDC educators 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

White Gum FDC Service has an obligation to ensure the health and safety of employees, children and visitors in our workplace, so far as reasonably practicable. Our FDC Service has implemented the following measures

- any person who is displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath should not attend our Service under any circumstance
- 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
- 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 preferably text message. 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 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
- children must be signed out on the same sheet that they were signed in on (date, time, signature)
- parents/authorised nominees are requested to arrive to collect their child/children by end of contracted time.
- 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 FDC Service (copy provided to the FDC educator)
- in the case of a particular person (including a biological parent) being denied access to a child, the 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.
- 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
- 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 educator is responsible for:

- signing the child 'out' of care upon dropping the child to school and 'in' care upon collecting the child from school
- ensuring they have contact details and timetables for the bus operator if the child is using School Bus transportation
- ensuring they have school contact phone numbers in case of an emergency
- ensuring they know the safest walking route to and from school if the child is authorised to walk to school

- following steps should the child not arrive home by the expected time (including contacting the school; contacting the parent/s; contacting the coordinator; notifying Police and if a serious incident has occurred- notifying the Regulatory Authority)

Parents will provide a signature or initial the educator's records upon collecting their child at the end of the day.

VISITORS

- to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our service must sign in when they arrive at the FDC Service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.
- signage will clearly indicate who is permitted to enter the FDC service
- signage will alert all adults to adhere to physical distancing requirements
- all visitors must adhere to our *Handwashing Policy* and wash their hands upon arrival and departure of the service

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 end of contract, 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 end of contracted time 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.

RELATED RESOURCES

Administration of Medication Record Authorisation Form	Late Collection of Child Letter Late Delivery of a Child Letter
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Alternative Authorisation Form	Refusal of Authorisation Register Visitor sign in sign out record
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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.

SOURCE

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 Safe Work Australia (2020)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	JANUARY 2023	NEXT REVIEW DATE	JANUARY 2024
VERSION NUMBER	V15.01.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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 • Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
OCTOBER 2021/JAN 2022	<ul style="list-style-type: none"> 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

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 our Family Day Care 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 Family Day Care 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 REGULATIONS	
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
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
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
177	Prescribed enrolment and other documents to be kept by approved provider
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

RELATED POLICIES

Acceptance and Refusal Policy	Handwashing Policy
Administration of Medication Policy	Incident, Injury, Trauma and Illness Policy
Child Protection Policy	Orientation of Families Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Safe Transportation Policy
Dealing with Infectious Diseases Policy	Sick Children Policy
Emergency Evacuation Policy	Termination of Enrolment Policy
Enrolment Policy	Work Health and Safety Policy

PURPOSE

White Gum Family Day Care Service aims to ensure the protection and safety of all children, staff members, and families accessing the Service. 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, and visitors of the Family Day Care Service.

IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child. As part of our Risk Management process, our FDC Service *may* introduce explicit

control measures to minimise the risk of spreading infectious diseases/viruses such as coronavirus (COVID-19). Our risk assessment may result in changes to our *Delivery of children to and collection from Education and Care Service Premises Policy* and are based on mitigating risks following the recommendations made by the Australian Health Protection Principal Committee (AHPPC), Safe Work Australia and the Department of Health. Control measures and changes to policies are reviewed in consultation with staff members and communicated clearly to parents, families and visitors.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- 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/Law 165A
- 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 authorize the education and care service to transport the child or arrange transportation
 - 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 educators and staff are provided with an induction including an understanding of this policy
- all FDC educators 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

White Gum FDC Service has an obligation to ensure the health and safety of employees, children and visitors in our workplace, so far as reasonably practicable. Our FDC Service has implemented the following measures

- any person who is displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath should not attend our Service under any circumstance
- 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
- 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 preferably text message. 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 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
- children must be signed out on the same sheet that they were signed in on (date, time, signature)
- parents/authorised nominees are requested to arrive to collect their child/children by end of contracted time.
- 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 FDC Service (copy provided to the FDC educator)
- in the case of a particular person (including a biological parent) being denied access to a child, the 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.
- 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
- 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 educator is responsible for:

- signing the child 'out' of care upon dropping the child to school and 'in' care upon collecting the child from school
- ensuring they have contact details and timetables for the bus operator if the child is using School Bus transportation
- ensuring they have school contact phone numbers in case of an emergency
- ensuring they know the safest walking route to and from school if the child is authorised to walk to school

- following steps should the child not arrive home by the expected time (including contacting the school; contacting the parent/s; contacting the coordinator; notifying Police and if a serious incident has occurred- notifying the Regulatory Authority)

Parents will provide a signature or initial the educator's records upon collecting their child at the end of the day.

VISITORS

- to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our service must sign in when they arrive at the FDC Service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.
- signage will clearly indicate who is permitted to enter the FDC service
- signage will alert all adults to adhere to physical distancing requirements
- all visitors must adhere to our *Handwashing Policy* and wash their hands upon arrival and departure of the service

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 end of contract, 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 end of contracted time 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.

RELATED RESOURCES

Administration of Medication Record Authorisation Form	Late Collection of Child Letter Late Delivery of a Child Letter
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Alternative Authorisation Form	Refusal of Authorisation Register Visitor sign in sign out record
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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.

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REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	JANUARY 2023	NEXT REVIEW DATE	JANUARY 2024
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RELATED POLICIES

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PURPOSE

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 - any person who is authorised to authorize the education and care service to transport the child or arrange transportation
 - details of any court order, parenting orders or parenting plan
 - authorisations for the service to take the child on regular outings
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- 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 educators and staff are provided with an induction including an understanding of this policy
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- 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
- 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 preferably text message. 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 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
- children must be signed out on the same sheet that they were signed in on (date, time, signature)

- parents/authorised nominees are requested to arrive to collect their child/children by end of contracted time.
- 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 FDC Service (copy provided to the FDC educator)
- in the case of a particular person (including a biological parent) being denied access to a child, the 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.
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- 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
- 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 educator is responsible for:

- signing the child 'out' of care upon dropping the child to school and 'in' care upon collecting the child from school
- ensuring they have contact details and timetables for the bus operator if the child is using School Bus transportation
- ensuring they have school contact phone numbers in case of an emergency
- ensuring they know the safest walking route to and from school if the child is authorised to walk to school
- following steps should the child not arrive home by the expected time (including contacting the school; contacting the parent/s; contacting the coordinator; notifying Police and if a serious incident has occurred- notifying the Regulatory Authority)

Parents will provide a signature or initial the educator's records upon collecting their child at the end of the day.

VISITORS

- to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our service must sign in when they arrive at the FDC Service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.
- signage will clearly indicate who is permitted to enter the FDC service
- signage will alert all adults to adhere to physical distancing requirements
- all visitors must adhere to our *Handwashing Policy* and wash their hands upon arrival and departure of the service

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 end of contract, 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 end of contracted time 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.

RELATED RESOURCES

Administration of Medication Record	Late Collection of Child Letter
Authorisation Form	Late Delivery of a Child Letter
Alternative Authorisation Form	Refusal of Authorisation Register
	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.

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority (ACECQA). 2020. 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 Framework for Australia*. (2009)
 Australian Government Department of Education . *My Time, Our Place. Framework for School Aged Care in Australia*. (2011).
 Australian Government Department of Health *Australian Health Protection Principal Committee* (AHPPC)
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2018).
 Education and Care Services National Regulations. (2011)
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
 Guide to the National Quality Framework. (2018). (Amended 2020).
 National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.
 Revised National Quality Standard. (2018).
 Safe Work Australia (2020)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	JANUARY 2023	NEXT REVIEW DATE	JANUARY 2024
VERSION NUMBER	V15.01.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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 • Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
OCTOBER 2021/JAN 2022	<ul style="list-style-type: none"> • 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

EG EDUCATIONAL PROGRAM POLICY

Research accentuates that 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.

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.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

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
254	Declared approved learning frameworks

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 Security Policy Professional Development Policy Respect for Children Policy Supervision Policy Transition to School Policy
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PURPOSE

White Gum 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) and My Time, Our Place: Framework for School Age Care in Australia (MTOP). 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.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, children, families, students, volunteers, Coordinator, Educators, and Educator Assistants of the Family Day Care 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 New South Wales, Queensland, Northern Territory, Tasmania, South Australia, Western Australia and the Australian Capital Territory which outline practices that support and promote children's learning:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia- Early Years Learning Framework (EYLF)
- My Time, Our Place: Framework for School Age Care in Australia (MTOP):
- <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

There are also jurisdiction-specific approved learning frameworks, which include:

- Victoria: Victorian Early Years Learning and Development Framework
<https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/Pages/Index.aspx>
- Western Australia: Pre-primary to Year 10 Western Australian curriculum
<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>

WHITE GUM FAMILY DAY CARE SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORKS; (EYLF) and (MTOP)

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 and National Regulations, the program will contribute to the following outcomes for each child:

- The child will have a strong sense of identity
- The child will be connected with and contribute to his or her world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner, and
- The child will be an effective communicator.

White Gum FDC Service also supports the EYLF and MTOP through the following:

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements and learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.

- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Each child's play and learning experiences will be used 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 curriculum will be evaluated and reflected upon continuously by educators as part of the ongoing cycle of assessment and planning

THE APPROVED PROVIDER WILL ENSURE:

- the education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service
- the educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- 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 suitable program based on an approved learning framework is delivered to all children
at all FDC Services
- ensure FDC educators work together with educator assistants (where applicable) and the educational leader in preparing and/or implementing the curriculum which adheres to the service philosophy
- develop collaborative relationships with families to achieve quality outcomes for all children building on understandings of diversity, especially Aboriginal and Torres Strait Islander cultures
- ensure modifications are made in the environment for children with ~~special~~ disability and additional needs. The Approved Provider will assist with making appropriate, professional referrals where necessary with family permission.
- 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*)

- 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 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.

EDUCATORS WILL:

- collaborate with the educational leader for curriculum direction and guidance
- implement an ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why
- gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- take responsibility to be culturally competent and display positive attitudes towards cultural differences, respectfully acknowledge multiple cultural ways of knowing, seeing and being
- document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate

- 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
- gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development.
- collaborate with children and families to support children's learning
- ensure information about the child's participation in the program is available for families
- ensure families receive a copy of children's learning progress
- encourage communication with families about physical activity, gross motor, and fundamental movements skills development
- explore ideas and theories using imagination and creative play
- allow large blocks of uninterrupted time to allow children to develop their ideas and play
- use the learning outcomes to guide planning for children's learning
- intentionally scaffold children's understanding and learning
- provide children with ongoing encouragement and positive reinforcement
- provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment
- 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
- view children as active participants and decision makers, working with each child's unique qualities and abilities
- 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.

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

Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.

- Providing active play experiences that encourage children to explore, be creative, and challenge their development.
- Providing space, time, and resources for children to revisit and practice FMS and engage in active play.
- Engaging in opportunities for educators and educator assistants to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- Providing positive instruction, role modelling, and advice to children as they develop and improve their FMS.
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- foster a positive self-concept
- develop and support social skills
- develop and support children's cognitive skills such as the ability to think, reason, question, and experiment
- develop and support language development

- enhance physical development and skills
- support sound health, safety, personal hygiene, and nutritional practices.
- support creative expression
- support respect for cultural diversity of staff and children
- support respect for gender diversity.

RELATED RESOURCES

Assessment and Planning Cycle Guide and Procedure Educational Program and Practice Procedure	Assessment and Planning Cycle Audit Management Programming Audit Observation Record
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CONTINUOUS IMPROVEMENT/REFLECTION

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

SOURCE

Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). *Programming and planning in early childhood settings* (7th Ed.). North Ryde, Australia: Cengage Learning Australia.

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

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

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

Australian Government, Department of Education- (2013). *Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood*.

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 2018).

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

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

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

Guide to the National Quality Standard. (2017).

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

Revised National Quality Standard. (2018).

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

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	JANUARY 2023	NEXT REVIEW DATE	JANUARY 2024
VERSION NUMBER	V8.1.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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 • 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
JANUARY 2022	<ul style="list-style-type: none"> • 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

EMERGENCY AND EVACUATION WEEK PROCEDURE AND GUIDE

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 arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Working in conjunction with the *Emergency Evacuation Policy and Emergency Evacuation Procedure*, this procedure provides detailed steps for educators to follow when undertaking and planning emergency evacuation rehearsals, this procedure outlines records that must be kept when an emergency evacuation rehearsal has been performed.

Education and Care Services National Law or Regulations (R.1(d), 97, 98, 99, 136 and 168) NQS QA 2 Element 2.2.1, 2.2.2 Children's Health and Safety QA 7 Element 7.1.2 and 7.1.3 Governance and Leadership
Related Policy: Emergency Evacuation Policy

Emergency and evacuation procedures

During an emergency it is imperative to ensure the situation is controlled carefully with consideration to children, staff, families and visitors of the Service. Supporting children in an emergency requires vigilant preparation and a unified operation.

Preparing children for emergency situations provides them with the opportunity to help support and build on coping mechanisms and resilience. It can also be an opportunity for communities to connect and for children to experience the strength and compassion within the community.

The National Quality Standard, Element 2.2.2 – '*Incident and emergency management*' encourages Education and Care Services to effectively manage incidents and emergencies and to plan for these in consultation with relevant authorities. These plans should be practiced and reviewed at least every three months by the responsible person, all staff members, children, and volunteers (and parents). As per recommendations we will schedule a week each three months or school term, to practice emergency and evacuation procedures. By conducting emergency rehearsals each day (of that week), it provides adequate opportunity for all staff and children to be involved. Emergency and evacuation rehearsals should be conducted for any potential emergency that may occur at the Service, such as a medical emergency or traffic accident so that staff are prepared to respond and manage appropriately in the event of an emergency.

STEP 1: PLANNING EMERGENCY AND EVACUATION REHEARSALS		
1	The Approved Provider, Nominated Supervisor and educators will review the Service's <i>Emergency and Evacuation Policy</i> every 12 months	
2	Management will facilitate the first rehearsal of the year. Each one thereafter will be allocated to a responsible person or educator. It will be their responsibility to follow the procedures, evaluate and present potential improvements.	
3	Schedule a week within each school term to practice emergency evacuations. By nominating this as the regular time throughout the year it's less likely to be forgotten.	
4	By conducting emergency and evacuations rehearsals each day (of that week), it provides adequate opportunity for all staff and children to be involved.	
5	<p>Different types of emergency situations and responses will be rehearsed during the week. These should include both onsite and offsite evacuations, lock down, lock out and shelter-in-place procedures. These may include:</p> <ul style="list-style-type: none"> • Intruder/lockdown • building fire • bomb threat • bush fire • smoke • flooding • child/staff medical emergency (accident, anaphylaxis, asthma emergency) • incident involving a vehicle • snake or another dangerous animal • extreme heat • traumatic death/injury/grief • violence and/or aggression • gas/chemical leak 	
6	The <i>Emergency Rehearsal Calendar</i> will be used to plan and document the dates of future emergency evacuation rehearsals	
7	Advise families of the emergency evacuation rehearsal by utilising the <i>Emergency Evacuation Rehearsal Letter to families</i>	
8	Consider risks inherent in the rehearsal of emergency and evacuations. If necessary, conduct risk assessments to identify and mitigate possible risks- (supervision, non-ambulant children, moving children from sleep; burnt feet due to evacuation route on paved surfaces- how children evacuate with/without shoes, emergency equipment, multi-storey buildings).	

STEP 2: PERFORMING AN EVACUATION or EMERGENCY REHEARSAL		
1	<p>Director/ Nominated Supervisor or Responsible Person (incident Manager) starts the emergency rehearsal</p> <p>The Incident Manager will communicate with educators about their roles and responsibilities dependent upon the emergency rehearsal and process required (evacuation, lock-down, lock-out, shelter-in-place, medical emergency, bomb threat, etc.)</p>	

2	Educators and staff will follow the <i>Emergency and Evacuation Procedure</i>	
3	Move children to safety in accordance with emergency evacuation plan	
4	Communicate with all visitors currently at the Service to evacuate following evacuation plan	
5	Ensure that a copy of the day's attendance record (children and staff) is taken to the designated assembly area to use as a checklist	
6	Ensure a copy of emergency contacts and mobile phone/s are readily available	

STEP 3: RECORD KEEPING DOCUMENTATION OF REHEARSAL

1	An ' <i>Emergency Evacuation Rehearsal Record</i> ' should be completed with the Incident Manager to record and critically reflect upon the emergency response in collaboration with all stakeholders. This provides opportunities for continuous improvement in addition to compliance and identifies any required changes or improvements that need to be made before the next rehearsal.	
2	All evacuation rehearsals must be recorded and documented accurately. The record must include: <ul style="list-style-type: none"> • The date and time of the evacuation or emergency response • The time duration of the rehearsal (from when the alert was made until all children and staff have been accounted for in the assembly area) • Names of participating staff and volunteers • Names of participating children (the day's sign-in sheets are a good checklist) • All rooms must participate • An evaluation of the practice is to be documented and any resulting issues followed up 	
3	Provide opportunities for educators, staff, visitors, families and children to debrief about the rehearsal and provide support/clarification as required. Families may be interested in taking part in regular emergency rehearsals.	
4	Consult with relevant authorities and keep any evidence of that consultation. Consultation may assist the development of your policies, processes, procedures and plans and provide advice for improvement.	

STEP 4: ADDITIONAL SUGGESTIONS

1	Consider induction and staff training in general emergency procedures and Work Health & Safety including training in use and maintenance of emergency equipment such as fire extinguishers, fire blankets, evacuation cots.	
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2	Share the <i>Emergency Evacuation Rehearsal Record</i> with families via the Daily Report or even as an Observation for their child. Feedback from families is important for continual improvement in all rehearsals. Families may be interested in taking part in regular emergency rehearsals.	
3	Discuss the rehearsal, its purpose and the children's involvement before you participate in the exercise, so the children are comfortable and feel supported.	
4	It is important that all educators are given the opportunity to conduct an emergency rehearsal to enhance their confidence in an emergency.	
5	Services or FDC educators operating in multi-storey buildings will need to include additional information in procedures that are site-specific for evacuations and assembly areas. Consider use of stairs in an emergency rather than lifts; how to move non-ambulant children; staff implications for supervision; how to move children who are sleeping or staying in overnight care.	
6	Consider using sample scenarios to support drills/rehearsals with staff for continuous improvement	
7	Consider inviting relevant authorities to attend the Service for a particular rehearsal of emergency and evacuation procedures.	
8	Document all rehearsals and areas for improvement in your Service's Quality Improvement Plan (QIP)	

REVIEW OF GUIDE			
Date guide reviewed	October 2023	To be reviewed	October 2024
Approved by	Cindy Walsh Katie Waudby	Signature	
Guide Reviewed Date	Modifications/Changes		

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 REGULATIONS	
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

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 Retention of Records Policy Supervision Policy
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PURPOSE

White Gum Family Day Care 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, and visitors (including contractors) of the Family Day Care 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.

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).

The approved provider, in conjunction with educators of the 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 service.

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 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 Service.

TO ENSURE COMPLIANCE WITH NATIONAL REGULATIONS, OUR FDC SERVICE WILL ENSURE THAT:

- 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 service
- all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- 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)

EDUCATORS WILL:

- 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
- 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.

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

EVACUATION PROCEDURE

In the event of an emergency, the educator will make the decision to evacuate. The 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 service 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

IMPORTANT:

Following the emergency evacuation, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*. 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.

LOCKDOWN PROCEDURE

In the event of a situation where there is immediate threat or danger to the educator and children, a 'lock down' will be implemented. The educator will have identified a safe room for this purpose as part of the Emergency Plan. A safe room should have doors that can be locked from the inside and have limited or no windows. (see *Lockdown Policy* for further information)

The educator will:

- calmly move children inside the residence to a designated area (as indicated in the Emergency Plan).
- move babies and children with mobility disabilities to designated area

- inform children- *'this is a lockdown, stay calm and quiet'* (as per drills)
- do not let the unauthorised person/s into the residence
- conduct a head count and check attendance against sign in register
- lock external doors, window and close blinds and turn off lights
- turn mobile phone onto silent/vibrate
- contact 000 stating the name and address of the service, the nature of the emergency, the nearest cross street, the number of children and adults in lockdown
- reassure children
- wait for emergency services arrive and provide clearance
- once cleared by emergency services, contact Approved Provider of FDC Service
- ensure all families are notified of the incident as soon as practicable after the lockdown has ended (consult with the Coordinator/Approved Provider for guidance)
- assist the Approved Provider to 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

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 FDC 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 Resources

[Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

JURISDICTION SPECIFIC WEBSITE DETAILS FOR EACH STATE

WESTERN AUSTRALIA (WA)
<ul style="list-style-type: none"> 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

CONTINUOUS IMPROVEMENT/REFLECTION

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

DESKTOP RESOURCES

Emergency Bag Audit	EMP evacuation diagrams-images
Emergency Evacuation Procedure	Multi-Storey Building Emergency and
Emergency Management Plan (EMP)	Evacuation Procedure
Emergency Support Services Template	Multi-Storey Building Risk Assessment

SOURCE

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). [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.fpaa.com.au/

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

Guide to the National Quality Framework (2017). (Amended 2023).

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

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011.

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

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	JANUARY 2024
VERSION NUMBER	V12.09.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATORS' POLICY

Family Day Care 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. Our Family Day Care Service 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	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
Emergency and Evacuation Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Engagement and Registrations of FDC Educators Assistant Policy	Recruitment Policy
Excursion/Incursion Policy	Safe Transportation Policy
Governance Policy	Sleep and Rest Policy
Incident, Injury, Trauma and Illness Policy	Staffing Arrangements Policy
Interactions with Children, Family and Staff 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.

White Gum 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.

White Gum 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 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.

White Gum 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 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 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. This may be presented as online modules or small group 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.

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

REVIEW

POLICY REVIEWED BY:	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V7.09.23		
MODIFICATION	<ul style="list-style-type: none"> • 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 • Resource 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	<ul style="list-style-type: none"> • 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	

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY

Under specific circumstances, a Family Day Care educator assistant, may assist the FDC educator in providing education and care to children as part of a Family Day Care Service. The FDC 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 Child Safe Environment Policy Child Protection Policy Dealing with Infectious Diseases Policy Emergency and Evacuation Policy Engagement and Registrations of FDC Educators 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
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PURPOSE

White Gum 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.

White Gum 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.

<https://www.ccyp.wa.gov.au/media/3946/child-safe-organisations-wa-guidelines-updated-november-2019.pdf>

THE APPROVED PROVIDER OF THE FAMILY DAY CARE SERVICE 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
- 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 National Police Clearance and 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 and Child Safety and Wellbeing Policy
- Reportable Conduct Scheme <https://www.wa.gov.au/organisation/departments-of-communities/child-protection>
- 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	Cindy Walsh Katie Waudby	Director	September 2024
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V7.09.23		
MODIFICATIONS	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	

FURNITURE & EQUIPMENT SAFETY POLICY

Adequate furnishings and equipment are an essential component of quality Family Day Care 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 White Gum 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 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
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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

White Gum Family Day Care 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.

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

- assessments are conducted of the Family Day Care residence or 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
- 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 *Child Protection Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

RELATED RESOURCES

Equipment and Maintenance Record Outdoor Environment and Playground Safety Audit	Outdoor Cleaning and Safety Checklist Opening and Closing Checklist
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SOURCE

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

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).

Guide to the National Quality Framework. (2017). (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:	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION	V6.08.23		
MODIFICATIONS	<ul style="list-style-type: none"> • Additional information regarding storage of cots/bedding • annual policy maintenance • continuous improvement/reflection section added • resources added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEW REVIEW DATE
AUGUST 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits • hyperlinks checked and repaired as required • link to WA National Regulations added for WA services 		AUGUST 2023

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.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
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
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
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
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 Administration of First Aid Policy Assessment of FDC educators, educator assistants and persons residing at FDC care residence Assessment, Approval and Re-assessment of FDC residence and/or venue CCS Governance Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Dealing with Complaints Policy Delivery of Children to, and collection from EEC Service Policy Emergency and Evacuation Policy Engagement and Registration of Family Day Care Educators Enrolment Policy	Interactions with Children, Staff and Families Policy Keeping a Register of FDC educators, co-ordinators and educator assistants Policy Medical Conditions Policy Nutrition Food Safety Policy Payment of Fees Policy Privacy and Confidentiality Policy Probation and Induction Orientation Policy Record Keeping and Retention Policy Safe Transportation Policy Sleep and Rest Policy Staffing Arrangements Policy Student and Volunteer Policy Sun Safety Policy Visitors to Family Day Care Residence Policy Water Safety Policy
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PURPOSE

White Gum 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 and educator assistants 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 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). Our FDC Service has the following positions:

Approved Provider	Katie Waudby and Cindy Walsh
Nominated Supervisor	Katie Waudby and Cindy Walsh
Coordinator	Katie Waudby
Educational Leader	Katie Waudby
Persons with Management or Control	Katie Waudby and Cindy Walsh
Responsible Person	Katie Waudby and Cindy Walsh

Educator	[Name]
Educator Assistant/s	[Name]

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
- 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
- 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
- displaying the prescribed information as listed in Regulation 173 including the current rating levels for each quality area stated in the National Quality Standard
- ensuring background checks, including national 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)
- provide information to the regulatory authority upon request in relation to being a 'fit and proper person'
- 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 each Family Day Care Service 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 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 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 WA 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

SOURCE

Australian Children's Education & Care Quality Authority. (2014). FDC Guidance *Record keeping in Family Day Care Services* https://www.acecqa.gov.au/sites/default/files/2018-03/FDC_RecordKeeping.pdf

Australian Children's Education & Care Quality Authority. *Compliance Guide Approved Provider* (2017) <https://www.acecqa.gov.au/sites/default/files/2019-06/FDC-ComplianceGuide-ApprovedProvider.pdf>

ACECQA. (2021). Policy and procedure guidelines. *Governance and Management Guidelines*.

Australian Government. Department of Education. *Child Care Provider Handbook*. (2022)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Early Learning Association Australia (ELLA) *Employee management and development kit* (2014)

<https://elaa.org.au/resources/free-resources/employee-management-development-kit/>

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	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	JUNE 2023	NEXT REVIEW DATE	NOVEMBER 2023
VERSION	V10.06.23		
MODIFICATIONS	<ul style="list-style-type: none"> Policy reviewed to include clearer definitions of Persons with Management or control Added Family Assistance Law legislation 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2022	<ul style="list-style-type: none"> Annual policy maintenance Additional information added regarding Regulation 31/56/176/185 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 2023

ILLNESS MANAGEMENT PROCEDURE

Educators have a duty of care to manage illnesses that occur at the Service to ensure the safety and wellbeing of children, educators and visitors. The health and safety of all staff, children, families and visitors to our Service is of the utmost importance. We aim to reduce the likelihood of incidents, injuries, illness 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.

Working in conjunction with the *Sick Children Policy*, *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy*, this procedure provides detailed steps for educators to follow to respond to a child who displays illness symptoms at the Service.

Education and Care Services National Law or Regulations (R.12, 85, 86, 87, 88, 89, 97, 161, 162, and 168) NQS

QA 2: Element 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policy: Sick Children Policy, Administration of First Aid Policy, Incident, Injury, Trauma and Illness Policy, Control of Infectious Diseases Policy

STEP 1: IF A CHILD APPEARS UNWELL AT THE SERVICE		
1	Educators will respond to the child immediately and implement first aid procedures as per <i>Administration of First Aid Policy</i> and <i>Procedure</i> if child appears unwell at the Service and is not well enough to participate in normal activities	
2	Educators will closely monitor and document the child's symptoms on the <i>Incident, Injury, Trauma and Illness Record</i>	
3	Educators will move the child to allow them to rest in a supervised area away from other children whilst the educator contacts the parents or emergency contact.	
4	Educators will continue to monitor and document the child's symptoms	


STEP 2: IF A CHILD HAS A CONTAGIOUS ILLNESS		
1	Parents will be required to inform the Service if a medical practitioner determines the child has a contagious illness	
2	Educators will inform families that if their child has a contagious illness, they will require a medical clearance to return to the Service	
3	Educators will disinfect all toys that the children have played with during that week to minimise infection.	
4	The Director/ Nominated Supervisor will notify parents and visitors of an infectious disease or illness via the notice board, online app or email. Information may include: <ul style="list-style-type: none"> Information about the illness/disease 	

	<ul style="list-style-type: none"> ○ Symptoms ○ Infectious period <i>and</i> ○ Exclusion periods 	
5	The Director/ Nominated Supervisor will notify the local Public Health Unit (PHU) within 24 hours of diagnosis or as soon as the Service has been made aware of the any vaccine preventable diseases specific to your state/territory	
6	The Director/ Nominated Supervisor will document the illness on the <i>Illness and Infectious Disease Register</i>	

STEP 3: IF A CHILD DEVELOPS A HIGH TEMPERATURE WHILST AT THE SERVICE

1	If a child appears unwell at the Service, educators will take the child's temperature and record the child's temperature on the <i>Incident, Injury, Trauma and Illness Record</i> , including the time the temperature was taken	
2	If the child has a temperature of 37.7 degrees or above, educators will contact parent/s or an emergency contact person and advise the family member they are required to come and pick up the child from the service (within a 30-minute time frame)	
3	For infants under three months of age with a temperature/fever over 37.7°C, educators will notify parents immediately to request that they collect their child and seek urgent medical assistance. If parents are unable to collect the infant urgently, the Nominated Supervisor/responsible person will contact emergency services immediate medical assistance.	
4	Educators will closely monitor the child and be alert to vomiting, coughing and convulsions	
5	Educators will attempt to reduce the child's temperature by <ul style="list-style-type: none"> ○ removing excessive clothing (shoes, socks, jumper, pants) ○ encouraging the child to take small sips of water Educators will be mindful of cultural beliefs	
6	Educators will confirm that written parental permission to administer paracetamol has been provided during enrolment and filed in the child's enrolment record . Educator may also receive permission in an emergency via text or email and then MUST complete the medication form to have parent sign at collection	
7	Educators will check the medical history of the child to ensure there are no allergies before administering paracetamol	
8	If paracetamol has been administered to the child, the educator will continue to monitor the child closely until the child is collected from the service	
9	Educators will continue to reassess the child's temperature every 10 minutes, documenting each time the temperature has been taken	
10	Educators will complete the <i>Incident, Injury, Trauma and Illness Record and Administration of Paracetamol Record (if required)</i>	
11	Educators will discuss the Service's exclusion period for any child with a temperature with families upon collection of their child- <i>Sick Children Policy, Control of Infectious Disease Policy</i>	
12	If the child does not have a temperature, educators will continue to monitor the child and reassess the temperature every half an hour, recording the temperature each time	

STEP 4: VOMITING OR DIARRHOEA		
1	Educators will advise families that any child with diarrhoea and/or vomiting will be excluded and not permitted to attend the Service until the diarrhoea and/or vomiting has stopped for at least 48 hours.	
2	If a child becomes unwell with vomiting or diarrhoea whilst at the Service, educators will respond to the child immediately and implement first aid procedures as per <i>Administration of First Aid Policy</i> and Procedure	
3	The Nominated Supervisor/Responsible Person or educator will notify parents or an emergency contact to collect the child immediately (within 30 minutes)	
4	Educators will move the child away from other groups of children and supervise them whilst waiting for collection by parents/guardian	
5	Educators will wear personal protective equipment (PPE)- gloves, masks if required	
6	Educators will clean the child using wipes and double bag child's contaminated clothing for families to take home and wash	
7	Educators will encourage children to take small sips of water whilst waiting for collection from the Service	
8	Educators will ensure all items touched by a child with a suspected illness are thoroughly cleaned and disinfected	
9	Educators will adhere to the Service's cleaning procedures to minimise the spread of infectious diseases/illnesses as per NHMRC childcare cleaning guidelines	
10	Educators will wear disposable gloves Educators will remove the bulk of the vomit/diarrhoea with absorbent paper towel Educators will clean surfaces and equipment with detergent and water before disinfecting with a bleach solution Educators will remove protective equipment, place in a plastic bag and place in the bin and thoroughly wash hands	
11	In the event of an outbreak of viral gastroenteritis (two or more children or staff having a sudden onset of diarrhoea or vomiting in a 2-day period) the Nominated Supervisor will notify the Public Health Unit within 24 hours and notify parents and families of the outbreak via the notice board, online app, email or other methods of communication.	
12	Educators will complete an <i>Incident, Injury, Trauma and Illness Register</i> . Educators are to ensure the parent, or a family member signs the Incident, Injury, Trauma and Illness Record before the child leaves the service	
13	The Nominated Supervisor/Responsible Person or educator will remind parents that children will be excluded from the service until the diarrhoea and/or vomiting has stopped for at least 48 hours, or the family has medical clearance from their medical practitioner.	

REVIEW OF PROCEDURE			
Date reviewed	October 2023	To be reviewed	October 2024
Approved by	Cindy Walsh Katie Waudby	Signature	
Procedure Reviewed Date			

INCIDENT, INJURY, TRAUMA & ILLNESS POLICY

The health and safety of Family Day Care educators, educator assistants, children, families and visitors to our Family Day Care 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 Family Day Care 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(2)(a)	Prescribed information to be notified to Regulatory Authority
Sec.176(2)(a)	Time to notify certain information to Regulatory Authority
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
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
117	Glass
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
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 Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Dealing with Infectious Disease Policy Delivery of Children to, and collection from Education and Care Service Premises Diabetes Management Policy Enrolment Policy Epilepsy Policy	Family Communication Policy Handwashing Policy Health and Safety Policy Immunisation Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Road Safety Policy Safe Transportation Policy Sick Children Policy Work, Health and Safety Policy
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PURPOSE

The Family Day Care 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 the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the Family Day Care 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.

White Gum Family Day Care 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 are contacted as soon as practicable and the principal office of our 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.

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. White Gum FDC Service ensures FDC educators implement procedures as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council as part of our day-to-day operation of the Service.

Recommendations from the Australian Government Department of Health and local Public Health Units in our jurisdiction will be adhered to minimise risk where reasonably practicable.

During a pandemic, such as COVID-19, risk mitigation measures may be implemented within each FDC service to manage the spread of the virus. These measures may include but are not limited to the following:

- notifying vulnerable people of the risks of the virus/illness including:
 - people with underlying medical needs
 - children with diagnosed asthma or compromised immune systems
 - Aboriginal and Torres Strait Islander people over the age of 50 with chronic medical
- enhanced personal hygiene for FDC educators, children and parents (including frequent handwashing)
- full adherence to the NHMRC childcare cleaning guidelines and cleaning and disinfecting high touch surfaces at least twice daily, washing and laundering play items and toys
- avoid any situation when children are required to queue- using the bathroom for handwashing or toileting, waiting their turn to use a piece of equipment etc.
- ensuring cots, mats, cushions, highchairs are positioned at least 1 metre apart
- recommending influenza vaccination for children, FDC educators and parents.

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

As per our *Sick Children Policy* we reserve the right to refuse a child into care if they:

- are unwell and unable to participate in normal activities or require additional attention
- have had a temperature/fever, or vomiting in the last 24 hours
- have had diarrhoea in the last 48 hours
- have been given medication for a temperature prior to arriving at the FDC service
- have started a course of anti-biotics in the last 24 hours or
- have a contagious or infectious disease

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.

Any child with a high fever or temperature reaching 38°C or higher will not be permitted to attend the FDC Service until 24 hours after the temperature/fever has subsided.

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 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 where required.
- FDC educators will notify parents when a child registers a temperature of 38°C or higher and requested to collect their child from care
- The child will need to be collected from the FDC service and will not be permitted back for a further 24 hours

- 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 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
- 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 plenty of water (small sips), unless there are reasons why the child is only allowed limited fluids
- Remove excessive clothing (shoes, socks, jumpers, pants etc.) FDC educators will be mindful of cultural beliefs.
- 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, medication, dosage, and the educator's name will be recorded in the *Incident, Injury, Trauma and Illness Record*. Parents 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.

Nasal discharge may start clear but can become thicker and turn yellow or green over a day or so. Up to a quarter of young children with a cold may have an ear infection as well, but this happens less often as the child grows older. Watch for any new or more severe symptoms—these may indicate other, more serious infections. Infants are protected from colds for about the first 6 months of life by antibodies from their mothers. After this, infants and young children are very susceptible to colds because they are not immune, they have close contact with adults and other children, they cannot practice good personal hygiene, and their smaller nose and ear passages are easily blocked. 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.

The FDC educator has the right to send children home if they appear unwell due to a cold or general illness. 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. Each individual case will be assessed prior to sending the child home.

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 on **1300 066 055**.

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)

Children that have had diarrhoea and/or vomiting will be asked to stay away from the FDC 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.

Infectious causes of gastroenteritis include:

- Viruses such as rotavirus, adenoviruses and norovirus.
- Bacteria such as Campylobacter, Salmonella and Shigella.
- Bacterial toxins such as staphylococcal toxins.
- Parasites such as Giardia and Cryptosporidium.

Non-infectious causes of gastroenteritis include:

- Medication such as antibiotics
- Chemical exposure such as zinc poisoning
- Introducing solid foods to a young child
- Anxiety or emotional stress

The exact cause of infectious diarrhoea can only be diagnosed by laboratory tests of faecal specimens. In mild, uncomplicated cases of diarrhoea, doctors do not routinely conduct faecal testing.

Children with diarrhoea who also vomit or refuse extra fluids should see a doctor. In severe cases, hospitalisation may be needed. The parent and doctor will need to know the details of the child's illness while the child was at the FDC residence receiving education and care.

Children, educators and any adults/visitors with diarrhoea and/or vomiting will be excluded until the diarrhoea and/or vomiting has stopped for at least **48 hours**.

Please note: If there is a gastroenteritis outbreak at the FDC service, children displaying the symptoms will be excluded until the diarrhoea and/or vomiting has stopped

PREVENTING THE SPREAD OF ILLNESS

To reduce the transmission of infectious illness, our FDC Service will ensure FDC educators implement effective hygiene and infection control routines and procedures as per the *Australian Health Protection Principal Committee* 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 FDC 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.

PREVENTION STRATEGIES

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

Signs and posters remind parents and visitors of the risks of infectious diseases, including COVID-19 and the measures necessary to stop the spread.

The FDC educator and/or educator assistant, 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 the FDC educator, educator assistant and children routinely using soap and water before and after eating and when using the toilet and drying hands thoroughly with paper towel.

After wiping a child's nose with a tissue, the educator will dispose the tissue in a plastic-lined bin and wash their hands thoroughly with soap and water and dry using paper towel. (See *Handwashing Policy*).

All surfaces including bedding (pillows, mat, cushion) 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 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.)

PARENT/FAMILY NOTIFICATION- COVID-19

COVID-19

Contact management for COVID-19 has changed due to the Omicron variant and testing and isolation in ECEC settings is no longer mandatory (although recommended).

Any person who tests positive to COVID-19 is requested to notify the FDC Service if they have

The Approved Provider or nominated supervisor will submit a notification through the National Quality Agenda IT System (NQAITS) when there is an outbreak of 5 or more people with COVID-19 within a 7-day period.

If there is an outbreak of COVID in our FDC Service, the Nominated Supervisor/Responsible Person will notify the service community via letter (email/letter) as soon as practical. (Regulation 88 (2)). The dates of attendance will be included. Families will be required to monitor for symptoms and if symptomatic test using a RAT.

Other Infectious Illness- (gastroenteritis, whooping cough etc.)

Parents will be notified of any outbreak of an infectious illness (e.g.: Gastroenteritis) within the FDC residence or venue verbally, via our notice board, online app or email to assist in reducing the spread of the illness.

Exclusion periods for illness and infectious diseases are provided to parents and families and included in our Family Handbook and *Sick Children Policy*.

INJURY, INCIDENT OR TRAUMA

In the event of any child, educator, volunteer or contractor having an accident at the FDC service, residence or venue, the FDC educator will:

- attend to the person immediately and administer first aid (see Procedures below)
- call for an ambulance immediately in the event of a serious injury or incident
- contact parents as soon as possible to notify them of the injury or incident and request them to collect their child from the service
- advise parents if an ambulance has been called
- if the parent is unable to be contacted, the educator will contact an emergency person as listed on the enrolment record
- contact the Approved Provider for support and assistance
- ensure supervision is provided to other children in care at the residence
- 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
- provide any further documentation provide by the paramedics to the principal office
- ensure parents are notified as soon as practicable but no later than 24 hours after the occurrence (Regulation 86)
- ensure notification is submitted to the Regulatory Authority as required

The Nominated Supervisor or Coordinator may be requested to assist with contacting parents or emergency contacts if the educator is administering first aid and cannot leave the child to make any phone calls

If the incident occurs outside normal office hours, an after-hours emergency phone number must be used and/or a message left at the main switchboard of the FDC Service principal office.

The Approved Provider must have up to date emergency phone numbers for all children enrolled in the Service.

The Approved Provider will provide guidance to FDC educators about the reporting requirements needed to be completed in the event of an incident, illness, injury or trauma as per the regulations and the requirements to notify parents and obtain their signature on the report.

The Approved Provider is responsible for monitoring, maintaining and storing all legislative and required records confidentially and securely until the child is 25 years of age- as per regulations.

Following any serious incident, injury or trauma, the Approved Provider and Coordinator will review and evaluate policies and procedures with educators to ensure these were followed and to make any necessary adjustments.

Opportunities will be provided for the FDC educator to de-brief about any incident or injury, seek professional assistance such as counselling.

DEFINITION OF SERIOUS INCIDENT

Regulations require the Approved Provider or Nominated Supervisor to notify Regulatory Authorities **within 24 hours of any serious incident at the FDC Service** through the [NQA IT System](#).

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.

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 Family Day Care 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.

Family Day Care 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 Family Day Care 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.

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 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

Family Day Care 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 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.

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 either contact the child's parents/guardian to request the child to be collected from the service, or if the child is unconscious or the head injury is causing excessive bleeding, immediately call for an ambulance.

The FDC educator must contact the principal office of the Family Day Care 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.
(See *Head Injury Guide and Procedure*)

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).

COVID-19 has led to higher amounts of traumatic experiences and adversity in households leading many educators to look at trauma-informed practices to help support children.

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 experienced 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.

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

- 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 family day care residence or whilst in the care of an educator
- parents 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
- 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)
- FDC educators and educator assistants hold current First aid qualifications, emergency anaphylaxis and asthma management training
- first aid kits are suitably equipped and checked regularly
- 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
- adults or children who are ill are excluded for the appropriate period

- 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
- 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
- parents are notified of any infectious diseases circulating the FDC service within 24 hours of detection
- 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
- all illnesses are documented in the *FDC Incident, Injury, Trauma and Illness Record*
- support, advice and tools will be provided to assist educators manage their mental health following any traumatic event/experience.

FAMILIES WILL:

- provide authorisation in the child's enrolment record for the approved provider, nominated supervisor or educator 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
- 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, Action Plans and update 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
- provide written consent for the FDC educator to administer first aid and call an ambulance if required (as per enrolment record).

RESOURCES

[beyou Bushfire resource](#)

[Gastro Pack NSW Health](#)

[Emerging Minds Community Trauma Toolkit](#)

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

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

[Recommended exclusion periods- Poster](#)

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

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

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

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.

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 Incident, Injury, Trauma or Illness Record Missing Child During Regular Transportation Procedure Missing Child Procedure
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SOURCE

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

Australian Children's Education & Care Quality Authority (ACECQA). 2021. Policy and Procedure Guidelines. *Incident, Injury, Trauma and Illness Guidelines*.

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 *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (V2.2022).

Australian Government Department of Education. (V2.2022). *My Time, Our Place: Framework for School Age Care in Australia*.

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

Beyond Blue: <https://beyou.edu.au/resources/news/covid-19-supporting-schools>

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 2018).

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

First Aid Workplace: <http://sydney.edu.au/science/psychology/whs/COP/First-aid-workplace.pdf>

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

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

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>

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

Policy Development in early childhood setting

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

Revised National Quality Standard. (2018).

The Sydney Children's Hospitals network (2020). <https://www.schn.health.nsw.gov.au/fact-sheets/fever>

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

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	MARCH 2022	NEXT REVIEW DATE	MARCH 2023
VERSION NUMBER	V.12.03.23		
MODIFICATIONS	<ul style="list-style-type: none"> 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 		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2022	<ul style="list-style-type: none"> updated information re: COVID-19 updated Parent/Family notification for positive COVID-19 broken links repaired in sources 	MARCH 2023

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	Governance Policy
Child Protection Policy	Management Committee Policy
Child Safe Environment Policy	Open Door Policy
Code of Conduct Policy	Orientation of Families Policy
Dealing with Complaints Policy	Privacy and Confidentiality Policy
Delivery of Children to, and Collection from and	Relief Staff Policy
Education and Care Service Premises	Respect for Children Policy
Educational Program Policy	Social Media Policy
Enrolment Policy	Student and Volunteer Policy
Family Communication 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 White Gum Service 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

White Gum 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

Australian Children's Education & Care Quality Authority. (2014).
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 Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>
 Child Australia *Cultural Connections Booklet*. (2017).
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 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.
[Education and Care Services National Regulations](#). (Amended 2023).
 Guide to the National Quality Framework. (2018). (Amended 2023).
 NSW Department of Education. (2021). Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services.
Privacy and Personal Information Protection Act 1998 (Cth).
 Revised National Quality Standard. (2018).
 Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education
Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement
<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Directors	October 2023
POLICY REVIEWED	MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V11.05.23		
MODIFICATIONS	<ul style="list-style-type: none"> • Annual policy maintenance • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

MAY 2022	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS' POLICY

Under the Education and Care Services National Regulations, Family Day Care Services are required to maintain an accurate register of any Family Day Care educators, coordinators and educator assistants engaged by or registered with the service. In addition, the register must also include information about any persons aged 18 years and over living in a family day care residence.

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
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

White Gum 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 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:

- take reasonable steps to ensure the information in the register is accurate
- provide any information in the register to the regulatory authority upon 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.

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
- 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
- evidence of any other training completed by the educator, coordinator or educator assistant
- evidence that each family day care educator is receiving adequate monitoring and support from a family day care 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 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:
 - current approved First Aid training
 - current approved anaphylaxis management training and
 - current approved emergency asthma management training
- if the coordinator will be providing education and care to children, evidence that the co-ordinator has completed-
 - current approved First Aid training
 - current approved anaphylaxis management training and
 - current approved emergency asthma management 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 the education and care is provided in a residence, the full names and dates of birth of all persons aged 18 years and over who normally reside at the Family Day Care residence, and the full names and dates of birth of all children aged under 18 years who normally reside at the family day care residence.

SOURCE

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

ACECQA. (2021). Policies and procedures guidelines. *Keeping a register of family day care educators, coordinators and educator assistants*.

ACECQA (2017). *Family Day Care Compliance Guide*. <https://www.acecqa.gov.au/sites/default/files/2019-06/FDC-ComplianceGuide-ApprovedProvider.pdf>

ACECQA. (2018). [Record Keeping in Family Day Care Services](#).

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

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

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

Guide to the National Quality Standard. (2017).

National Quality Standard. (2018).

Victoria State Government- Department of Education and Training (2019).

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

REVIEW

POLICY REVIEWED BY	Cindy Walsh Katie Waudby	Director	October 2023
POLICY REVIEWED	SEPTEMBER 2022	NEXT REVIEW DATE	SEPTEMBER 2023
MODIFICATIONS	<ul style="list-style-type: none"> 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 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2021	<ul style="list-style-type: none"> 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

MANAGING A MEDICAL CONDITION PROCEDURE

To support children's wellbeing and manage specific healthcare needs, allergy or relevant medical condition, our 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.

Working in conjunction with the *Medical Conditions Policy*, this procedure provides detailed steps for management and educators to follow when a child with a health care, allergy or medical condition enrolls at the Service.

Education and Care Services National Law or Regulations (90, 90(1)(iv), 91, 92, 93, 94, 95, 96, 136 and 170)
NQS QA 2: Element 2.1.1 and 2.2.1 Wellbeing and comfort, Health practices and procedures
Related Policies: Medical Conditions Policy, Anaphylaxis Management Policy, Asthma Management Policy, Cystic Fibrosis Management Policy, Diabetes Management Plan, Eczema Management Plan and Epilepsy Management Plan

STEP 1 - ORIENTATION AND ENROLMENT		
1	At the time of enrolment, the Nominated Supervisor will ask families if the child has any health care need, allergy or medical condition	
2	The Nominated Supervisor will ensure the enrolment form includes health care needs, allergies or identified medical conditions for the new child	
3	All families will be informed of the Service's management of the <i>Medical Conditions Policy</i> through the Family Handbook during the enrolment process	
4	The Nominated Supervisor will meet with the family to discuss the details of the health care need, allergy or medical condition and what adjustments may be needed to the practices of the Service or environment to ensure inclusion of the child	
5	The Nominated Supervisor will advise the family of the <i>Medical Conditions Policy</i> and any relevant policies such as <i>Anaphylaxis Management Policy</i> or <i>Asthma Management Policy</i> , including the additional requirements for enrolment such as a <i>Medical Management Plan</i> and the development of a <i>Risk Minimisation Plan</i> and <i>Communication Plan</i>	
6	The Nominated Supervisor will ensure families sign the <i>Enrolment Form Inclusions</i> form to acknowledge information relating to <i>Medical Management Plans</i> are to be kept up to date at all times	

STEP 2 - MEDICAL MANAGEMENT PLANS		
1	The family will develop a <i>Medical Management Plan</i> in consultation with the child's registered medical practitioner. This MUST be completed before the child can attend the Service.	
2	The <i>Medical Management Plan</i> is to include any ASCIA Anaphylaxis or Asthma Action Plan	
3	The Nominated Supervisor will ensure parents/guardians provide consent to display <i>Medical Management Plan</i> through the <i>Permission to Display Medical Management Plan</i>	
4	The Nominated Supervisor will ensure individual <i>Medical Management Plans</i> are displayed in the child's room, staff areas and food preparation areas	
5	During orientation and induction educators are informed about the Service's procedures and policies in relation to managing children with diagnosed health care needs, allergies and medical conditions	
6	The Nominated Supervisor will ensure any medications required as part of the <i>Medical Management Plan</i> are available at the Service each time the child attends	

	Educators will ensure medications are stored as per <i>Medical Management Plan</i> and <i>Administration of Medication Policy</i>	
7	Educators will ensure an <i>Administration of Medication</i> form is completed each time medication is administered and acknowledged by the parent/guardian each day	
8	Educators will ensure Medical Management Plans and any medication are taken from the Service in the event of an emergency evacuation or on an excursion	

STEP 3 - MEDICAL RISK MINIMISATION PLANS

1	Using the information gathered from the <i>Medical Management Plan</i> , the Nominated Supervisor in conjunction with family and Lead Educator will develop a <i>Risk Minimisation Plan</i> to: <ul style="list-style-type: none"> consider and identify potential risks to the child within the Service environment develop strategies for the management of the health care need, allergy or medical condition and emergency response procedures and, identify who will be included in this process. 	
2	The Nominated Supervisor will consider if any training or professional development is required for educators as part of the <i>Risk Minimisation Plan</i>	
3	The <i>Risk Minimisation Plan</i> will record any dietary modifications as part of the <i>Medical Management Plan</i>	
4	Risk Minimisation Plans are required to be reviewed at least annually or revised with each change to a child's Medical Management Plan	

STEP 4 - MEDICAL COMMUNICATION PLAN

1	The Nominated Supervisor will create a <i>Communication Plan</i> for each child and ensure all educators and staff are advised of individual <i>Medical Management Plans</i> and <i>Risk Minimisation Plans</i> and method of communicating with the family	
2	The Nominated Supervisor will consult with each family and inform how the <i>Communication Plan</i> will be maintained within the Service to ensure their child's health and safety	
3	The Nominated Supervisor will ensure relief staff, students, volunteers, Early Intervention Specialists are informed of and familiar with any <i>Medical Management Plans</i> and <i>Risk Minimisation Plans</i> upon initial contact with the Service. e.g., orientation process, first visit	
4	The Nominated Supervisor will communicate any individual <i>Medical Management Plans</i> to kitchen staff and discuss strategies identified within the <i>Risk Minimisation Plan</i>	
5	Any changes to a child's <i>Medical Management Plan</i> and <i>Risk Management Plan</i> will be communicated to educators within the <i>Communication Plan</i> by a child's parent	

6	The Nominated Supervisor will routinely check all <i>Communication Plans</i>	
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IMPORTANT Ensure a copy of the *Medical Conditions Policy* to be provided to parents upon enrolment

REVIEW OF PROCEDURE			
Date reviewed	October 2023	To be reviewed	October 2024
Approved by	Cindy Walsh Katie Waudby	Signature	
Procedure Reviewed Date	Modifications/Changes		
APRIL 2022	Review box added, minor formatting changes		