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## Objective

Family Day Care is a quality child care service which offers professional care and education for children aged 6 weeks to 12 years, in the private homes of registered Family Day Care Educators. The Mid-Western Regional Family Day Care Scheme ('the Scheme') covers Mudgee, Gulgong, Kandos, Rylstone, Wellington and surrounding areas.

## Legislative requirements

Legislative requirements are extensive and are listed in relation to each Family Day Care Policy topic.

## Related policies and plans

Because of the intrinsic relationship between this policy and the high standards of detail and certainty required when dealing with matters relating to children and child safety, procedure has also been incorporated into this policy.

Please refer to the individual topics comprising the Family Day Care Policy. Where discrepancies arise between Mid-Western Regional Council policies and this policy, the Family Day Care Policy is to be prioritised to the extent it concerns children and personal safety or reflects state and national legislative requirements. Where any other conflict is identified, the conflicting policies will be considered and amendments made where necessary.

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# Acceptance Refusal Authorisations

## BACKGROUND

The Scheme respects the rights of parents/guardians to make decisions regarding their children. However it is also important for them to understand that the Coordination Unit and Educators can only act in accordance with correct authorisation as described in the Education and Care Services National Regulations.

## POLICY

Educators registered with the Scheme require written authorisation for actions such as

- the administration of medication or self-administration for school aged children;
- medical treatments;
- the delivery of or collection from family day care by a person other than the parent/ guardian;
- the child to go on a routine or non-routine excursion.

This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

## PROCEDURE

### **Coordination Unit Staff will -**

- advise Educators and families of their responsibilities under the current legislation;
- ensure documentation relating to authorisations contains:
  - the name of the child enrolled in the Scheme;
  - date of effect;
  - signature of the parent/guardian or authorised nominee who is on the enrolment form;
  - is completed on the appropriate form provided by the Scheme ;
- ensure that authorisations are stored in accordance with the current legislation;
- exercise the right of refusal if written or verbal authorisations do not comply with this policy;
- apply these authorisations to the collection of children, excursions, administering medication and medical treatments;
- Other activities that children will require an authorisation for will be:
  - If Educators wish to use social media, photographs or videos, advertising or publicity
  - If Educators have pets or animals that they wish children to have supervised interaction with;
  - If school age children need to walk, ride a bike or catch a bus to or from the Service.

A parent's authorisation will only be accepted if it adheres to the Education and Care Services National Law and Regulations, current approved Scheme policies and procedures, and is deemed to be in the best interests of the child based on current professional advice.

For example: if a parent wishes to authorise an Educator to administer medication to their child all aspects of Regulations 92, 93, 94, 95 and 96 of the Education and Care Services National regulations and Scheme Medication Policy and procedures must be adhered to or the Educator must refuse to accept the parent's authorisation. The Coordination Unit should be consulted by Educators and/or parents to discuss options and alternatives to the unacceptable request.

**Educators will -**

- Apply these authorisations to the collection of children, administration of medication, excursion, animals, social media, advertising, photography and access to records.
- Exercise the right of refusal if written or verbal authorisations do not comply with this policy.
- Waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma or other emergency conditions. The Educator may administer medication without authorisation in these cases, provided it is noted on medical plans and that parents/guardians be contacted as soon as possible after the medication / treatment has been administered as per the Medical Conditions and Medication Administration Policy.

**Families are required to -**

- Keep child enrolment details current stating who the authorised nominees are, and any changes to medical information regarding their children.

RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

KEY RESOURCES:

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Australian Children's Education and Care Quality Authority (ACECQA)

# ACCESS AND CUSTODY OF CHILDREN

## BACKGROUND

It is important for all children to be safe within the child care environment.

Collaborative relationships with families are fundamental to achieving quality outcomes for families. The Scheme will ensure relevant procedures and legislative requirements relating to access of children are implemented.

When there is joint custody of a child or a situation which has created issues over access to a child, it is important for Educators and families to be able to work together to ensure the children can continue in care in a stress-free and safe environment.

## POLICY

- To allow the parent of a child access to their child at any time during the hours the child is in care.
- The aim of this policy is to ensure that every child is safely handed over to a clearly identified person with authority when leaving the child care premises.
- To allow access to children of separated parents according to court orders and ensure there is no disruption to the Service.

## PROCEDURE

### FAMILY DAY CARE PREMISES

Access doors to a residence or venue must be locked at all times while the Service is in operation. This enables an Educator to allow authorised people into the Service and keep unauthorised people out.

### ACCESS

Parents should be allowed access to their child at any time while the child is in care. If the Educator intends to be away from their Service premises, they need to seek relevant permission from the parents through their initial routine excursion form, through a non-routine excursion form and general written and/ or verbal communication on the day prior to that excursion.

Educators are required to carry a mobile phone with them (of which parents have the number) when they are out of their residence or venue, in case a parent needs to contact them or access their child. Educators must take families' emergency phone numbers with them if they are to be away from their residence or venue.

### AUTHORISED PERSONS COLLECTING A CHILD

Parents / guardians enrolling a child with the Scheme will complete all necessary forms and provide the name and contact details of persons over 16 years who can collect the child and those who are to be called in an emergency.

If the authorised persons who are able to collect the child change, the parent / guardian must inform the Educator and the Scheme in writing.

Parents who wish for additional persons (other than those named on the Registration and Enrolment form) to collect their child in an exceptional circumstance, will need to inform their Educator in writing if possible, otherwise verbally.

#### IF AN UNAUTHORISED PERSON COMES TO COLLECT A CHILD

A person not known to the Educator will be asked to produce their drivers licence to confirm their identity.

If an unauthorised person arrives to collect a child from the service without prior written or verbal permission from the parent / guardian, the Educator should contact a parent / guardian to confirm that they authorise this arrangement.

If neither parent / guardian can be reached, the Educator should call the emergency contact from the list of people able to collect the child, for clarification and advice.

Enrolment information should be updated regularly. Educators are encouraged to ask parents each quarter if any details have changed and the Coordination Unit reminds parents through emails and newsletters etc.

#### COURT ORDERS

##### **Coordination Unit staff will -**

- Maintain confidentiality for all matters relating to custody, access and court orders.
- On enrolment of a child with the Scheme the parent / guardian needs to provide a copy of the Family Court Order or Injunctive Orders related to the Custody of that child if required. A copy of the custody papers will be given to the Educators.
- Ensure that parent / guardian is aware that an Educator can refuse a parent access to a child once the above documentation has been received. However, in the case of custody disputes, where there are no Court Orders, Educators cannot refuse a parent access to a child.
- Store copies of all relevant documents provided by families and/or Educators in a safe and secure manner respecting the individual's privacy.
- Provide advice, support and information to Educators and families on issues relating to access and custody.

##### **Educators will -**

- Respect the wishes of the family that has placed that child in care with them, within legal boundaries.
- Seek advice and support from Coordination Unit staff to ensure all people involved in the access/custody are treated fairly and within the regulatory requirements of the Scheme.
- Maintain confidentiality for all matters relating to custody, access and court orders.

##### **Families will -**

- Provide copies of any relevant court orders to the Educator and Coordination Unit
- Discuss all relevant matters with the Educator regarding who has legal access to the children.



- An Educator's home is not to be used as a point of contact for access visits without approval from the Educator and Nominated Supervisor for this arrangement to proceed.

#### NO COURT ORDER

In relation to a parent/guardian where there is no court order forbidding that parent/guardian contact with a child, the Education and Care Services National Regulations 2018 states that an Educator must not prevent a parent of a child being educated and cared for as part of a Service from entering the residence or venue at any time that the child is being educated and cared for by the Educator.

#### PROHIBITED BY A COURT ORDER

In relation to a person who has been **prohibited by a court order from having contact with the child**, the Educator will:

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- Inform the custodial family of the situation as soon as possible.
- Contact the police if necessary.
- Contact the Nominated Supervisor or representative for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

If the educator knows the person should **not** be collecting the child they are to:

- Contact the parent and or guardian immediately informing them of the situation
- Advise the Scheme informing them of the situation as soon as possible
- Discourage the person from removing the child
- Under no circumstances should the Educator put themselves or the children in care at risk of being injured, whilst negotiations are taking place.
- If negotiations fail and the Educator and or other children are in danger then the child must be released. **This step should only occur if the situation has turned dangerous.**

#### IF A CHILD IS TAKEN AWAY BY AN UNAUTHORISED PERSON

The Educator should immediately contact -

- The police on 000 advising them of the situation
- The child's parents/guardian or the emergency contact if the parents/guardian cannot be contacted
- The Nominated Supervisor or Coordination Unit

An incident report will then need to be completed within the next 24 hours and handed in to the Coordination Unit.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)KEY  
RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# ADVERTISING

## BACKGROUND

Educators are self-employed childcare providers, operating their businesses under the Approved Provider, the Mid-Western Regional Council.

All advertising and promotional material used to endorse any aspect of the Scheme must be professional and endorsed by the Nominated Supervisor (or representative) of the Scheme.

## POLICY

- To ensure the policies of the Scheme meet the relevant legislative requirements in regard to promotion and advertising of the Scheme or individual service.
- To ensure the Scheme or individual service is promoted professionally in an ethical and positive manner, and reflects the philosophy of the Scheme.
- The policy will also guide the Scheme to take an active role in the marketing and the recruitment of Educators with a diverse range of characteristics to reflect the culture, values and principles of the immediate and wider community.

## PROCEDURE

### **Coordination Unit Staff will -**

- Develop advertising material for the Scheme.
- Advertise the Scheme regularly using a variety of media.
- Participate in promotional activities.
- Conduct surveys of new families and new Educators to determine the effectiveness of different advertising and promotional activities of the Scheme and use this data to assist in the annual budget plan in regard to advertising and promotion.
- Support Educators to develop advertising and promotional material, if requested.
- Respond to requests for media coverage for special occasions and events, in line with Council's communications protocol.

### **Educators will -**

- If using a child's photograph for the purpose of promotion permission must be sought before the material is used.
- Educators must be aware of any child within their service whose parents have not authorised photographs to be taken, as well as children placed by Barnardos, DoCS, Samaritans etc.
- Promote the Scheme to the wider community in a positive manner at all times.
- Ensure all advertising and promotional material used to promote any aspect of the Scheme is endorsed by the Nominated Supervisor (or representative) of the Scheme.

- Ensure any advertisement includes the Scheme's contact details ie phone numbers and website (Department of Education requirement). The Educator can include their own contact details if they choose.
- Ensure the Family Day Care logo appears on all individual advertising materials developed and is not altered in any format, according to Sect 104 of the Education and Care Schemes National Law 2010 which states:

***104 Offence to advertise Education and Care Service without Scheme approval***

*(1) A person must not knowingly publish or cause to be published an advertisement or information for an Education and Care Scheme/ service unless it is approved. This includes ALL FORMS OF MEDIA*

Families are encouraged to:

- Promote family day care in their community in a positive manner.
- Support any family day care promotional activities if available to do so.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

## KEY RESOURCES:

National Quality Standard (ACECQA)

Family Day Care Australia [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)

# ASSESSMENT OF FAMILY DAY CARE RESIDENCES OR APPROVED VENUES

## BACKGROUND

The physical environment plays a critical role in keeping children safe; reducing the risk of unintentional injuries; contributing to their wellbeing, happiness, creativity and developing independence, and determining the quality of the children's learning.

## POLICY

- The Scheme acknowledges the importance of assessing and reassessing the suitability of Educators' environments. The Scheme will develop practices to initially assess and reassess Educators' venues during their registration with the Scheme.
- Educators are to ensure safety practices are used both inside and outside the Educator's Service in order to minimise the risk of injury to children in care, and safeguard their health at all times.
- To meet the safety standards as outlined in Scheme policies and the Education and Care Services Law and Regulations.

## PROCEDURE

### **Coordination Unit Staff will -**

Develop a Home Safety Assessment, including a Risk Assessment, based on the requirements of the National Law and Regulations to use in the assessment and re-assessment of Family Day Care residences and approved venues.

These risk assessments will incorporate all of the following elements:

- Premises, furniture and equipment to be safe, clean and in good repair;
- Fencing;
- Furniture, materials and equipment;
- Laundry and hygiene facilities;
- Space requirements—indoor space;
- Space requirements—outdoor space;
- Toilet and hygiene facilities;
- Ventilation and natural light;
- Nappy change facilities;
- Outdoor space—natural environment;
- Outdoor space—shade;

- Premises designed to facilitate supervision;
- Assessments of family day care residences and approved family day care venues, including any water hazards or animals at the residence or venue;
- Glass; and
- Additional provisions for Services

## VENUE CARE

**An approved family day care venue** means a place other than a residence where a Service is provided.

A Service may operate at a venue only in exceptional circumstances and if approved by the regulatory authority.

A Service may not operate at a new venue until the regulatory authority amends the service approval through a condition.

The Venue Safety Checklist and consideration form is completed at the venue. The Coordination Unit then checks with Council to ensure the approval of a child care service being operated from the nominated venue is within Council Guidelines.

Coordination Unit staff will also:

Develop procedures for the completion of safety audits by Educators on an ongoing basis.

The following assessments are conducted with/ by Educators throughout the year –

- Before an Educator starts with the Scheme the indoor and outdoor environments they intend to use for their Family Day Care Service must meet the requirements of the assessment.
- Conduct safety checks during their home visits.
- Quarterly Safety Checklist are completed by Educators and signed off by the Coordination Unit.
- Re-assessment are completed during Annual Reviews each year.

Educators will:

- Complete an indoor and outdoor daily safety check before starting their Service each day.
- Consistently conduct safety checks and monitor and document the maintenance of buildings and equipment.
- Follow safety advice from recognised authorities and manufacturers.
- Develop and document a schedule for cleaning toys and all equipment.
- Ensure all equipment used complies with Australian Standards.
- Inform the Coordination Unit of any changes to the residence or venue which will affect the education and care provided to the children at the Service. Approvals are to be received from the Coordination Unit prior to the Educator recommencing the Service.
- Ensure premises, furniture and equipment are safe, clean and well maintained.

- Comply with the workplace health and safety requirements at all times the Service is operating.
- Ensure all access doors of the venue are free of clutter in case of an emergency evacuation.

#### NOTICE OF CHANGES / RENOVATIONS TO EDUCATORS HOMES / SERVICES

Educators are to inform the Coordination Unit in writing (a minimum of two weeks' notice) of any proposed structural alteration to, or demolition of, any building or other structure at his or her home / any other changes to the residence or venue that will affect the education and care provided to children at the service.

A risk assessment must be submitted to the Coordination Unit outlining the scope of the changes and a full account of how the Educator will comply with safety requirements if the Educator is intending to provide child care during this time.

In the event of written notification being received of proposed alterations to a Educator's home, the Coordination Unit are to inspect the Educator's home and evaluate the implications of the proposed structural alterations in accordance with Regulations.

If the requirements of registration cannot be complied with during the proposed renovation the Educator will not be able to provide a service until completion of work and a subsequent Home Safety Assessment, including Risk Assessment, has been completed and approved by the Coordination Unit. If renovations do proceed any visitors / tradesmen must sign the Visitors' Sheet if they are working when the service is operating.

#### RELEVANT LEGISLATION:

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

#### KEY RESOURCES:

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# ASSIST EDUCATORS

## BACKGROUND

High quality childcare, and trusting relationships between families, Educators and the Scheme, is achieved when there is consistency and continuity of care. The Education and Care Services National Regulations provides scope for the role of the Assist Educator to provide continuity of care for families and children.

## POLICY

- Assist Educators are to assist Primary Educators in the task of caring for the children in care and to minimise disruption to children, as per the guidelines outlined in the Regulations.

## PROCEDURE

### Coordination Unit

- Assist Educators must be over 21 years of age, obtain a Working with Children Check clearance, a National Criminal Police Check, hold a current First Aid Certificate (including current CPR, asthma and anaphylactic management training) and be aware of and follow the Scheme's and Council's policies and procedures.
- Any potential Family Day Care Assist Educator is provided with information about the service and its philosophy and the requirements that they are expected to meet in order to be approved as a registered Family Day Care Assist Educator.
- Assist Educators must obtain a Medical Certificate that confirms they are fit and proper to care for young children.
- Assist Educators are provided with training and induction so as to ensure they have a clear understanding of the specific requirements and expectations of their role as an Assist Educator with the Scheme.
- Assist Educators understand the stringent requirements when working with children, specifically the requirement that all Educators, Assist Educators and other adults residing at approved premises are deemed fit and proper as determined by the NSW Commission for Children and Young People.
- Assist Educators must be noted on the Primary Educator's Public Liability Insurance and Annual Registration Certificate.
- All children's numbers licensing guidelines, as set out in the Regulations must be adhered to at all times.

An approved Family Day Care Assist Educator may assist the Family Day Care Educator-

- (a) in the absence of the Family Day Care Educator, transporting a child between the family day care residence or approved Family Day Care venue and—
  - (i) a school; or
  - (ii) another education and care service or children's service; or



- (iii) the child's home; and
- (b) providing education and care to a child, in the absence of the Primary Family Day Care Educator, in emergency situations, including when the Educator requires urgent medical care or treatment; and
- (c) providing education and care to a child, in the absence of the Family Day Care Educator to attend an appointment (other than a regular appointment), if—
  - (i) the absence is for less than 4 hours; and
  - (ii) the approved provider of the Family Day Care service has approved that absence; and
  - (iii) notice of that absence has been given to the parents of the child; and
- (d) providing assistance to the Educator while the Educator is educating and caring for children as part of a Service.

#### Primary Educator

The Family Day Care Primary Educator must seek written consent of every parent of each child being educated and cared for by the Assist Educator, to say they approve of the use of the Assist Educator in the circumstances set out above. This must be done when the children first start care and at the beginning of each year.

The Coordination Unit must be notified in writing prior to when the Assist Educator is needed to care for children, and the attendance records for that day signed accordingly. Whenever possible parents should be notified prior to the Assist Educator caring for the children; if not as soon as practicable afterwards.

The Assist Educator will not perform other work or duties whilst caring for the family day care children. They must be fully able to supervise, communicate and interact with the children. Assist Educators can only care at their Primary Educator's approved residence or venue.

The Assist Educator must be aware of all children's specific needs and requirements, the emergency evacuation plan and drill, the location of the first aid kit, emergency and parent contact details/ phone numbers, and be aware of their duty of care responsibilities and mandatory reporter requirements and maintain confidentiality at all times.

The Coordinator may refuse to register an Assist Educator at their discretion, if it is believed that the proposed Assist Educator is unsuitable.

The Coordinator may deregister an Assist Educator at any time if they feel the Assist Educator has not kept their qualifications up to date, for medical reasons or at the Coordinator's discretion, in circumstances where policy and procedure has been breached.

#### RELEVANT LEGISLATION:

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Family Day Care Australia Public Liability Insurance

# BEHAVIOUR GUIDANCE

## BACKGROUND

Children may face challenges throughout their lives including learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with peers or adults.

## POLICY

- To ensure that all children are given positive guidance and support towards responsible behaviour.
- To allow Educators and Coordination Unit staff to foster appropriate behaviour in children based on self-regulation, understanding and an appreciation of other people's needs, rights and feelings.
- To foster an environment that is sensitive to each child's family and cultural values, age and physical and intellectual development.
- To develop and model clear and consistent guidelines for all Coordination Unit staff, Educators and children to follow.

## PROCEDURE

### **Educators and the Coordination Unit are to -**

- Reflect the values attitudes and current recommended strategies that promote positive play behaviours and patterns;
- Respect the importance of interactions and relationships between families, children and staff;
- Promote realistic behaviour limits that guide children's safety and security rather than curb their play experience, curiosity and creativity;
- Encourage and support acceptable forms of behaviour by using strategies that build confidence and self esteem;
- Provide children with support, guidance and opportunities to manage their own behaviour in a warm, safe, happy and secure environment;
- Promote collaborative approaches to behaviour guidance between the service stakeholders and/ or external agencies;
- Participate in professional development on guiding and understanding children's behaviour;
- Recognise and understand that a child's behaviour may be affected by a child's:
  - Age and development, or additional needs;
  - General health and wellbeing;
  - Relationships with their family or home life;

- Play and learning environments, which includes the physical indoor / outdoor settings, the weather or the time of the day;
- Educators' strategies and practices which includes how those strategies are implemented;
- Relationships with other children in care, peer group experiences;
- Changes within their family and / or home life / care environment.

Educators must document any changes in children's behaviours, and possible events or triggers that may have occurred – time of day, where, who was involved before or after the event.

Coordination Unit staff and Educators display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not the child.

While Educators are aware of and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individuals' needs with knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

The use of physical punishment, isolation, humiliation, intimidation or negative labelling is not acceptable under any circumstances.

Respecting a child as an individual, discussions about a child's behaviour and possible strategies need to occur away from a child.

Professionalism, privacy and confidentiality must be adhered to at all times.

In the event of ongoing or extreme behaviour, Educators and Coordination Unit staff need to:

- Refer to formal observations to assess probable causes;
- Arrange a meeting with parents to discuss any possible contributing factors.
- Families may be encouraged to seek outside assistance if necessary. For example a paediatrician, child psychologist or councillor.
- In accordance with duty of care to all stakeholders, the Scheme reserves the right to limit or terminate the attendance of a child who repeatedly displays extreme negative or dangerous behaviours towards the Educator, Coordination Unit staff, other children or themselves in care.

Families are encouraged to:

- Respond to their child/ren in a positive and consistent manner.
- Discuss approaches and work with the Educator in guiding children's behaviour.
- Interact with all children in the Educator's home in an appropriate manner.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Guide to the National Quality Framework (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

# CHILD PROTECTION

## BACKGROUND

Every child has a right to be cared for in a secure environment at all times. It is important that every child is kept safe, is nurtured and is respected and valued as an individual. The Scheme will implement and review procedures in accordance with the current child protection law, including any obligations that they may have under that law, to ensure all stakeholders within the scheme are informed of their responsibilities in child protection matters.

## POLICY

- The Coordinator, Child Development Officers and Educators are to hold a recognised child Protection qualification at all times;
- To ensure that all Coordination Unit Staff, Educators and household members hold a Working with Children Clearance at all times;
- To ensure all Educators, Co-ordination staff, and household members are aware of their Child Protection responsibilities in keeping children safe within the Scheme is paramount;
- To recognise and fulfil our responsibility with regard to Mandatory Reporting Requirements;
- To fulfil obligations as a child safe organisation and uphold the National Child Safe Principles and Standards;
- To provide support to Educators in their role when faced with challenging circumstances and / or during the development of reports after a disclosure or suspicions;
- Maintain privacy, confidentiality and a professional approach at all times;

## PROCEDURE

- All Educators and Coordination Unit staff of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (24 hours) (Phone: 132 111 or eReport at: <https://reporter.childstory.nsw.gov.au/s/>) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concern about the safety, welfare or wellbeing of a child or young person.

The Mandatory Reporter Guide will be used, to guide decision making and determine whether or not to report to the Child Protection Helpline under the new risk of significant harm reporting threshold.

In the event that an Educator or Coordination Unit staff member believes that a child or young person is in immediate danger, the following steps need to occur immediately:

1. Call the appropriate emergency services via 000 and follow operator instructions
2. When next appropriate, call the Coordination Unit immediately and speak with the Coordinator
3. A written observation, including the date and full name of child, identifying the concern/incident must be documented immediately and be based on:
  - first hand observation of the child, young person or family
  - what the child, young person, parent or other person has disclosed

- what can reasonably be inferred based on professional training and/or experience
  - Have written observations of the child available for discussion
4. Access the Mandatory Reporter Guide (MRG) (<https://reporter.childstory.nsw.gov.au/s/mrg>) to see if the child is at Risk of Significant Harm.
- Print out the decision report
  - Retain report in the child's confidential file.
  - Forward a copy to the Coordination Unit
    - a) If MRG informs child is AT RISK OF SIGNIFICANT HARM
      - Mandatory Reporter must make a report directly via the ChildStory Reporter site or via the Child Protection Helpline on 132 111

Or
    - B) If MRG informs the child is NOT at Risk of Significant Harm
      - Continue to record clear, dated, objective observations.
      - Maintain documentation in a confidential file
      - Discussed with the Nominated Supervisor before filing.
      - Work closely to support the child and family

Or
    - C) If MRG informs child is NOT at Risk of Significant harm BUT staff remain concerned contact the Child Protection Helpline on 132 111 to seek further advice.

5. The Coordinator or the Manager of Community and Cultural Services is to upload information into the National Quality Agenda IT system within 24 hours of notification.

In the event that child or young person makes a disclosure to an Educator or Coordination Unit staff member

Follow procedure above AND:

- Remain calm and objective and Comfort the child
- Listen to and believe the child
- Don't make promises that you cannot keep
- Convey messages that it is not their fault and it was right to tell
- Tell them you will need to talk to other people whose job it is to help keep children safe
- Report to the Coordinator as soon as possible that same day.
- If a child makes a disclosure in a group situation, calmly follow through on issues discussed with all children regarding protective behaviours. As soon as possible without removing the child from the group inappropriately, move to a quiet area and follow the steps outlined above.

Note that our role is to support the wellbeing of the child, not to investigate the disclosure. Do not question the child about the details of the abuse/neglect as legal proceedings may be jeopardised.

#### **Following are indicators of Abuse:**

There are many indicators of harm to children. 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 considered in the context 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**

- 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, sibling) tells you that the child may have been abused.

### **Neglect**

Child neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Some examples are:

- inability to respond emotionally to the child
- child abandonment
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

### **Indicators of Neglect in children:**

- poor standard of hygiene leading to social isolation
- scavenging or stealing food
- extreme longing for adult affection
- lacking a sense of genuine interaction with others
- acute separation anxiety
- self-comforting behaviours, e.g. rocking, sucking
- delay in development milestones
- untreated physical problems

### **Physical Abuse**



Physical abuse is a non-accidental injury or patter of injuries to a child caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- make direct admissions from parents about fear of hurting their children
- have a family history of violence
- have a history of their own maltreatment as a child
- make repeated visits for medical assistance

**Indicators of Physical Abuse in children:**

- facial, head and neck bruising
- lacerations and welts
- explanations are not consistent with injury
- bruising or marks that may show the shape of an object
- bite marks or scratches
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol or drugs
- sprains, twists, dislocations
- bone fractures
- burns and scalds

**Indicators of Emotional Abuse in children**

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:

- constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection
- excessive or unreasonable demands
- persistent hostility, severe verbal abuse, rejection and scape-goating
- belief that a particular child is bad or “evil”
- using inappropriate physical or social isolation as punishment
- exposure to domestic violence

**Indicators of emotional abuse in children:**

- feeling of worthlessness about them
- inability to value others

- lack of trust in people and expectations
- extreme attention seeking behaviours
- other behavioural disorders (disruptiveness, aggressiveness, bullying)

### **Sexual Abuse**

Sexual abuse is when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Educators will be particularly aware of looking for possible sexual abuse if parents or caregivers are suspected of or charged with child sexual abuse or display inappropriate jealousy regarding age appropriate development of independence from the family. Sexual abuse includes:

- exposing the child to sexual behaviours of others
- coercing the child to engage in sexual behaviour with other children
- verbal threats of sexual abuse
- exposing the child to pornography

### **Indicators of Sexual Abuse in children:**

- they describe sexual acts
- direct or indirect disclosures
- age inappropriate behaviour and/or persistent sexual behaviour
- self-destructive behaviour
- regression in development achievements
- child being in contact with a suspected or know perpetrator of sexual assault
- bleeding from the vagina or anus
- injuries such as tears to the genitalia

### **Psychological Abuse**

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deprivation or trauma. In general, it is the frequency and duration of this behaviour that causes harm. Some examples are:

- excessive criticism
- withholding affection
- exposure to domestic violence
- intimidation or threatening behaviour.

### **Indicators of psychological abuse in children include:**

- constant feelings of worthlessness

- unable to value others
- lack of trust in people
- lack of people skills necessary for daily functioning
- extreme attention seeking behaviour
- extremely eager to please or obey adults
- takes extreme risks, is markedly disruptive, bullying or aggressive
- suicide threats
- running away from home

**Indicators of Domestic Violence in children:**

- show aggressive behaviour
- develop phobias and insomnia
- experience anxiety
- show symptoms of depression
- have diminished self esteem
- demonstrate poor academic performance and problem-solving skills
- have reduced social competence skills including low levels of empathy
- show emotional distress
- have physical complaints

All Educators and Educators' Household Members over 18 years are to have a current and relevant Working with Children Check (WWCC) clearance and have a current National Police Record Check (NPC) arranged by Council before they can commence their Family Day Care Service. They must provide the Coordination Unit with their WWCC number to be verified through the Human Resources (HR) Department at Council. WWCC's are valid for 5 years and must be renewed before they expire (if not cancelled beforehand). Should an Educator or Household member's WWCC expire or be cancelled the service will need to cease operation until clearance is received.

Coordination Unit Staff will –

- Seek verification of WWCC clearance for stakeholders through HR.
- Support Educators in the event that they need to make a report regarding child protection
- In the event that there are suspicions or allegations regarding an Educator, report as outlined above.
- Keep documentation on interviews, discussions, phone calls in relation to the Educator / family/ matter involved.

Educators will –

- Notify the Scheme, if an Educator or any person who is normally a resident at the home of the Educator has been charged with or convicted of such an offence.
- If a person wishes to reside for longer than three weeks on a property (not just in the home) of an Educator, they will also need to obtain a Working with Children Check clearance to be verified through the Human Resources Department at Council.
- Notify the Nominated supervisor if they or Household member is charged or is under investigation for any criminal offence, the Nominated Supervisor will use their discretion as to whether the Service will remain open until the issue is resolved. Undertake Child Protection Refresher Training on responding to and recognising the signs of child abuse during their initial Registration process, and must undergo the full child protection course- CHCPRT001 – Identify and respond to children and young people at risk within 12 months of starting their Family Day Care Service, should their qualification require updating.
- Keep informed of current Child Protection matters by participating in professional development in the form of a refresher course, at least every two years or sooner if qualification requirements change.
- Report suspected cases of abuse to children less than 16 years of age. Parents are informed that Educators and Coordination Unit staff are mandatory reporters at enrolment (Parent Handbook).
- If an Educator has concerns about one of the Council's Coordination Unit staff member they should contact the Nominated Supervisor or the Manager of Community and Cultural Services, and provide any documentation that they have collected. Council will follow their own Children and Vulnerable Person's Policy and Procedure

### **Reportable conduct definitions**

The Children's Guardian Act 2019 defines reportable conduct as:

- a sexual offence
- sexual misconduct
- ill-treatment of a child
- neglect of a child
- an assault against a child
- an offence under s 43B (failure to protect) or s 316A (failure to report) of the Crimes Act 1900; and
- behaviour that causes significant emotional or psychological harm to a child.

### **Sexual offence**

A sexual offence is an offence of a sexual nature under a law of NSW, another state/territory, or the Commonwealth committed against, with or in the presence of a child, such as:

- sexual touching of a child;
- a child grooming offence;
- production, dissemination or possession of child abuse material.

An alleged sexual offence does not have to be the subject of criminal investigation or charges for it to be

categorised as a reportable allegation of a sexual offence.

### **Sexual misconduct**

The Act defines sexual misconduct to mean any conduct with, towards or in the presence of a child that is

sexual in nature (but is not a sexual offence) and provides the following (non-exhaustive) examples:

- descriptions of sexual acts without a legitimate reason to provide the descriptions;
- sexual comments, conversations or communications;
- comments to a child that express a desire to act in a sexual manner towards the child, or another child. Note - crossing professional boundaries comes within the scope of the scheme to the extent that the alleged conduct meets the definition of sexual misconduct. That is, conduct with, towards or in the

presence of a child that is sexual in nature (but is not a sexual offence).

### **Assault**

Technically, any form of unwarranted touching can, depending on the context in which it occurs, constitute an assault. However, the Act explicitly exempts from notification assaults that are, in all the circumstances, trivial or negligible – as long as they are investigated under workplace procedures. Generally, physical force that does not result in more than transient injury and which had no potential to result in serious injury –

with consideration to the context and circumstances in which the alleged assault took place – would be considered ‘trivial or negligible’.

Under the Act, an assault can occur when a person intentionally or recklessly (ie. knows the assault is possible but ignores the risk):

- applies physical force against a child without lawful justification or excuse - such as hitting, striking, kicking, punching or dragging a child (actual physical force); or
- causes a child to apprehend the immediate and unlawful use of physical force against them – such

as threatening to physically harm a child through words and/or gestures and regardless of whether the person actually intends to apply any force (apprehension of physical force).

Allegations of ‘serious physical assault’, if proven, must be reported to the OCG for the purpose of the Working with Children Check. Therefore, it is important to obtain the information necessary to determine whether the alleged assault, if proven, will constitute a serious physical assault.

### **Serious physical assault**

A physical assault is not serious where:

- it only involves minor force; and

- it did not, and was not ever likely to, result in serious injury.

A physical assault is serious where:

- it results in the child being injured, beyond a type of injury like a minor scratch, bruise or graze; or
- it had the potential to result in a serious injury; or
- the injury suffered may be minor, but the assault is associated with aggravating circumstances (in this regard, aggravating circumstances might include associated inhumane or demeaning behaviour by the employee, for example kicking a child, pulling a child by grabbing the child around the neck)

### **Ill-treatment**

The Act defines ill treatment as conduct towards a child that is:

- unreasonable; and
- seriously inappropriate, improper, inhumane or cruel.

Ill-treatment can include a range of conduct such as making excessive or degrading demands of a child; a pattern of hostile or degrading comments or behaviour towards a child; and using inappropriate forms of behaviour management towards a child.

### **Neglect**

The Act defines neglect to mean a significant failure – by a person with parental responsibility for the child, or an authorised carer or an employee if the child is in the employee’s care – to provide adequate and proper food, supervision, nursing, clothing, medical aid or lodging for the child that causes or is likely to cause harm to the child.

Neglect can be an ongoing situation of repeated failure by a caregiver to meet a child’s physical or psychological needs or a single significant incident where a caregiver fails to fulfil a duty or obligation, resulting in actual harm to a child or where the failure is likely to cause harm.

Examples of neglect include failing to protect a child from abuse and exposing a child to a harmful environment.

### **Child Safe Standards**

The Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse provide a framework so organisations can create cultures and adopt strategies to keep children safe from harm.

STANDARD 1: Child safety is embedded in organisational leadership, governance and culture.

STANDARD 2: Children participate in decisions affecting them and are taken seriously

STANDARD 3: Families and communities are informed and involved.

STANDARD 4: Equity is upheld and diverse needs are taken into account.

STANDARD 5: People working with children are suitable and supported.

STANDARD 6: Processes to respond to complaints of child abuse (or other concerns) are child focused.

STANDARD 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.

STANDARD 8: Physical and online environments minimise the opportunity for abuse to occur.

STANDARD 9: Implementation of the Child Safe Standards is continuously reviewed and improved.

STANDARD 10: Policies and procedures document how the organisation is child safe.

### **Educating Children about Protective Behaviour**

- Educators will be supported to complete the Safe Series training created by Office of Children's Guardian NSW. <https://www.ocg.nsw.gov.au/child-safe-organisations/training-and-resources/webinars-and-face-to-face-training/safe-books-and-workshops>
- Educators will use books and resources attained from Office of Children's Guardian NSW through Safe Series
- Educators will regularly include child protection issues in the curriculum. For example, they will intentionally teach children:
  - about acceptable/unacceptable behaviour, and appropriate/inappropriate contact in a manner suitable to their age and level of understanding
  - that they have a right to feel safe at all times
  - to say 'no' to anything that makes them feel unsafe
  - the difference between 'fun' scared that is appropriate risk taking and dangerous scared that is not okay
  - to use their own skills to feel safe
  - to recognise signs that they do not feel safe and need to be alert and think clearly
  - that there is no secret too awful, no story too terrible, that they can't share with someone they trust
  - that educators are available for them if they have any concerns
  - to tell educators of any suspicious activities
  - to recognise and express their feelings verbally and non-verbally
  - that they can choose to change the way they are feeling.

### **INFORMATION EXCHANGE**

The Children's Legislation Amendment (Wood Inquiry Recommendations) Act 2009 expands the information sharing provisions of the Children and Young Persons (Care and Protection) Act 1998 to allow a freer exchange of information between prescribed bodies (Government agencies and non-government organisations) relating to a child or young person's safety, welfare or wellbeing.

Certain agencies can share information regarding the safety, welfare and wellbeing of children and young people and their families without the families' consent; however, where possible, client consent should be sought.

## CONTACTS

Child Protection Helpline 132 111 (Mandatory reporters line only)

Office of Children's Guardian [www.ocg.nsw.gov.au](http://www.ocg.nsw.gov.au)

## RELEVANT LEGISLATION

Children's Guardian Act 2019

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Child Protection (Working with Children) Act 2012 (NSW)

Child Protection (Working with Children) Regulation 2013

Crimes Act 1900

Adoption Act 2000 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Community Services (Complaints, Reviews and Monitoring) Act 1993 (NSW)

Disability Inclusion Act 2014

Anti-Discrimination Act 1977

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

[www.community.nsw.gov.au](http://www.community.nsw.gov.au)

[www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)

Office of Children's Guardian <https://ocg.nsw.gov.au/>

NSW Mandatory Reporter Guide <https://reporter.childstory.nsw.gov.au/s/mrg>

United Nations Convention Rights of a Child



# CHILDREN IN CARE

## BACKGROUND

Every child has the right to be cared for in a secure environment at all times. It is important that every child coming into care is kept safe, is supported and nurtured and is respected and valued as an individual (*United Nations Convention on the Rights of the Child*).

## POLICY

- To provide both Educators and children in care with an environment conducive to maximising individualised attention in meeting the needs of all of the children in care.

## PROCEDURE

Regulations state that Educators are to have no more than 7 children under the age of 13 years in care at one time, 4 of which children can be under school age (including their own children less than 13 years). All children in care need to be fully registered with the Scheme.

### CARING FOR CHILDREN OVER 13 YEARS

Although there is no limit stated in the Regulations as to how many children can be in care if they are over 13 years (in addition to the 7 children under 13 years), all things need to be considered in relation to the Educator's ability to provide effective duty of care to all children.

The suitability of the physical environments, available facilities, supervision, ages of all children in care, whether any of the children have additional needs etc. all need to be taken into consideration before more than 7 children are allowed in care.

For an exceptional circumstance, if an Educator is to provide care for more than 7 children (of all ages, including their own children under 13 years), the Coordination Unit must be consulted (in writing) beforehand, a risk assessment completed and Scheme approval must be given in writing, prior to the care being offered.

The Educator's own children over 13 years of age are not included in the number of children in care.

### EXTENDED FAMILY MEMBERS / VISITING FRIENDS

If there are other children (who are not registered with the Scheme and are not included in the numbers) present at an Educators home when an Educator is providing their Service, an accompanying adult (person over 18 years who does not normally reside in the home) must be physically present with the child at all times. This includes grandchildren, nieces/ nephews, visiting step-children and friends. Educators' children who are over 13 years who have friends visit must respect the policies and procedures of the Educator's Service at all times.

Household members or visitors to the service must be able to care for themselves and not be reliant in any way on the Educator.

### PROVISION OF CARE BY A FAMILY DAY CARE EDUCATOR TO RELATIVES

It is a condition for continued service approval that the Scheme ensure that less than 50% of the children to whom any Educator is providing care within any fortnight at the service are related to the Educator as:

- A grandchild (great grandchild)
- A niece / nephew
- A cousin

The ratio of “less than 50%” is applied across the fortnight and not to one particular session of care.

#### CHILDREN FROM OTHER AGENCIES

Educators cannot be “performing other duties” while providing a Service. An Educator is not to provide care to any other child/adult of any age (paid or voluntary) while they are providing their Service.

#### FOSTER CHILDREN

If an Educator wishes to provide foster care to children, the Scheme needs to be consulted beforehand and written approval given. The Coordination Unit will need to contact the agency the Educator is registered with, as each agency has its own policies that may be in conflict with the Mid-Western Regional Family Day Care Scheme Policies. Foster children are to be counted in the number of children in the Educator’s care as his/her own children would be.

#### PLACEMENT OF CHILDREN UNDER 2 YEARS

Although it is the Scheme's belief that best practice is served by encouraging Educators and families to have no more than two children under two years of age in care with any one Educator at one time; it is also acknowledged that individual family situations vary. For example: in the care of twins / siblings, as well as the Educator's own abilities in this area, their house layout and facilities should be considered when placing children under two years.

Consequently, the decision as to whether to place more than two children under two years with a particular Educator will be made after consultation with the parent, Educator and Coordination Unit.

#### OVERNIGHT CARE

When children are in care overnight Educators must be aware of the Sleep and Rest Policy, Nutrition Policy and Bathing Procedure. There must be a bathing routine signed off by parent / guardian and the Coordination Unit must approve sleeping arrangements for children as per Regulations.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Ombudsman Act 1974 (NSW)

Child Protection (Working with Children) Act 2012 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

# CHILDREN'S HEALTH AND HYGIENE

## BACKGROUND

The Scheme acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children and their families, and Educators and their families.

It is important to promote children's health by encouraging and assisting Educators to adopt effective health and safety practices, maintain, promote and manage health concerns and health emergencies.

## POLICY

- To minimise the spread and risk of infection Educators and Coordination Unit staff must implement adequate health and hygiene practices consistently and continually whilst children are in care.
- To educate children on the importance of appropriate hygiene practices.
- To ensure the health and hygiene practices Educators use have regard to current community standards and are in accordance with relevant government guidelines.

## PROCEDURE

The service will develop and maintain procedures and policies to ensure that Educators and families are informed and aware of good health and hygiene practices.

These are based on current and up to date information which is regularly sourced from authorities.

### **Coordination Unit staff will -**

Support Educators and families to ensure compliance with the policy.

Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities.

Implement and role model appropriate hygienic and healthy practices.

### **Educators will -**

Keep up to date with current practices and implement Scheme procedures.

Promote and role model good health and hygiene practices.

Actively support children to learn hygiene practices relating to hand washing, coughing, dental hygiene and ear care. Involve children in developing and implementing guidelines.

Seek advice from the Coordination Unit if unsure of appropriate action when dealing with a situation with a sick/infectious child or family member.

Respect the management practices of a family for a child with specific conditions/ illnesses.

Treat a child's health status professionally and confidentially.

Follow the recommendations listed on a child's individual health management plan.

Inform the Coordination Unit if the Educator or Assist or Relief Educator's good health status changes e.g. illness or hospitalisation

Close their Service when the Educator or other family member is ill or infectious. This may require a Doctor's certificate before reopening their Service.

Document any child's illnesses and store these in the relevant family's file.

#### **Parent/Guardians will -**

Support the Educator to comply with health and hygiene practices and guidelines.

Keep sick or infectious children out of the care environment.

Provide a doctor's certificate if requested by the Educator.

Support the Educator to comply with health and hygiene practices and pick up their children promptly if requested to do so by the Educator, when their child becomes unwell in care.

Keep the Educator informed on health management plans for their child if required e.g. asthma, diabetes, epilepsy and anaphylaxis.

#### **HAND WASHING**

Educators and Coordination Unit staff and children are to follow the hand washing procedure.

They are to wash their hands before preparing food / eating

- after nappy change and toileting of self or children
- after dealing with body fluids (nose secretions, blood, vomit)
- before (if possible) and after giving first aid
- after cleaning/handling garbage
- after handling animals

In situations where soap and water are not available, a non-water cleanser or antiseptic such as alcohol based hand rub/foam/gel are adequate.

Children are to be taught to wash their hands with soap and water:

- before meals / snacks or handling food (cooking)
- after they use the toilet or potty
- after handling garbage
- after handling animals
- after blowing their nose

#### **NAPPY CHANGING / TOILETING**

Educators are to follow the Nappy Change and Toileting procedures to minimise the risk of the spreading of infectious diseases, and to ensure that children are clean and comfortable and have their dignity preserved.

### **Parent / Guardians will -**

Discuss toileting matters relating to their child with the Educator.

Work in partnership with the Educator to ensure toilet training with their child is addressed with consistent routines and minimal stress.

Provide adequate nappies, wipes and spare clothing for the Educator while their child is in care.

### FOOD

Educators Parents / Guardians are to follow the Safe Food Handling Policy / Procedures, and the Nutrition and Active Play Policy.

### CLEANING

Educators are to have a recorded schedule of regularly cleaning floors, play areas, nursery equipment and toys. It is recommended that 'mouthed' toys should be washed daily using detergent and water.

Clean books/ puzzles by wiping with moist cloth and drying, preferably in the sun.

Sandpits should be cleaned regularly and replacing the sand at least annually.

### BODILY FLUIDS

Educators are to wear disposable gloves when dealing with urine, faeces and blood. It is recommended that urine, faeces and blood should be cleaned up with neutral detergent and water. Any significant cuts to the Educator or child's skin should be covered.

### SLEEPING / REST

Children are to have their own clean bedding / linen. (Refer to Sleeping and Rest Policy).

If a child is to stay for extended hours of care or overnight care, sleeping arrangements for the child must be discussed with and approved by the Coordination Unit beforehand.

### BATHING

Bathing shall only occur during standard hours of a service where necessary for the comfort or personal hygiene of a child. Parent / Guardians must be informed if this does occur.

A child may also be bathed if a child is to stay for extended hours of care or overnight care and it is a part of the child's usual routine. The Bathing Procedure should be followed.

### SMOKING / ALCOHOL

There is to be no alcohol or unlawful substances consumed on any part of the premises while care is being provided. The Educator must provide a smoke free environment (Refer to Tobacco, Drug and Alcohol-Free Environment Policy).

### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

Public Health Act 2010 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Service Provider Handbook (Department of Education and Training)

Healthy Kids: Munch and Move NSW – [www.healthykids.nsw.gov.au/campaigns](http://www.healthykids.nsw.gov.au/campaigns)

Staying Healthy in Child Care – Preventing infectious diseases in child care (National Health and Medical Research Council: [www.nhmrc.gov.au](http://www.nhmrc.gov.au))

## APPENDIX I HAND WASHING PROCEDURE

The following procedure is recommended to encourage effective hand washing.

- Wet hands.
- Apply liquid soap and spread over hands
- Rub your hands vigorously as you wash them all over paying particular attention to:
  - The palm and backs of hands
  - In between fingers
  - Under fingernails
  - Around wrists
- Count slowly 1 - 10 as you wash
- Rinse hands thoroughly with running water to remove all soap suds and germs counting slowly from 1 -10.
- Use individual sheets of paper towel to pat your hands dry, and then dispose of appropriately.

*In situations where water is not available (eg: excursions, during outside play), non-water cleanser or antiseptic such as alcohol based hand rub/foam/gel are adequate. Use the same method as point 3.*

*We encourage you to count to at least 10 when applying soap and then again when washing it off.*

*Individual cloth towels are acceptable to dry hands if they are only used by one child. Paper towel is preferred*

It is recommended that Educators and children wash their hands often, in particular –

Educators are to wash their hands

- before eating or handling food including babies bottles

- after nappy change and toileting of self or children
- after dealing with body fluids (nose secretions, blood, vomit)
- before (if possible) and after giving first aid
- after cleaning / handling garbage
- after handling animals
- after coming in from outside play

Children are to be taught to wash their hands

- before and after meals / snacks or handling food (cooking)
- after they use the toilet or potty
- after outdoor and other messy play activities
- after handling garbage
- after handling animals
- after blowing their nose

**Source:** Quality Standards: Areas 2 & 5

## APPENDIX II NAPPY CHANGE PROCEDURE

- Ensure all nappies and necessary supplies are easily accessible to the area where you will change nappy.
- Wash hands

*It is recommended that Educators place a paper towel on the change mat / table before placing the child on the mat / table, but it is not essential.*

- Put on disposable gloves.
- Remove the child's soiled nappy, clean child's bottom and dispose of the wipes and nappy.
- Remove gloves. We suggest peeling the gloves back from your wrists turning them inside out as you go. Put the gloves in the bin.
- If a child requires specific cream, put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child's bottom. Remove the glove and put in nappy bin.
- Put a clean nappy on and dress the child.
- Wash and dry the child's hands.
- Return the child to an appropriate play area
- Clean the change table with detergent and water. This must be done after every child.
- Wash your hands.



**Source:** Quality Standards: Areas 2 & 5

## APPENDIX III TOILETING PROCEDURE

### **Educators will -**

- Provide safe toilet and hand washing facilities that are appropriate to the age of children in care.
- Use a toilet in preference to a 'potty'. (Potty's can increase the risk of spreading disease.)
- Assist and teach children to flush the toilet after each use.
- Assist and teach children to wash their hands after toileting using the hand-washing procedure.
- Respect children's dignity and need for privacy during toileting.
- Exchange information and consult with families about children's toileting and toileting routines while in care.
- Families are to consult with their Educator prior to commencing toilet training, to facilitate consistent toileting routines and practices being implemented in both environments.
- Manage toileting accidents in positive and supportive ways.
- Treat all soiled materials as infectious – discard disposable items (gloves, wipes, nappies) safely and hygienically as soon as possible – place any other soiled materials (clothing) either to be washed or in a sealed plastic bag to be collected by parents. Store so as to be inaccessible to children.
- Treat all soiled areas as infectious. Refer to the Hygiene Policy as a guide when cleaning a soiled area.
- No child will ever be forced to sit on a toilet or left in soiled or wet clothing. If a child is showing distress about using the toilet, Educator's will respect the child's needs and emotions and implement alternative method of toileting in consultation with the family, whilst observing best practice in hygiene for everyone.

Source: Quality Standards: Areas 2 & 5

## APPENDIX IV BATHING PROCEDURE

### **Educators will:**

- Provide bathing facilities that are safe and appropriate to the ages of the children at the service.
- Ensure children do not have unsupervised access to any hot water supply.
- Only bathe children when the continued supervision of all children in care can be met.
- Directly supervise bathing of children under school age.
- Supervise school-aged children while bathing appropriate to their age, ability, and consultation with the child's parents.
- Respect each child's need for dignity and privacy during bathing. Bathe children individually, unless otherwise warranted as appropriate to the age of the children:

- by a sibling relationship between children, and/or
- by express parental request
- Ensure that at no time does a child in care bathe with an adult.
- Empty all baths immediately after use.
- Aim to make bathing a positive and relaxed experience.
- Notify parents in a timely manner when/if unplanned bathing occurs.
- Not use equipment designed to support infants/babies while they are being bathed.
- Only use spa baths under direct supervision – jets are not to be activated.

**Parents will -**

- Determine a written bathing plan appropriate to their child/ren in consultation with their Educator, where bathing will occur as a regular aspect of the child/ren's routine in care.
- Inform any cultural or religious practices regarding bathing that their Educator might need to be aware of.
- Negotiate with their Educator regarding provision of any items required for bathing of their child.

So there is clear agreement between the Educator and parent as to expectations regarding bathing, it is highly recommended that relevant items as discussed should be put in writing, signed by both the Educator and the Parent, and clearly dated.

**DEVELOPING A BATHING PLAN – A GUIDE FOR EDUCATORS**

It is recommended that in formulating a plan with parents for managing the bathing of their children while in care, the following items be discussed and negotiated:

- Obligations of the Educator (eg, access to hot water, supervision etc).
- Age and abilities of the child as they relate to the level of supervision required.
- Cultural or religious practices to be observed.
- Under what context the child/ren will be bathed (eg, whether bathing is a part of the child's regular home routine for the same period of time that the child/ren is/are in care).
- Preferred method of bathing (bath, shower, other).
- Usual routine for bathing when at home (including whether it is usual, for example, for siblings to bathe together etc).
- Aspects of bathing that can be performed independently by the child, or that the parent would prefer the child perform independently.
- Items to be provided by Educator /Parent.

Source: National Quality Standard

# COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

## BACKGROUND

The Scheme acknowledges that collaborative relationships with families are fundamental to achieving quality outcomes for their children in care.

Partnerships with families contribute to building a strong and inclusive community within the service. Shared decision making with families demonstrates respect for the parent and supports consistency between children's experiences at home and at the service.

Collaborative partnerships can be assisted and supported through the active participation of families in the service. Through casual conversation, formal surveys and other opportunities for feedback from families, the service will be able to ensure it meets the needs of families. Families need to be familiar with current practices to provide constructive feedback on improvements. This responsibility falls with both the Coordination Unit staff and the Educator.

## POLICY

- To provide opportunities for Educators and Coordination Unit staff, families and community members to actively participate and be involved in the Scheme and contribute to Service and Scheme decisions.
- The role of parents and families is recognised, respected and supported. They are encouraged to share in decision making about their child's learning and wellbeing.
- The Service and Scheme builds relationships and engages within their local community.
- Links with relevant community and support agencies are established and maintained.
- To ensure that Educators, families and community members are kept informed about the Scheme, as well as Legislative, Regulatory and other relevant child care matters.

## PROCEDURE

### COORDINATION UNIT

#### **The Coordination Unit will -**

- Speak with families about policies and procedures when they commence with the Scheme.
- Maintain enrolment records and procedures that provide information about the family and children's health needs
- Communicate Scheme news to families through regular newsletters.
- Provide opportunities to families to offer feedback and/or comments on the Scheme.
- Invite families to be part of consultation groups and to attend professional development opportunities that may be relevant.
- Be inclusive of all stakeholders in policy development and consultation within the Scheme.

- Allow for parent participation in the Scheme via parent representation on the Parent/ Educator Committee, surveys, newsletters, emails and Facebook.
- Ensure current information about the Scheme, community services and resources to support parenting and family wellbeing is available to families through Educators and the Coordination Unit.

## EDUCATORS

### **Educators will:**

- Communicate with families about children's activities and special interests as they emerge. Families will be encouraged to be involved with these by assisting with projects, providing information or materials and ideas to extend the children's interests from the home environments.
- Keep families informed about the activities of the children in care through a written program.
- Ask families for feedback on the quality of care the children are receiving and ideas for future programming / activities and procedures.
- Invite families to attend family day care excursions with their children.
- Respect a family's right if they do not want their children to attend an excursion, have their photo taken or participate in certain activities.
- Respect the opinions of families in regard to the way they would like their child cared for, and if this is not practical, for the Educator to be sensitive in the way they address these differences in care requirements / provision.
- Document and share with parents, assessments or evaluations of their child's developmental needs, interests, experiences and participation in the program and assessments of the child's progress against the learning outcomes

## FAMILIES

### **Parents/guardians are responsible for:**

- Reading and complying with the Scheme's Policies and Procedures
- Providing information to their child's Educator that will assist in the smooth transition to childcare for the child and family.
- Ensuring the Educator is aware of any changes to details – contacts, medical conditions etc.
- Sending in copies of any relevant court orders, immunisation updates, etc.
- Taking time to talk to their Educator about their child's activities and progress in family day care, and to be interested in the Educator's weekly program for the children.
- Be involved in the activities of their child and family day care when invited to participate.
- Informing Educators of any events or incidents that may impact on their child's behaviour at the service (eg. moving house, a new sibling, death of a pet, changes in family relationships etc.)
- Informing Educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviours.

- Providing constructive feedback to Educators and the Scheme about matters that can be improved in family day care, either at Educator or Coordination Unit level.
- Read family newsletters and information forwarded from the Coordination Unit or from the Educator.
- Notify the Coordination Unit if they feel their current placement of their child is not working.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Framework (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# COMPLAINTS AND FEEDBACK

## BACKGROUND

An effective complaints and feedback management system is integral to providing a quality service. Council and the Scheme views complaints and feedback as opportunities for improvement. It helps to measure satisfaction within the Services provided and is an important source of information and feedback for continuously improving practice. The Scheme recognises that often it may be the recipients of service who are the first to identify when things are not working properly.

## POLICY

To provide a mechanism within the Scheme structure to deal with complaints and feedback in an efficient, prompt and professional manner.

To ensure all stakeholders of the Scheme (the Coordination Unit, families and Educators and community members) are aware they have the right to raise a grievance or provide feedback **without fear of retribution or jeopardy to their position within the Scheme.**

To ensure all parties involved are dealt with courtesy and respect; and that privacy and confidentiality are maintained at all times.

Educator will refer to Educators, Assist Educators or Relief Educators.

Scheme will refer to the overall Scheme.

Family will refer to a family registered with the Scheme

Coordination Unit staff member will refer to a staff member working for the Scheme.

Community member will refer to a member of the community.

## PROCEDURE

- Grievances may be lodged face to face, via a telephone conversation or through written notification.
- It is expected that the grievance should initially be discussed with the person concerned. Every effort should be made to resolve the grievance at this level before moving on to the following steps.
- Clearly identify the issues of the grievance providing all the information you have or are aware of in support of the grievance.
- Details of the grievance will be documented on the Complaint / Feedback Form
- The desired and practical outcome will be discussed
- All parties will be treated with courtesy and respect
- The course of action will be explained and followed up in a timely manner
- If appropriate a written acknowledgement of the grievance will be sent out to the person/s involved.

- If the matter relates to a breach of Scheme policies, the circumstances will be investigated for further clarification.
- The grievance will be raised with the Educator / Coordination Unit staff member to allow the opportunity to provide their recollection of the event / issue.
- If the grievance is found to be a non-compliance issue, then that process will be followed (Non-Compliance Policy).
- Reasons for decisions are given to all parties involved via written communication.
- If the Educator, family or staff member is not happy how the Scheme has handled the grievance, the Manager of Community Services will be asked to mediate the situation in accordance with Council's Complaints Policy.
- If still unresolved, the grievance may be referred to the Early Childhood Education and Care (ECEC) Directorate for further mediation or the NSW Ombudsman.
- When the grievance has been resolved the Complaint / Feedback Form will be filed in the specific Educator, family or Coordination Unit staff member's personnel folder.

#### EDUCATOR / FAMILY

If the grievance cannot be resolved to the satisfaction of both parties involved, then the Educator can forward the Complaint / Feedback Form to the Coordination Unit who will then mediate the situation.

#### FAMILY / EDUCATOR

If the family does not feel comfortable speaking with the Educator, they can contact the Coordination Unit to discuss their grievance or to clarify information.

#### EDUCATOR / COORDINATION UNIT STAFF MEMBER

If unresolved, the Coordinator will attempt to find a resolution or an acceptable compromise by both parties. If the Coordinator is part of the grievance, then the Manager of Community Services will be asked to mediate the situation.

#### RIGHT OF APPEAL

If any parties are dissatisfied with the decision they are able to involve the NSW Ombudsman.

#### NOTIFYING THE REGULATORY AUTHORITY OF A COMPLAINT

Providers will only be required to notify the regulatory authority of a complaint that alleges a serious incident has occurred or is occurring; or where the National Law or National Regulations have been contravened.

#### PREVENTATIVE MEASURES

Clear consistent information about the complaint procedure and opportunity to provide feedback is required for all stakeholders.

The Scheme will endeavour to develop and distribute written information to Educators, families and community members including the roles and responsibilities of the Coordination Unit, parents and Educators and the problem solving mechanism adopted by the Scheme.

This is to be carried out via Enrolment and Orientation procedures, letters, newsletters, policy statements, educator and parent handbooks and training.

Analysis of complaints received, actions taken and respective outcomes are to be compiled and critically reflected upon, in an effort to improve practices and procedure.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

NSW Ombudsman [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au)

National Quality Standard (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)



# CRITICAL INCIDENTS

## BACKGROUND

A critical incident may be defined as any event which causes serious disruption to a service, creates significant danger or risk or which creates a situation where Coordination Unit staff, children and parents feel unsafe, vulnerable and under stress.

A critical incident may be -

- serious illness or death of a child, staff, family or community members;
- threats, assaults, violent incidents, abduction;
- violent event in the community;
- other incidents or emergencies which produce strong reaction.

Critical events may:

- be extremely dangerous or distressing;
- be sudden and unexpected.

## POLICY

- To outline the procedures to be followed in the aftermath of a critical incident within a Family Day Care Service.

## PROCEDURE

If a critical incident occurs these guidelines are to be followed if practicable:

### IMMEDIATE ACTIONS:

Educator/s will remain calm and never put themselves, children or families in any danger. Educator/s will take immediate action to remove the danger or move children from the danger and ensure the safety of others. Educator/s will follow all directions given by medical or emergency services.

These actions may be carried out simultaneously by the Coordination Unit, Educators or others

- In the event of a critical incident ensure the safety of all children in care.
- Contact any emergency services if required.
- If a child is missing, make missing persons report to police.
- Contact any family or guardians if necessary and notify of any treatment or services arranged for the child or arrange for police to do so in the event of the death of a child or a crime related incident.
- Where the Coordination Unit is not present, the Educator must inform the Coordinator as soon as possible (including after hours).

- Confirm that the incident has happened, and establish the details if possible.
- Consider appropriate responses and act on Coordination Unit response.

#### IMMEDIATE REQUIREMENTS:

These requirements must be carried out by the Coordinator or their authorised replacement.

The Coordinator upon becoming aware of a serious incident which involves a child attending the service that requires medical / hospital treatment **will notify as soon as practicable** (within 24 hours)

- a) a parent/ guardian of the child, and
- b) the Director-General (Department of Education), and
- c) Council's Executive Team.

The Coordinator upon becoming aware of an incident which involves the death of a child whilst attending the service will notify as soon as practicable (within 24 hours) of the fact to

- a) A parent/ guardian of the child, and
- b) A police officer, and
- c) The Director-General (Department of Education), and
- d) Council's Executive Team.

#### SECONDARY ACTIONS:

- Observe support needs for children, Educator/s, staff, families, children and any relevant others including compassionate leave or counselling if required.
- Prepare overview/report which may be released to media if necessary through the Mid-Western Regional Council Communications Officer and National Family Day Care Australia.
- Following verbal notifications, a Critical Incident Report is to be submitted as soon as possible (the same day if practicable) to the Director-General and Council's Executive Team.
- Express sympathy to the family (if necessary) and assure them of support – designate a staff member to liaise with the family.
- If critical incident involves concerns for safety, risk of harm issues – make report to the NSW Departments of Education and Family and Community Services.

#### LONG TERM ACTIONS:

- Evaluate the management of the incident
- Provide ongoing support to children, Educators, staff, families and relevant others.
- Review and reflect incident and plan / implement strategies that may prevent future similar incidents if this is possible / realistic.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

# CURRICULUM DEVELOPMENT

## BACKGROUND

The early years of a child's life lay the groundwork for how his/her brain will develop. These short and critical years are essential to his/her cognitive, social and emotional well-being.

## POLICY

This Policy will provide guidelines to ensure that the educational program (curriculum) and practice at Educators registered with the Mid-Western Regional Family Day Care Scheme is:

- Based on an approved learning framework
- Underpinned by critical reflection and careful planning
- Stimulating, engaging and enhances children's learning and development
- Is underpinned by the Scheme's and individual Educators' philosophies.

## PROCEDURE

### PHILOSOPHY

The Scheme and all Educators are to have their own philosophies. The individual curriculum will reflect the philosophy of the individual Services.

A philosophy underpins everything we do as early childhood Educators. It is a living document that should be reviewed regularly by all stakeholders.

### CURRICULUM

The curriculum is everything that is experienced by the child whilst in care, and includes aspects such as:

- daily routines;
- physical environment, materials and equipment;
- provisions, experiences and activities;
- interactions and engagement of children with other children; and
- partnerships and communication with families, other agencies and with the community.

The curriculum will provide children with:

- Warm, consistent and positive interactions which foster positive relationships.
- An aesthetically pleasing environment containing natural and home like resources and a variety of spaces in which to play
- Access to a range of resources that are open-ended and culturally responsive that can be used to enrich and extend their play

- An opportunity to pursue their interests, passions and theories
- Uninterrupted and prolonged time to play
- A stable environment with resources added or changed to extend interests and learning focus
- Different teaching strategies for different children in different contexts

#### THE EARLY YEARS LEARNING FRAMEWORK

The Early Years Learning Framework guides the curriculum and supports each child's learning in the five outcomes:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

#### DOCUMENTATION

The learning and development of each child will be monitored and recorded by the Educator in collaboration with children and families.

Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning.

Documentation:

- Is gathered using a variety of methods (e.g. observations, narratives, samples of writing and drawing, photographs of constructions and group projects, and transcripts of children's conversations)
- Is focused on analysis/assessment of social interactions, relationships, group dynamics and learning processes and changing understandings
- Is used to inform future planning and to reflect on effectiveness of teaching strategies.
- Includes input from families, and children

#### USING DIGITAL APPLICATIONS ('APPS') FOR DOCUMENTING

If Educators choose to use Information and Communication Technology ('ICT') for the purposes of program planning, observations or other relevant documentation, the Educators must have the appropriate skill level.

Educators must ensure –

- all documentation is to be up-to-date and available on request.
- procedures are in place for the regular backup of critical data and information
- the secure storage of the files and ICT.

- that reputable anti-virus and firewall software are installed on all devices utilised.
- If information is shared with families through the App, families should sign a Confidentiality Agreement as with private Facebook page posts.

## REFLECTIVE PRACTICES

An ongoing process of evaluation through reflection and review allows each Educator to identify strengths, interests and opportunities for further development. Educators, children and families will discuss and reflect on, and evaluate the curriculum as it unfolds throughout the year.

Educators are to reflect on and evaluate each child's learning and development, teaching strategies and the appropriateness of the curriculum and daily practice, ensuring true inclusion, authentic and meaningful experiences and worthwhile outcomes for each child.

Questions that may guide reflection include:

- What are my understandings of the child?
- What theories, philosophies and understandings shape and assist my work?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

### **The Coordination Unit is responsible for:**

- Appointing a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the Service.
- Working with Educators to develop a documentation system that works for them.
- Sourcing and supplying (at a cost, where applicable) professional development resources and training.

### **The Educator is responsible for -**

Ensuring the developmental needs, interest and experiences, and the individual differences of each child are accommodated in the educational program they provide at their Service.

They must ensure their educational program contributes to each child:

- Being connected with and contributing to his or her world;
- Having a strong sense of wellbeing;
- Being a confident and involved learner;
- Being an effective communicator

Ensuring that assessments of the child's development needs, interest, experiences and participation in the educational program are documented

Ensuring children have an input into the program, and are actively participating in decisions affecting them

Ensuring that assessments of the child's progress against the outcomes of the educational program, are documented

Ensuring documentation of assessments includes evaluations on the period of time the child is at the service, and how documented information will be used by Educators at the Service

Ensuring documentation is written in language that is easy to understand by both Educators and parents/guardians

Ensuring a copy of the educational program is displayed at the Service and accessible

Ensuring regular communication is established between the service and parents/guardians in relation to their child's learning and development

Ensuring excursions are meaningful and have an educational purpose related to the children's current interests. The learning experiences must be documented on the Educator's program.

Educators must source training and resources to assist their professional development in this area.

If an Educator requires intensive support from the Coordination Unit they must show commitment to their improvement by setting and achieving goals within an agreed timeframe.

#### **Parents/Guardians are responsible for -**

Providing input to the development of the educational program in collaboration with the Educator and their children.

Communicating regularly with their Educator in relation to their expectations for their child's learning and development.

Paying any additional costs for excursions or professional development, if applicable.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard ACECQA)

Belonging Being Becoming: The Early Years Learning Framework

# DEREGISTRATION OF AN EDUCATOR

## BACKGROUND

The quality of the Scheme is largely dependent upon the quality of the Educators registered with the Scheme. It is for this reason that the Educator deregistration process, and the circumstances in which it will be implemented, need to be clear to all stakeholders.

## POLICY

- To clearly outline the circumstances and procedure to Deregister an Educator registered with the Scheme.

## PROCEDURE

An Educator will be De-Registered for -

- Failure to comply with the Education and Care Services Law
- Failure to comply with the Education and Care Services Regulations.
- Failure to comply with the National Quality Standards.
- Failure to comply with the Schemes Policies and Procedures.
- Failure to comply with the Educators Registration Agreement.
- Failure to comply with the Department of Education and Child Care Management System Guidelines.
- Failure to comply with the Code of Conduct or Duty of Care.
- Failure to be able to produce valid Working with Children Check and Police History Check clearances.
- Failure by any member of the household to provide a valid Working with Children Check clearance.
- Unsatisfactory medical or psychiatric report (if requested at the discretion of the Coordinator).

If grounds for concern are observed Non Compliance Procedures will be entered into, as per the Non-Compliance Policy.

If Deregistration is to proceed,

- Written notice is given to the Educator of their Deregistration.
- Families of the Educator involved will be notified that the Educator will be finishing up with the Scheme (without divulging the reason where relevant, any explanation will be left to the Educator).
- Arrangements will be made for children to be moved to another Educator if possible or requested.



- The Departments of Family and Community Services and Education, and the appropriate Public Liability Insurance Company will be advised in writing that the Educator is no longer registered with the Scheme.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

# DELIVERY AND COLLECTION OF CHILDREN

## BACKGROUND

The Scheme is committed to meeting its duty of care obligations under the law, ensuring the safe delivery and collection of children being educated and cared for at the individual services.

The delivery and collection times of children can be a potentially hazardous process, and all stakeholders must be aware of and understand their role at this time.

It is important that all staff, Educators and parents/guardians develop partnerships that facilitate the exchange of information between one another to ensure the safety of children.

## POLICY

- This policy will provide clear guidance in relation to the delivery and collection of children at all Services; informing and supporting Educators to develop safe procedures and management of the arrival and departure of children.

## PROCEDURE

### **The Coordination Unit will:**

- Provide information and training to Educators regarding legislation, documentation and safety procedures relating to the delivery and collection of children.
- In conjunction with Educators, provide families with information relating to documentation and safety procedures when delivering and collecting children.
- Ensure that families understand that Educators will only release a child into the care of a parent of the child, an authorised nominee named in the child's enrolment record, or a person authorised by a parent or authorised nominee named in the child's enrolment record.
- Ensure that communication between Educators, the Coordination Unit and parents/guardians is adequate to ensure that all parties are aware of the roles and responsibilities in relation to the delivery and collection of children.
- Provide an attendance record that meets the requirements of the Regulations and is signed by the parent/guardian or authorised nominee on delivery and collection of their child from the Service every day
- Ensuring a child does not leave the Service except with a parent/guardian or authorised nominee, or with the written authorisation of one of these or in the case of a medical emergency or an excursion (Regulation 99)
- Ensuring a child is not taken outside the premises on an excursion except with the written authorisation of a parent/guardian or authorised nominee
- Ensuring that there are procedures in place when a child is given into the care of another person, such as for a medical or other emergency.

- Ensuring that there are procedures in place when a parent/guardian or authorised nominee telephones the Service to advise that a person not listed on their child's enrolment form will be collecting their child.
- Ensuring that parents/guardians or authorised nominees are contacted in the event that an unauthorised person arrives to collect a child from the Service, and that the appropriate procedures are followed.
- Ensuring that there are procedures in place for the care of a child who has not been collected from the Service on time.

#### **Educators will ensure -**

- that when a child arrives at the Service, only the Educator (or Assist / Relief Educator) will receive the child into care.
- the person who arrives with the child must record the actual time of arrival and initial the Attendance Record section of the timesheet.
- the person authorised to collect the child must record the actual time of departure and initial the Attendance Record section of the timesheet.
- the child/ren may only leave the Service if the child is given into the care of a parent/guardian of the child; or an authorised nominee named in the child's enrolment record.
- The front / access door to their Service is always locked.

#### **Parents/ Guardians will -**

- Ensure that all details of authorised people to deliver and collect their child are up to date.
- If they are unable to collect their child or arrange for an authorised person to collect their child, they are required to notify the Educator preferably in writing, or call throughout the day to notify the Educator who will be picking up their child. The parent/guardian should provide the name of the person who will be picking their child up and whether the child is familiar with this person.
- The Educator will then ask to see the person collecting the child/ren photo identification to confirm their details.

If the Educator **has not been notified** by the parent / guardian that someone other than themselves or an authorised person is to collect their child, the Educator must contact the parent / guardian to confirm who is picking up their child/ren. They must then ask to see the person's photo identification.

#### **UNAUTHORISED PERSONS COLLECTING A CHILD**

When a child is collected by an unauthorised person, where a parent/guardian or authorised nominee telephones the service to notify that such a person will be collecting their child the Educator will

- Request that the parent/guardian or authorised nominee email or fax the authorisation if it is possible to do so, detailing the name, address and telephone number of the person who will be collecting the child
- Accept a verbal authorisation if it is not possible for the parent/guardian or authorised nominee to provide authorisation via email or fax, provided the following procedure is followed:

- all details of the person collecting the child, including the name, address and telephone number of the person must be obtained
  - the verbal authorisation is documented and stored with the child's enrolment record for follow-up
  - photo identification is obtained to confirm the person's identity on arrival at the service
- Ensure that parents/guardians or authorised nominees follow up a verbal authorisation by completing an Authorisation Form when next at the Service, or by adding details of the new authorised nominee to the child's enrolment form
  - Ensure that fax or email authorisation is stored with the child's enrolment record
  - Ensure the attendance record is completed prior to child leaving the Service
  - Notify the Coordinator in the event that written authorisation is not provided for further follow-up

#### IF AN UNAUTHORISED PERSON ATTEMPTS TO COLLECT A CHILD WITHOUT COOPERATION

##### **An Educator will -**

- Contact the parent and or guardian immediately informing them of the situation
- Advise the Coordinator informing them of the situation as soon as possible
- Discourage the person from removing the child
- Under no circumstances should the Educator put themselves or any children in care at risk of being injured, whilst negotiations are taking place.
- If negotiations fail and the Educator and or other children are in danger, then the child must be released. **This step will only occur if the situation has turned dangerous.**

#### IF A CHILD IS TAKEN AWAY UNWILLINGLY BY AN UNAUTHORISED PERSON

##### **The Educator should immediately contact -**

- The police on 000 advising them of the situation;
- The child's parents/guardian or emergency contact if the parents/guardian cannot be contacted;
- The Coordination Unit;
- An incident report needs to be completed within the next 24 hours and handed into the Coordination Unit. This report will be uploaded on the ACECQA portal.

If a child requires urgent medical care or treatment, then they can be taken away from the Educator's premises via ambulance and the parent or guardian will be notified immediately.

If an Educator takes children to or from school or preschool, the Educator will record the actual time and initial the Attendance Record, and note the reason e.g. "Educator collected child from school".

If a school child is to travel to school by bus, the Before / After School Permission Authorisation form must be signed by the parent / guardian. The Educator shall make the entry on the Attendance Record that the child has departed/ arrived at the Service.

If a school child is to arrive or leave unaccompanied, eg, riding a bike, or walking from the bus stop before or after school, the arrangements must be recorded in writing and signed by the parent (Before/After School Care Authorisation form to be completed each term).

Only people who are over 16 years of age and have been authorised by the parent, may collect the child from the Educator.

Educators are encouraged to have appropriate signage to assist in the safe arrival and departure of the children in their care. For example: hold my hand, shut the gate.

If an Educator feels the person who is picking up the child is under the influence of alcohol or drugs they cannot stop them from taking the child, however we would strongly advise them to report this immediately to the Police and document (when safe to do so).

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Family Law Act 1975 (CTH)

## KEY RESOURCES

Australian Children's Education and Care Quality Authority (ACECQA)

National Quality Standard (ACECQA)

Guide to safe arrivals and departures at your Children's Service. Kids and Traffic. Macquarie University. NSW [www.kidsandtraffic.mq.edu.au](http://www.kidsandtraffic.mq.edu.au)

# DENTAL AND ORAL HEALTH

## BACKGROUND

When it comes to dental health, setting a good example for children not only helps them to have healthier gums and teeth throughout their lifetime, but can also help them prevent more serious medical issues as they get older. Good nutrition also plays an important role in dental and oral health.

## POLICY

- The Coordination Unit and Educators will promote good dental and oral hygiene behaviour amongst the children in care and their families; and facilitate the prevention and management of dental trauma in children.

## PROCEDURE

To promote good dental and oral health in children and families:-

### **The Coordination Unit will -**

- Record on the Registration and Authorisation Form the name, address and phone number of each child's preferred dentist.
- Provide professional development and resources for Educators on dental health practices with children.
- Provide families with information on good dental and oral health practices for children.

### **Educators will -**

- Offer only water to drink as the preferred option at all times (except in the instances of providing milk for babies).
- Encourage parents to send nutritious foods such as vegetables, cheese, yogurt, fruit, plain pasta.
- Report to the family any signs they have noticed of tooth cavities, gum swelling, infection of the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing.
- Report any accident, injury or suspected injury to teeth and gums.
- Discuss good dental hygiene / practices with children as part of their programming.
- Educators will give children bottles before the children go to bed. Children will not be put in cots or in beds with bottles.

### **Families are encouraged to -**

- Provide healthy foods for their children in care.
- Promote good dental health practices with their children.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

The Royal Children's Hospital Melbourne [www.rch.org.au](http://www.rch.org.au)

Raising Children Network [www.raisingchildren.net.au](http://www.raisingchildren.net.au)

Munch and Move [www.healthykids.nsw.gov.au/campaigns](http://www.healthykids.nsw.gov.au/campaigns)

# EDUCATOR HOUSEHOLD MEMBERS ROLES AND RESPONSIBILITIES

## BACKGROUND

Educator and family member interactions with the children in care and their families need to be positive and respectful. Therefore, it is equally important that interactions between the Educator and the family members model respect and consideration and the roles and responsibilities of other members of the Educator's family are understood and acknowledged.

Although the Educator has primary responsibility for the provision of care, their family members can influence the quality of care experienced by children attending their Service. As such, the Educator's family members have the role and responsibility to ensure that their actions and behaviour support the professional and quality standards achieved and maintained by the Educator in the provision of family day care.

It is the Educator's duty of care to protect the children in their care, and to ensure that a safe and nurturing environment is provided. It is also the Educator's responsibility to ensure that everyone in the household is aware of this obligation and of the boundaries of responsibility of family members, visitors and residents.

## POLICY

- To clearly outline what will be required of the Educator and any household members when providing a Service in their home.
- To ensure that all household members are mindful of the Scheme Policies and Procedures.
- To develop strategies for managing and maintaining an appropriate balance between professional and family activities. These will be developed in consultation with the Educator and any household members, and the Coordination Unit as appropriate.

## PROCEDURE

### **The Coordination Unit will -**

- Communicate with new Educators and household members about policies, standards, and the Scheme's expectations of providing a Service in their home before the new service begins.
- Provide clear written guidelines about the roles household members have in relation to the Educator's provision of the Service.
- Provide information addressing the roles and responsibilities of household members and the impact of providing child care in the family home.
- Confirm the support of household members in the provision of family day care.
- Take appropriate action when household members may be influencing the quality of care provided. This may be at the Coordinator's discretion.
- Take reasonable steps to ensure that persons over the age of 18 years who live at a family day care residence are fit and proper. To do this, each household member must obtain a Working



with Children Check (volunteer clearance) before the Educator starts with the scheme or when a household member turns 18.

- Regular visitors and family or friends staying for extended periods of time (anything longer than 14 consecutive days), who will be interacting with the children are also required to obtain a Working with Children Check (volunteer clearance).

#### **Educators will -**

- Consider and plan for the impact that providing the Service will have on their own household, family members and routines.
- Negotiate in advance with household members about resources and spaces within the home that will need to be shared for the effective provision of the Service.
- Develop suitable plans within their household to meet each member's need for privacy.
- Ensure that family members understand that the Educator will be providing care and education for the children based on the Early Year Learning Framework.
- Endeavour to ensure that all household members are made aware of and abide by Regulatory obligations and the policy requirements of the Scheme.
- Ensure that all household members are aware they cannot conduct any activities that may injure, endanger or negatively influence the children in care, including but not limited to use of drugs and alcohol.
- Ensure household members are aware of the need for privacy and confidentiality associated with the Educator, other Educators, the Coordination Unit, the children and families who use the Service.
- Inform the families using their service of the occurrence of any significant infectious disease of any household member.
- Immediately notify the Coordination Unit if they become aware that any household member has been charged with or convicted of a child related or criminal offence.

#### **Household members need to -**

- Be equitable to the families of the children in care, treating everyone with dignity and respect;
- Respect the dignity and rights of all children in family day care and not subject children to any form of physical, verbal or emotional harm;
- Respect the confidentiality of children and their families;
- Provide an environment that recognises and operates in a safe and respectful manner.
- Not consume alcohol, cigarettes or any drugs that diminishes their physical or mental ability to behave in a professional manner when children are in care;
- Take responsibility for ensuring personal items are not accessible to children and their families;
- Ensure that the Educator is solely responsible for the children at all times. The Educator cannot delegate this responsibility to other household members (with the exception of Assist Educators).

In the event of any non-compliance related to the quality of care provided, action would be taken in compliance with the Non-Compliance Policy.

#### ROLE OF EDUCATOR'S PARTNER

The partner's view of an Educator's role and responsibilities has a considerable impact on the quality of care. The level of support by an Educator's partner is a crucial factor in the successful long term retention of the Educator with the Scheme. The Scheme recognises that there is no prescriptive model that can be used to describe the ideal roles and responsibilities for a partner. What works best for one family may not work well for another.

There are, however, common factors that an Educator and their partner should discuss in determining the role and responsibilities of the partner. These include:

- the level of involvement the partner will have with the children in care; and
- the level and type of support that they can provide to the Educator for example:
  - listening to Educators when they need to debrief about their day, whilst still maintaining confidentiality at all times;
  - providing care for their own children (if required) so that Educators can attend professional development training;
  - being professional in their dealings with children and families, the Coordination Unit and visiting Educators;
  - being accepting of different parenting practices and family dynamics.

#### **Household members residing within the home of a Service will -**

- Do everything they can to protect themselves from an allegation of abuse or misconduct.
- Recognise that by law, an investigation of any child protection allegation must occur.
- Abide by **all** the policy requirements of the Scheme, including, but not limited to:-

#### INTERACTION WITH CHILDREN

- Not injure any child attending the Service.
- Not take any verbal or physical action against a child provided with a Service at the home that may seriously humiliate, frighten or threaten the child.
- Interact in respectful ways with the children in care, their families and the Coordination Unit.
- Role model respectful and considerate interaction between household members.

#### CONFIDENTIALITY

- Not disclose any information about other Educators, families, children or visitors of which they become aware, in a manner which identifies the individual.

#### INFECTIOUS DISEASE

- Be aware that a registered Educator is bound to inform families of the occurrence of any significant infectious disease of household members.

## CHILD PROTECTION

- Be aware that a registered Educator is bound to notify the Coordinator if any household members has been charged with or convicted child related or criminal offence

## MAINTAINING SAFE AND APPROPRIATE ENVIRONMENT

- Be aware that a registered Educator and the household members are bound to observe strict health and hygiene practices, must not consume or be under the influence of alcohol or any other drug while providing care, and must maintain a smoke free environment.
- Be aware not to perform other duties that may be unsafe to the children in care or their families.
- All actions within the designated Service area of the premises must be in line with all of Schemes policies and procedures.

## NOTICE OF NEW PERSONS AT RESIDENCE

The Family Day Care Educator must notify the Coordination Unit if they will be having visitors that intend to stay for 1-2 nights or longer at their residence.

They must notify the Coordination Unit if a new person intends to live at their family day care residence or anywhere on the property and must obtain a Working with Children Check (volunteer clearance) if over the age of 18 years.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Family Day Care Australia [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)

Belonging Being and Becoming – The Early Years Learning Framework for Australia

My Time, Our Place – Framework for School Age Care in Australia

NSW Commission for Children and Young People Working with Children Check Guidelines

# EDUCATOR RECORD KEEPING

## BACKGROUND

Accurate record keeping provides a level of transparency and accountability for services, Regulatory Authorities and families; and assists in the management of the Service to ensure the safety of the children.

## POLICY

- To ensure that records are kept in line with the Education and Care Services Regulations, the Department of Health Guidelines and the Child Care Management System Guidelines.
- To assist the Coordination Unit maintain up to date information regarding the children in the care of their Educators.
- To ensure consistency and accuracy in Educators' record keeping practices.

## PROCEDURE

### CHILD/FAMILY INFORMATION

All Educators are required to keep information within their family files containing each child's family details, emergency contact names and numbers, information about any additional needs / requirements, any medical plans, medication records, accident/incident reports, permission notes for excursions and any other relevant information.

Educators are to receive completed Registration and Authorisation Forms from the Coordination Unit before a child is placed in their care and should abide by all parents' requests within it (eg. adults who may collect the child, special circumstances etc.)

### AMENDMENT AND APPROVAL OF CHANGES TO RECORDS

The Scheme will take reasonable steps to ensure that the records Educators and the Coordination Unit keep are accurate, complete, up-to-date and written in objective non-judgmental language. However, should a person discover that the information held about them is inaccurate or misleading, they are required to inform the Coordination Unit and provide accurate information regarding the changes required, and the records will be amended immediately.

### PUBLIC LIABILITY INSURANCE

An Educator must keep evidence of his/her current public liability insurance at the family day care residence or venue. This evidence of cover must be displayed on the Educator's noticeboard and made available for inspection by the Regulatory Authority or. A copy must also be provided to the Coordination Unit.

### CHILD ATTENDANCE RECORDS

Educators are required to complete Attendance Records for each of the children in their care. These are legal documents and must accurately:

- Record the Educator's name and service details

- Record the full name of each child attending the Service
- Record the date and exact time each child arrives and departs
- Be signed on the child's arrival and departure by the person who delivers or collects the child

Educators are to ensure that all attendance records are made available to parents for their signature on a daily basis.

Educators must state on the child's attendance records any absences and should provide details regarding the nature of the absence eg. sick, holiday or other.

Attendance Records must be delivered /faxed/ emailed to the Coordination Unit by each Monday following the week's care by 10:00am for processing.

All original Attendance Records are to be kept by the Coordination Unit for 7 years.

#### RECEIPTS/TAX INVOICE

Receipts must be issued to parents on handover of money; giving details of the child/ren, dates of care, including hours of care, food, travel, administration levy and gap fees. Educators are to submit to the office a duplicate copy of all parents' receipts within two weeks of the care period.

#### CURRICULUM

All Educators are required to maintain a record of the program of activities provided for the children in their care, observations, evaluations and reflections as per the Curriculum Development Policy. These are to be displayed for parents to see, and be available for Coordination Unit staff to sight when requested.

#### DEVELOPMENTAL MILESTONES

Educators are required to complete Developmental Milestones on all new children in care within their first three months and on each milestone age after that.

#### PARENT / EDUCATOR AGREEMENTS

Before a child can start in care the parent / guardian must sign a Parent / Educator Agreement outlining what days / hours their child will be attending care. The Educator will keep a copy, the parent takes a copy and a copy is provided to the Coordination Unit.

If there are any changes to this Agreement throughout the year another Parent / Educator Agreement should be completed. A new Agreement will also be entered into at the beginning of each year.

Copies of all Agreements are to be provided to the Coordination Unit within two weeks.

#### INCIDENT, INJURY, TRAUMA AND ILLNESS

If a serious Incident, Injury, Trauma or Illness occurs the Educator is required to complete the appropriate form. They must send a copy to their insurance company, retain a copy for themselves and also send a copy to the Coordination Unit who upload it through the Portal to ACECQA. The completed form should be scanned into Council's electronic filing system and the hard copy stored in the family file.

#### WHEN A CHILD FINISHES CARE

The following information is to be sent back to the Coordination Unit with all of the child's information / family files when he/she finishes care with an Educator:

- Developmental milestones;
- Observations;
- Medication forms;
- Accident/Injury/Trauma/Illness reports and related information;
- Excursion permissions;
- Before / After School Care Authorisations;
- Pet / Water play / any other Authorisations;
- Any other relevant information that has been obtained/ gathered.

#### VISITORS TO THE SERVICE

The completed Visitors sign-in sheets should be returned to the Coordination Unit at the end of each calendar year.

#### QUARTERLY EMERGENCY EVACUATION FORMS

Completed Quarterly Emergency Evacuation Forms should be sighted by a Coordination Unit staff member each quarter and stored safely/appropriately and to be accessible to the Authorised Authority upon request.

#### PRIVACY STATEMENT

The Child Registration and Authorisation Form and Parent Handbook contain a privacy statement informing families of the purpose of information held in confidence by the Scheme about them.

The Educator Registration Agreement contains a privacy statement informing Educators how the Scheme handles any personal information that is collected.

#### CONFIDENTIALITY

Staff, Educators' and children's records shall be kept up to date and in a safe and secure area. The records will remain confidential and will only be made available to those who have a lawful right to them. Information will not be disclosed to another party without written consent of the individual concerned unless it is a requirement by law. Confidentiality will be maintained when discussing matters with Educators, staff, and other agencies.

#### CONTENT OF INFORMATION HELD

The Scheme will limit the amount and type of information that is held about stakeholders. Information held by the Scheme will be for the express purpose of administering the service in adherence with legislation and regulations, for example, delivery of quality care and education, administration of Child Care Subsidy, Australian Taxation requirements, etc.

## MISUSE OF INFORMATION

Agents of the Scheme must not misuse information held by and on behalf of the Scheme. In the event that an agent of the Scheme misuses such information, disciplinary action will be taken, as appropriate, by the Coordination Unit.

## ACCESS

Families, Educators and staff have the right to know what information is held about them. Should either party seek access to their records, the Coordinator will arrange a suitable time to provide this information in accordance with Council's Access to Information Policy and in accordance with Council's Schedule of Fees and Charges. Copies of such records will be made available upon request, at a mutually agreed time.

## RETURNING INFORMATION TO THE COORDINATION UNIT

All information as outlined above must be returned to the Coordination Unit when the family or Educator ceases care. This information needs to be kept by Council until the child turns 25 years.

## COMPLIANCE WITH RELEVANT LEGISLATIVE REQUIREMENTS

The Services and Scheme will abide by all legislative requirements in relation to the storage, management and disposal of records.

## STORAGE

All records held about families, Educators and staff will be kept in such a way as to:

- prevent access by unauthorised persons;
- remain secure; and
- be archived for the specified time, according to Education and Care Services Regulations and Council requirements.

## DISPOSAL OF RECORDS

Records will be held in a locked storage area until the time they can lawfully be destroyed. The Scheme will use a security company to dispose of all archived documents in a secure manner.

## RELEVANT LEGISLATION

Privacy Act 1988 (CTH)

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

Child Care Provider Handbook (Department of Education and Training)

National Quality Standard (ACECQA)

# EDUCATOR SELECTION AND REGISTRATION

## BACKGROUND

The selection and registration of quality Educators is essential in providing a high quality child care service. Effective recruitment and induction procedures ensure the best possible applicants are attracted to and retained by the Scheme.

## POLICY

- To ensure the registration of skilled Educators through appropriate selection procedures that reflect current and best practices and are in accordance with the Education and Care Services National Regulations.
- The Policy will guide the Scheme to maintain a positive, professional, unbiased and ethical approach in the engagement and registration of Educators. The Scheme will work together with and support successful Educators to achieve all requirements to providing a successful quality service.

## PROCEDURE

### EDUCATOR SELECTION

Educators' suitability will be dependent on:

- attaining a minimum approved Certificate III Education and Care/ Children's Services qualification;
- their interest and desire to work with children,
- knowledge of early childhood development and ability to demonstrate a genuine interest in and enthusiasm for helping children grow and develop according to their individual needs;
- their ability to communicate effectively, respectfully and warmly with children and adults;
- their ability to complete requirements and maintain accountability;
- their motivation to learn and continue relevant training;
- knowledge of small business management skills, or the ability to acquire them, including being able to manage financial and record keeping requirements, tax compliance and maintenance of insurances.
- whether they are physically and mentally able to manage stressful situations and have the flexibility to respond to the changing demands of caring for children as they occur.

Prospective Educators enquiring about becoming an Educator will be given the Prospective Educators Handbook, and be directed to the NSW Family Day Care and the National Family Day Care Association websites for further information.

Applicants for the position of Educator should be at least 21 years of age (or at the Coordinator's discretion).



Prospective Educators will be offered an opportunity to meet with a Coordination Unit staff member at the home or venue they propose to operate the Service from for a Risk Assessment to be undertaken which will outline all of the safety requirements and expectations of the premises.

Prospective Educators will be required to spend time with at least four working Educators. These Educators are chosen for their experience and ability to support and guide others. The Educators will be asked to provide feedback to the Coordinator about the prospective Educator's skills, motivation and ability to engage with children.

Prospective Educators must complete an Educator Application form and provide the Coordination Unit with a minimum of two telephone referees, preferably their most recent employer and a personal or character referee. Additional character references are desirable. The Coordinator will contact a minimum of two referees asking the prescribed questions from the Prospective Educator Referee Check form and determine the source of their suitability.

Prospective Educators who have been registered as an Educator with another scheme must notify the previous scheme to inform them they will be contacted by the Mid-Western Regional Family Day Care Scheme and give permission for them to provide professional feedback about the Educator.

Prospective Educators will need to attend an interview with the Coordination Unit. Educator interviews will assess the suitability, experience, knowledge and motivation of a prospective Educator.

The Coordinator will assess the suitability of applicants in a timely manner and notify all applicants in writing as to whether or not they have been successful. Feedback to unsuccessful applications may be provided if sought.

**To assess the overall fitness of applicants the Coordinator will consider:**

- The visit to the prospective Educator's home or proposed premises;
- The Educator's interview answers;
- The feedback provided by referees.

**An application may be rejected for reasons that include, but will not be limited to the following:**

- Unsuitable or invalid professional qualifications;
- Unsatisfactory Working with Children Check of applicant or household members;
- Unsatisfactory National Police History Check of applicant;
- References unavailable or unfavourable;
- Unsatisfactory Risk Assessment of the applicant's home;
- Unsatisfactory medical report;
- Refusal by prospective Educator to comply with an obligation within Scheme and/or legislative requirements;
- Inability to demonstrate the capacity to supervise and care for the children adequately;
- Inability to demonstrate effective communication skills and interactions with children and adults;

- Limited knowledge of child development and appropriate behaviour guidance.

At any stage of the process where it emerges that the applicant cannot fulfil the selection criteria for the role of an Educator, the Coordinator can reject the application. The unsuccessful applicant will be informed in writing where their application has been declined.

**Prior to commencement successful applicants will further be required to:**

- Complete orientation training with the Scheme. Parts of training can be waived at the Coordinator's discretion for applicants with extensive and recent experience working within another Scheme or early childhood service.
- Have the medical certificate completed to ensure they are fit and proper to operate a service.
- Hold appropriate current First Aid qualifications, including CPR, Asthma and Anaphylactic management.
- Provide to the Coordination Unit NSW Employee Working with Children Check details for verification, as well as completed paperwork for a National Police History Check.
- Provide to the Coordination Unit NSW Volunteer Working with Children Check details for verification for all household members over 18 years of age. They must also complete and return a signed copy of household members' agreement.
- Obtain a Provider Digital Access (PRODA) through the Federal Department of Human Services.
- Obtain appropriate Public Liability Insurance
- If operating from a premise other than their own home, provide the Scheme with a letter of approval from landlord / premises owner or the real estate agency on behalf of the owner.
- Obtain and inform the Scheme of their ABN number
- Sign and return the bank details and authorities form
- Provide the service with a secure email address
- Provide the service with a completed fee schedule
- Educators must provide the Scheme with a copy of their current drivers' licence if the Educator will be transporting children.
- Sign and return a copy of the Registration Agreement and receive a Registration Certificate.

**PERIOD OF REGISTRATION**

Educators on commencement with the Scheme, enter into a contract for an initial period of a 3 months probationary period.

Educators will undergo Annual Reviews, and Educators will then be issued with new Agreement which will generally be for the following 12 months. It may be necessary, however, to issue a Certificate of Registration for a shorter period depending on particular conditions.

The Certificate of Registration will show the following information:

- The name of the Scheme

- The Educator's name and address
- The days and times the Educator's Service will be operating
- Name/s of any Assist Educators
- Any conditions imposed by the Coordinator

Procedures are in place to ensure the Certificate of Registration will be displayed in a prominent place and upon resignation or de-registration the Certificate of Registration will be returned to the Scheme for cancellation.

#### ANNUAL REVIEW

An Annual Review will be conducted by the Coordination Unit for all Educators once a year (generally August / September) for re-registration the following calendar year. The Annual Review process also requires educators to undergo a medical assessment with their General Practitioner and then submit the results to the Coordination Unit.

If an Educator has had concerns raised during the previous 12 months regarding any aspect of the Service provided, this will again be addressed during Annual Review.

If the Coordinator determines that further commitment to resolving the concern is required, an Educator may be put on 3 months probation. If they do not then meet the necessary improvements/ changes they may not be re-registered for the following year.

#### REGISTRATION AFTER A PERIOD OF LEAVE – MATERNITY / ILLNESS

Before an Educator can resume their Service following maternity leave or extended illness, they must have a medical certificate stating they are mentally and physically able to come back to caring for children. They must have a review Risk Assessment of their Service premises by the Coordination Unit and make sure all first aid requirements and insurances are up to date.

#### REGISTER OF FAMILY DAY CARE EDUCATORS

Approved Schemes must keep the required information about Educators on their register, as well as that of Assist Educators, and be able to send it through to appropriate authorities upon request.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# EDUCATORS LEAVE AND RESIGNATION

## BACKGROUND

As small business owners, it can be easy to allow the work to take over, leaving little room for breaks and down time, but it is important to have a work life balance. We need time to rest and recuperate so that we come back to work recharged and with a renewed energy and enthusiasm. Know your own limitations and make sure to schedule enough time to take care of yourself. Without your health and mental wellbeing, it will be much harder to see your business to success.

## POLICY

- To ensure that Educators have access to various forms of leave and to ensure that appropriate relief arrangements are made for parents and their children.

## PROCEDURE

### MATERNITY LEAVE

Educators will be encouraged to cease work up to six weeks before their due date, subject to their health or at the Coordinator's discretion.

Educators will be encouraged to take a minimum of 8 weeks leave after the birth of their child.

When an Educator wishes to recommence care after the birth of a child, a medical certificate from a General Practitioner stating they are ready to return to caring for children is required.

### ANNUAL LEAVE

Educators will be encouraged to take four weeks annual leave during the year.

Educators are self-employed and are able to take leave at any time during the year.

Within the Duty of Care of the Coordination Unit, or at the Coordinator's discretion, an Educator may be strongly encouraged to take some leave.

### SICK LEAVE

If an Educator becomes ill, they should notify their families immediately that they will be unable to care for a day / a week. The families can contact the Coordination Unit who will try to arrange alternative care for their children. If an Educator is away for an extended period due to ill health or an operation, a medical certificate from a General Practitioner stating they are able to return to work caring for children is required.

### EMERGENCY LEAVE

Emergency Leave may be organised through the Coordination Unit at short notice.

## PROCESS TO FOLLOW WHEN TAKING LEAVE

For all types of leave (other than emergency or sudden illness leave), Educators are required to complete a leave form giving at least 2 weeks' notice to the Coordination Unit and written notice to their families, in order for alternative arrangements to be made for the children in their care.

All arrangements for care of children when their Educator is on leave must be done in conjunction with the Coordination Unit. Unfortunately, all families may not receive care as positions may be limited with other Educators.

#### RECOMMENCEMENT AFTER LEAVE

Before recommencing care after an extended period of leave, Educators must notify the Coordination Unit of their intended starting date.

A risk assessment of the Service will be completed by the Coordination Unit and any safety or training requirements completed before the Educator can recommence.

The Educator must ensure that their first aid certificates and public liability insurance are current.

#### RESIGNATION

Educators should provide the Coordination Unit and all families with at least one month's written notice of their resignation as an Educator with the Scheme.

Annual leave will not be accepted as a part of the one month notice period.

If all families have found alternate care before the month is completed, the Educator may be able to finish early. The Educator may also finish earlier at the Coordinator's discretion.

If families find alternate care before the Educator one month notice period expires, they are able to leave without the two week notice period usually required of families.

As part of the Educators legal responsibility, they are required to return to the Coordination Unit all family information, all original receipts and original attendance records, registration certificates, quarterly checklists, visitors sign in sheets and all toy, equipment and other resources borrowed from the Scheme.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCES

National Quality Standards (ACECQA)

# EMERGENCY AND EVACUATION

## BACKGROUND

The aim of emergency planning is to ensure that the safety of Educators and children are maintained, as far as possible, during an emergency or a disaster. Planning for emergencies provides a sense of predictability about how the Scheme and Services will respond if they occur.

Emergency may refer to all situations or events posing an imminent or severe risk to those present in an education and care service premises. For example, an emergency could include a fire, flood, snake or situation that requires a service to be locked down (eg: stranger danger). An emergency situation may not actually occur within the Educator's service but an adjoining property/service.

## POLICY

- To ensure that an evacuation procedure is devised with each Educator and followed in accordance with the 2011 Education and Care Services Regulations.
- To ensure that the Educator and all of the children in their care are quickly and safely evacuated or locked down and protected from any immediate danger.

## PROCEDURE

The Educator must conduct a Service Risk Assessment prior to operating, that identifies any potential hazards or emergencies relevant to their Service.

If the emergency situation results in an inability to return to the premises, the Educator must have a contingency plan to act upon.

The Educator must have instructions for what must be done in an emergency and an emergency and evacuation floor plan displayed in a prominent position near each exit at their Service premises, clearly showing areas designated to their Service, and where the fire extinguisher, fire blanket and first aid kit are kept.

Educators must ensure all fire protection equipment is tested annually, kept in proper working order and is easily recognisable and accessible.

Educators must conduct emergency evacuation drills every three months and ensure that all of the children in their care complete a drill each quarter.

The drills must be documented. Documenting the drill allows the Educator to reflect on the procedures and determine necessary adjustments. Records must show who has been involved in the emergency drills, and can assist in ensuring that every child participates regularly. Drills should take place at various times of the day and week, be various scenarios and enter / leave through different access doors.

Services that provide care for children of school age should plan drills to cover before and after school sessions, and vacation care.

It would be best practice to inform parents / guardians that an emergency drill has occurred during the day, so they can speak further about it with their children. It should be documented on the program.

Educators should have an evacuation pack which would include basic first aid kit, children's necessities including nappies, water, toys, blankets, torch and parent contact numbers.

The Coordination Unit staff will conduct quarterly play session evacuation drills. They will also contact Educators once each quarter to state a spontaneous emergency drill.

**If an Educator DOES have an emergency evacuation or lock down they should**

- contact appropriate authorities by calling 000
- contact the Coordination Unit, who will go to assist and contact parent / guardians to collect children if required

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Kidsafe [www.kidsafe.com.au](http://www.kidsafe.com.au)

# ENROLMENT AND ORIENTATION

## BACKGROUND

The most successful placements of children into family day care are when there is a match between the needs of the child, family expectations and the Educator's ability and willingness to meet the individual needs of the child. It is the role of the Coordination Unit to implement systems and practices that allow for placements to occur in a fair and ethical manner. It is also important that placements are made as quickly as possible to ensure Educators are given every opportunity to fill a vacancy and for families to find suitable childcare.

## POLICY

- To ensure the Coordination Unit manages children's enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements.
- To ensure the Scheme places children into care, in accordance with the Child Care Provider Handbook, in a fair and equitable manner to all families.
- Educators ensure that all children in the homes of Educators, including the Educator's own children, are registered with the Scheme.
- Educators will provide children and families with an orientation process for their individual service.

## PROCEDURE

Families seeking education and care should contact the Coordination Unit to arrange registering the child with the Scheme.

Priority of access — prioritising vacancies

As vacancies in a Service arise, Schemes are asked to consider prioritising children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

This reflects the Australian Government's intention to help families who are most in need, and support the safety and wellbeing of children at risk in accordance with the Framework for Protecting Australia's Children 2009–2020.

## WAITING LIST / CHOOSING AN EDUCATOR

Family details are entered onto the Scheme waiting list in date order. Families are advised that for their name to remain on the Scheme waiting list they are required to regularly contact the Coordination Unit to confirm their continuing need for care and to ensure that their details are up to date. The waiting list is reviewed and updated on a regular basis.

Coordination Unit staff aim to facilitate placements within a Service by matching care requirements such as age and number of children, hours of care, starting dates and location, with Educator



vacancies. Where possible, families will be referred to more than one Educator, who may be able to meet their childcare requirements, to enable choice of Educators.

Families are contacted as Educator vacancies become available that may suit families' requirements.

Families are advised that an Educator's vacancy is available to a few families to provide choice for the families and the Educator, and request families make contact with the Educator within 24 hours.

Parents are advised to telephone the Educators and arrange an interview with them. They are also requested to advise the Coordination Unit of their decision. If the Educators recommended are found not to be suitable by the parent, they are asked to contact the Coordination Unit for further recommendations/ Educators if available. Families are able to remain on the waiting list if they choose.

Choosing an Educator with whom parents and children feel comfortable is most important. Parents have the right and responsibility to determine that the Educator shares similar values and can meet the needs of their child. The Educator has the responsibility and the right to decide whether the child's needs and the parents' expectations could be met through the placement. Parents and Educators are under no obligation to accept or continue if the placement is deemed to be not meeting the best interests of the child.

The parent and Educator shall meet in the Educator's Service for the initial interview to discuss all the aspects of the potential placement. The child's needs and the expectations and needs of parents and the Educator should be openly discussed. Once an Educator has been selected, another interview may be arranged for the parent and Educator to discuss full details of the care.

The Coordination Unit should also be notified about the parent's choice of Educator.

## REGISTRATION

The registration of new families should take place where practicable at the Coordination Unit Office prior to the child commencing their placement. It is the responsibility of the Educator and the Scheme to ensure that the Educator has the relevant family information documented on the child Registration Authorisation.

A one-off fee will be charged to families registering their child or children with the Scheme for the first time. It is the responsibility of the parents to inform both the Educator and the Scheme if any information on the child registration form changes.

Parents will be provided with relevant information regarding policies and procedures, fees and Child Care Subsidy. Parents will be notified of their responsibilities regarding Child Care Subsidy and that full fees will apply until we are able to formally enrol the child and access their Child Care Subsidy through software linked to the Department of Human Services.

Parents will be given a Parent Handbook outlining the operational procedures of the Scheme, the Early Childhood Australia Code of Ethics, Scheme philosophy, approaches to the Early Years Learning Framework, information on the National Quality Standard, advice on how to choose an Educator, advice on how to start their child in care, an overview of Policies and Procedures and how to provide feedback.

When an Educator is chosen it is recommended for the parent and child to visit with the Educator before the child commences care to assist in orientation for the child and family. Families are also encouraged to complete an Educator Information Sheet and give to that Educator.

## BIRTH CERTIFICATE

A family is required to supply the child's birth certificate to be copied at Registration. If they do not have one they need to order one online and bring a copy of the receipt.

## IMMUNISATION

Changes to the NSW Public Health Act (Part 5, Division 4, Sections 85-88) and NSW Public Health Regulation (Part 7, Division 2, Sections 42-44A) came into force to improve the timeliness of vaccine coverage in children, and help prevent outbreaks of serious vaccine-preventable diseases.

Child care facilities must, therefore, have documented evidence that children are up to date with their vaccinations.

The Mid-Western Regional Family Day Care Scheme **will not enrol a child unless they have immunisation history statements proving that they are fully immunised.**

It is the responsibility of families to provide updated immunisation history statements to their Educators or the Coordination Unit when requested.

## EMERGENCY CARE

A request for immediate care may arise through an emergency, eg. hospitalisation or illness of parent or where a child is identified as being at risk. The Coordination Unit will ensure adequate information regarding the family and child is provided to the Educator prior to placement.

The full enrolment procedure will be carried out at the first opportunity. Acceptance of an emergency care arrangement does not constitute obligation for the Educator or family to accept on-going placement.

A discussion with the family about payment of fees should take place before the care has been provided.

## EDUCATORS

Educators are required to regularly keep the Coordination Unit up to date with their current vacancies and any changes to a family's details, such as contact telephone numbers.

Although in most instances, it is at the Educator's discretion as to which families / children they take into their service, it is expected that all Educators will maintain a professional outlook at all times when interviewing potential families / children.

Educators are required to contact the Coordination Unit to check families on the waiting list, if contacted directly by a family requiring care before offering the position to the family.

Educators may offer care for two children under the age of two years, however they must contact the Coordination Unit prior to considering the placement of a third child under the age of two.

Educators must obtain a copy of the Registration and Authorisation Form and complete a Parent/ Educator Agreement before the child commences care with their service.

Educators will develop an orientation process for families and children when they first enter their individual service.

## FAMILIES

Families are required to register with the Coordination Unit if requiring care. They are asked to maintain regular contact whilst on the waiting list to ensure their details are current and correct.

When offered a position with an Educator, they are asked to contact the Educators within 24 hours after referral.

Families need to advise the Coordination Unit promptly of their decision for placement after meeting with an Educator. They are then asked to come and register their child by completing a Registration and Authorisation Form.

## TERMINATING CARE

Parents have the right to finish care with an Educator if they no longer require it. However, a notice period is required to minimise the impact on the Educator's service and allow the Coordination Unit to fill the vacancy.

When terminating permanent care arrangements, two weeks' written notice is required. If the child does not attend during the notice period, i.e. they are absent, then full fees (without Child Care Subsidy) will be charged as Child Care Subsidy cannot be claimed when care finishes on an absence.

An Educator also has the right to ask a family to finish up care with their service. Two weeks' written notice is also required.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Children and Young Persons (Care and Protection) 1998 (NSW)

Disability Discrimination Act 1992 (CTH)

## KEY RESOURCES

National Quality Standard (ACECQA)

Kidsafe [www.kidsafe.com.au](http://www.kidsafe.com.au)

Child Care Provider Handbook (Department of Education and Training)

# ETHICAL CONDUCT

## BACKGROUND

The Scheme has adopted the Code of Ethics, developed by Early Childhood Australia ('the Code'). It provides a framework for reflection about the ethical responsibilities of early childhood professionals and underpins the core values, beliefs and practices within the Scheme. The Code outlines the ethical responsibilities of the Coordination Unit, Educators and families to identify and address bias, injustice and unethical practices.

The Code is central to the philosophy of the Scheme and the daily practices of its members. As well, the Coordination Unit staff are employed and operate under the equal opportunity policies and values of the Mid-Western Regional Council.

## POLICY

- To ensure the Scheme operates in an ethical manner at all times and uses the Early Childhood Australia (ECA) Code of Ethics to appropriately resolve any ethical dilemmas.
- The Code underpins the core values, beliefs and practices of the Scheme.

## PROCEDURE

### **Mid-Western Regional Council will -**

Ensure that policies and practices are developed in line with the current Education and Care Services National Law, Education and Care Services National Regulations, the National Quality Standards and any other legislation or guidelines.

Ensure stakeholders are consulted in matters of policy development.

Ensure changes within the Scheme are explained to Educators, families and Coordination Unit staff prior to implementation.

Ensure professional development is available to Coordination Unit staff from time to time.

### **Coordination Unit Staff will -**

Abide by the Code.

Develop their understanding of their obligations in following the Code.

Regularly reflect upon their own practices in line with the Code and relevant legislation.

Policies and procedures of the Scheme will be developed and maintained under the guidance of the Code and equal opportunity legislation.

A copy of the Code pamphlet will be available to all families and stakeholders of the Scheme.

Provide resources for Educators to develop and maintain their knowledge of the Code. Initial training of Educators will include familiarisation with the Code and the values and responsibilities of their service in regards to this.

Any other household members living at the home of an Educator are provided with a 'Fact Sheet for Household Members' in relation to their responsibilities within the Service and their ethical responsibilities.

Provide information to families on the Ethical Conduct Policy and the Code.

Abide by Mid-Western Regional Council Code of Conduct and any other relevant policy.

**Educators will:**

Abide by the Code.

Develop their understanding of their obligations in following the Code.

Be professional and ethical in the operation of all aspects of their Service.

**Families are encouraged to:**

Families will be made aware of the Code at enrolment. They will be provided with a copy in the Parent Handbook and informed they can view a copy of the Code by either visiting the Early Childhood Australia website at [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) or a hardcopy can be found in the Scheme Policies and Procedures located at each Service

Abide by the Ethical Conduct Policy.

Support the Educator to comply with the Code.

## RELEVANT LEGISLATION

Anti-discrimination Act 1977 (NSW)

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Privacy and Personal Information Protection Act 1998 (NSW)

Government Information (Public Access) Act 2009 (NSW)

Freedom of Information Amendment (Reform) Act 2010 (CTH)

Ombudsman Act 1974 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

Ethics in action: introducing the ethical response cycle. Newman & Pollnitz 2002

## APPENDIX 1 EARLY CHILDHOOD AUSTRALIA INC. CODE OF ETHICS 2016

The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

**I. In relation to children, I will:**

- Act in the best interest of all children.
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning.
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences.
- Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing.
- Ensure childhood is a time for being in the here and now and not solely about the preparation for the future.
- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity.
- Value the relationship between children and their families and enhance these relationships through my practice.
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language culture or national origin.
- Negotiate children's participation in children's research, by taking into account their safety, privacy, levels of fatigue and interest.
- Respect children as capable learners by including their perspectives in teaching, learning and assessment.
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

**II. In relation to the profession, I will:**

- Base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work.
- Take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society.
- Engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession.
- Work within the scope of my professional role and avoid misinterpretation of my professional competence and qualifications.
- Encourage qualities and practices of ethical leadership within the profession.

- Model quality practice and provide constructive feedback and assessment for students as aspiring professionals.
- Mentor new graduates by supporting their induction into the profession.
- Advocate for my profession and the provision of quality education and care.

### **III. In relation to families, I will:**

- Support families as children's first and most important teacher and respect their right to make decisions about their children.
- Listen and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing.
- Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging.
- Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems.
- Respect families' right to privacy and maintain confidentiality.

### **IV. In relation to colleagues, I will:**

- Encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviour.
- Build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty.
- Acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills.
- Use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions.
- Implement strategies that support and mentor colleagues to make positive contributions to the profession.
- Maintain ethical relationships in my online transactions.

### **V. In relation to community and society, I will:**

- Learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing.
- Collaborate with people, services and agencies to develop shared understanding and actions that support children and families.
- Use research and practice-based evidence to advocate for a society where all children have access to quality education and care.
- Promote the value of children's contributions as citizens to the development of strong communities

- Work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children.
- Advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

Early Childhood Australia

[www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)



# EXCURSION POLICY

## BACKGROUND

Excursions provide valuable teaching and learning opportunities to the children in care; extending the range of experiences children have and broadening children's involvement within the community.

## POLICY

- All reasonable care must be taken to ensure the safety of the children in care while out of the Service approved residence or venue.
- The Scheme is committed to complying with the requirements of legislation to ensure excursions are conducted in a safe manner.
- To ensure there are procedures in place so that families know where, when and what excursions their children are participating in and that Educators use the correct paperwork for excursions.

## PROCEDURE

Routine and non-routine excursions occur when the children are taken outside the premises of a licensed residence or venue.

### ROUTINE EXCURSIONS

A risk assessment for each routine excursion will be forwarded to the Coordination Unit prior to the excursions taking place. An excursion reply form must be obtained from the Coordination Unit before the excursion is conducted via email or verbally.

The risk assessment must be sighted by the parents before they sign the routine excursion form. Routine excursions may be conducted on a regular basis. Educators may take children out of their residence or venue to the library, the park, a play group or visiting another Educator.

Educators will document their routine outings / excursions they have during the week / fortnight / month individually on the routine excursion form.

All routine excursion permission forms will include the required information as set out in Regulation 102.

Parents are to sign their consent for these excursions with the Educator before the excursion takes place. It is a parent's right to make any decision regarding their own child, should a parent not wish for their child to attend an excursion.

Written permission for Routine Excursions is valid for the time specified on the Excursion Reply form, unless changes occur to the excursion format or route taken. If this occurs the Coordination Unit must be notified and the changes noted on the daily program to inform parents. Routine excursion Risk Assessments must be reassessed at least annually.

Educators will inform parents at the beginning and / or end of each day as to what routine excursion they participated in that day. Parents should be aware of where their children are and be able to contact/access them at all times.

Educators must inform the Coordination Unit if they are going out of their residence or venue on a routine excursion. During Educators' hours of business, the Coordination Unit must be aware of where all Educators are at all times.

#### NON-ROUTINE EXCURSIONS

Non-routine excursions are outings that occur only from time to time, like a trip to the post office.

While routine and non-routine excursions may provide valuable experiences for the children, Educators and the Coordination Unit must be mindful of the additional risks that may be present and the need to keep children safe from hazards and harm at all times.

For any non-routine excursions, Educators must complete a risk assessment form for the proposed excursion and send it through to the Coordination Unit at least one week prior to the excursion.

An excursion reply form must be obtained from the Coordination Unit before the excursion is conducted either through email or verbally.

Educators must then obtain written permission from the parents before the non-routine excursion takes place. Parents must be shown the risk assessment for the non-routine excursion prior to signing the form.

#### AUTHORISATIONS

Authorisation must be given by a parent or other person named in the child's registration and authorisation as having authority to authorise the taking of the child outside the residence or venue by an Educator, and must state the information set out in Regulation 102.

All authorisations for excursions are to be kept in the family's files and returned to the Coordination Unit when that family ceases care.

#### RISK ASSESSMENTS

Educators must complete a risk assessment of the excursion which outlines —

- the proposed route and destination for the excursion;
- any water hazards;
- any risks associated with water-based activities or other risks identified;
- the transport to and from the proposed destination for the excursion;
- the number of adults and children involved in the excursion;
- given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required; and
- the proposed activities;
- the proposed date, time and duration of the excursion; and
- the items that should be taken on the excursion.

Educators must visit the proposed venue prior to the excursion to assess the risks associated with the venue before completing the risk assessment.

Educators must check the location on arrival to the venue for safety hazards and reassess whether or not to go ahead with their excursion.

#### ALL EXCURSIONS

Educators must take a First Aid kit, their mobile phone, children's emergency contact details, hats, sunscreen, food water and any medications required by the children in care with them on all excursions.

Children's emergency contact details should be entered into the Educator's mobile telephone, as well as a hardcopy of the details taken with them when they leave their secure environment.

Educators must choose a safe place for children to play when on excursions. Playgrounds will ideally be fenced, away from water and traffic hazards, and the play equipment should be safe and age appropriate. There should be appropriate shading. There should ideally be access to toilets and running water.

Educators should prevent children from playing with or going near dogs and other animals.

Educators should not leave children unattended or with any other person other than an Assist/Relief Educator or member of the Coordination Unit staff for any reason.

#### BUS/TRAIN SAFETY

Educators will exercise extreme caution when entering and exiting a bus/train with children.

Educators should be the last onto the bus/train and the first to exit.

Children should be seated at all times when the bus/train is in motion, and seated in seats in close proximity to the Educator.

#### PEDESTRIAN SAFETY

- The NSW Roads and Maritime Services recommend when walking with children up to age 10 years of age in traffic environment (eg. roads, pedestrian crossings, bicycle tracks, footpaths, driveways, and car parks), all children should hold an adult's hand. If an adult's hand is not available, children should hold onto a pram, stroller, wheelchair, bag, or clothing, and should be kept in sight of an adult (ie. not walking behind the adult). The Coordination Unit recommends wrist bands for younger children that can be attached to the pram or Educator's hand.
- Educators must promote awareness in children of road safety by using walking commentary about all things being done to keep safe while on excursions and when out walking.
- Educators must ensure children are supervised at all times and be alert to children's whereabouts, activities and safety at all times.
- Educators must never leave children standing alone by the side of the road or pedestrian crossings.
- Educators must always be aware of reversing cars and traffic in car parks and driveways.
- The Coordination Unit strongly recommends crossing roads at pedestrian crossings wherever possible.

TRAVEL IN CARS – see Vehicle Safety Policy.

EXCURSION NEAR WATER – see Water Safety Policy.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Kidsafe: the Child Accident Prevention Foundation of Australia [www.kidsafe.org.au](http://www.kidsafe.org.au)

Kids and Traffic [www.kidsandtraffic.mq.edu.au](http://www.kidsandtraffic.mq.edu.au)

Belonging, Being, Becoming: The Early Years Learning Framework for Australia

My Time, Our Place: Framework for School Age Care in Australia

# FEES AND CHARGES

## BACKGROUND

Educators are self-employed business operators who set their own fees within the Scheme's parameters for their individual Service. Educators must operate their business in an accountable manner which is transparent to all stakeholders.

It is a legal requirement of accepting Child Care Subsidy payments, that the Scheme, Educators and families abide by the guidelines set out in the Australian Government's Child Care Provider Handbook.

## POLICY

- To ensure the Scheme, Educators and families meet all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the Service, in line with the Australian Government's Child Care Management System and the Child Care Provider Handbook.
- Mid-Western Regional Family Day Care will set the Parent Administration Fee and Educator Levy (and any other fees or charges prescribed from time to time) each financial year based on the annual budget to ensure the required income will be generated to run the service efficiently to meet legislative requirements. This will involve the Mid-Western Regional Council Finance team.

## PROCEDURE

### **The Coordination Unit will -**

- Keep all stakeholders informed during this fee setting process.
- Explain to families that individual Educators set their own fees for the service they provide, within a parameter that is set by the Coordination Unit.
- The Scheme charges a parents administration levy to assist in covering operational costs. This is a compulsory charge that must be included on an Educator's Fee Schedule that is given to parents.
- Abide by the Competition and Consumer Act 2010 in offering Educators the opportunity to set their own fees within the parameters outlined by the Scheme.
- Provide information to Educators when they are developing their individual service fee schedule. The Coordination Unit cannot, however, enter into discussions with Educators or families on matters relating to the value of an individual Service compared to other Services.
- Ensure Educators understand their legal responsibilities regarding the information they collect on attendance records.
- Process the children's attendance records each week and submit them to the Departments of Human Services and Education via the third party software to have families' entitlements assessed.

- Ensure families' Child Care Entitlement is passed onto the Educators through the Scheme. Third party software generates Payment Advices which are then sent out to the Educators and they are to collect from the family, the money owing to them (co-contribution).
- Require Educators to take responsibility for bad debts incurred through their individual Service.
- Require outstanding fees due to an Educator be paid before the family can be placed with another Educator.
- Issue a statement to parents every two weeks via email that outlines what care they have received over the past quarter, the fees they were charged and what Child Care Subsidy they received. This statement is generated with data from within the third party software. Educators and parents must be aware that any changes to a parent's Child Care Entitlements must be dealt with by the parents and Centrelink. If for some reason a family's Child Care Entitlement is cancelled, they are to pay full fee to the Educator until the issue is resolved.
- The Coordinator will take disciplinary action if an Educator does not pay a parent back money owed from a Child Care Entitlement backdate.

**Educators will -**

- Abide by the guidelines set out in the Australian Government's Child Care Provider Handbook.
- Obtain and submit a Provider Digital Access (PRODA) Registration Authority number prior to their commencement with the Scheme in order for the Service to verify their identity, this is a part of the secure Child Care Subsidy System. Educators will be linked to the Coordination Unit through the Provider Entry Point (PEP) as well as within the third party provider software.
- Take personal responsibility in relation to the obligations set by their fee schedules.
- Be encouraged to discuss any changes to their fee schedule with the Coordination Unit before they publicise it to the parents.
- Give one full months' notice (minimum of four full weeks) in writing to the Coordination Unit and all parents before any changes on their fee schedule can come into effect. The Coordination Unit recommend that Educators obtain parents' written acknowledgement of any changes/ increases about to occur in their fee schedule, including any service fees in all fee schedules.
- Be aware that any changes to a parent's Child Care Entitlements must be dealt with by the parents and Centrelink. The Coordination Unit is not able to alter/update the Child Care Subsidy amount charged each week. If for any reason a parent's Child Care Entitlement is cancelled, they are to pay full fee to the Educator until the issue is resolved.
- Be encouraged to receive a bond from a family on enrolment. If this is done, it should be receipted separately and is a business arrangement between the Educator and the family. Information should be provided in writing to the family. The bond can either be in credit to pay the last few weeks of a child's care or is paid in full by the Educator to the parent once care has ceased all fees are paid up-to-date.
- An Educator needs to give a family two week's written notice of any changes to their days of care or cessation of that family's care.
- Adopt standard hours as 8.00 am to 6.00 pm Monday to Friday. Any care provided outside standard hours or on Public Holidays will be classified as non-standard hours of care. Educators are not permitted to individually alter the standard hours of care that they charge families.

- Ensure individual fees are compliant with the Australian Government's Child Care Management System and the Child Care Provider Handbook, Scheme policies and software before implementing with families.
- Ensure individual fee schedules are given to families at the initial interview and when any changes have occurred
- Charge all families the same fee for the same service, according to their individual fee schedule.
- Fees charged to a family are in line with the Parent/Educator Agreement (Complying Written Arrangement) they have with that relevant family.
- Issue a receipt for all monies received from the families, including any Child Care Subsidy entitlements and administration levy. A copy is to be forwarded to the Coordination Unit in a timely manner.
- Not discuss nor agree to set fees in collusion with other Educators (Competition and Consumer Act 2010).
- Only provide care for children who are registered with the Scheme.
- Pay for any fees incurred when keeping current their Public Liability Insurance, Working with Children Check, National Police History Check, Child Protection and First Aid Certificates.

#### EDUCATOR CHARGES

- Educators will be charged a weekly Educator Levy which contributes to the costs of running the Coordination Unit. The Educator Levy is charged per week regardless of how many days an Educator worked during that week. An Educator will not be charged an Educator Levy for any weeks that Educator does not work.
- Any external fee or disbursement incurred on an Educator's behalf will be passed on eg. National Police History Check, Fire Equipment Checks.

#### PARENTS

- Parents are responsible for ensuring that they have successfully completed all eligibility requirements associated with Centrelink's Activity Test. A child cannot start in care until a family has received their eligibility assessment for the Child Care Subsidy.
- Parents are to complete a Parent Educator Agreement (Complying Written Arrangement) with their Educator prior to the commencement of care, at the start of every calendar year and at any other time their circumstances change.
- Once the Coordination Unit submits the Complying Written Arrangement through the third party software provider, it is the parent's responsibility to confirm this within their MyGov account to ensure that any entitlements are passed onto the Educator.
- Parents are encouraged to take responsibility in relation to the obligations set within the Educator's fee schedule that they receive when starting care with that Educator, and in line with the Parent Educator Agreement (Complying Written Arrangement) they sign.
- Parents must be aware that any changes to their Child Care Subsidy must be dealt with by the parents and Centrelink. The Coordination Unit is not able to alter / update the Child Care Subsidy

amount charged each week. If for some reason a parent's Child Care Subsidy is cancelled, they are to pay full fee to the Educator until the issue is resolved.

- A parent must give the Educator two week's written notice of any changes to their days/times of care or their intention to cease care. Any changes to days/times of care should be reflected in a new Parent Educator Agreement (Complying Written Arrangement).
- Ensure all of their children being provided with care are registered with the Scheme.
- Pay fees regularly to the Educator at the time agreed with the Educator.
- Non Payment of Fees is communicated to Centrelink/Department of Education and Training.

### THIRD PARTY PAYMENTS

If a child's fees are to be paid by a third party (such as by Barnardos, The Benevolent Society, Samaritans, or Family and Community Services), the Coordination Unit/Educator must insure that all formalities have been covered before the child starts. For example, that the Educator has been formally set up in the third party system so payments are transferred smoothly and not delayed as per the Enrolment and Orientation Policy (Emergency Care).

### PARENT CHARGES

Parents are charged an Administration Levy per hour per child, as part of their full weekly fee.

The Administration Levy charged by the Coordination Unit is recorded on the Educator's weekly payment advices and Educators will note it separately on their receipts to parents.

Where a child is absent from care, the administration levy is still payable for that time. When an Educator's Service is closed, the Administration Levy is not charged.

### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Competition and Consumer Act 2010 (CTH)

### KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Family Day Care Australia [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)



# FIRST AID

## BACKGROUND

Providing a safe environment and responding to accidents and injuries in a timely and professional manner are essential responsibilities of an Educator operating a Service.

Even with careful supervision, children frequently sustain scrapes, bruises, cuts, bites and falls in the normal course of their day. Minor accidents and unintentional childhood injuries are not unusual in a child care setting.

Children with health conditions such as allergies, asthma, diabetes or seizure disorders may require immediate attention/special consideration. The Educator should know how to recognise and respond to these individual emergency conditions.

## POLICY

- This Policy will assist in maintaining the health and wellbeing of all children in care.

## PROCEDURE

### FIRST AID QUALIFICATION REQUIREMENTS

In line with the Education and Care Services National Regulations 2018 (NSW), it is a requirement that all Educators (including Assist and Relief Educators) and Coordination Unit staff hold a current approved first aid qualification and training in asthma and anaphylaxis management.

Educators will not be allowed to operate their business without evidence of a current first aid certificate being provided to the Coordination Unit.

Educators who do not meet the requirements for professional development annually may be removed from the Register of Approved Educators at the discretion of the Scheme's Nominated Supervisor.

Approved courses can be found on the Australian Children's Education and Care Quality Authority (ACECQA) website [www.cecqa.gov.au](http://www.cecqa.gov.au)

### FIRST AID KITS

An Educator must provide a suitable first aid kit at the Service or venue that is easily recognisable and readily accessible to adults.

First aid kits should also be taken when leaving the Service residence or venue for excursions, routine outings or emergency evacuations.

First aid kit suppliers might advise about the contents of first aid kits. Kits should be checked regularly to ensure they are fully stocked and no products have expired. A quarterly checklist is to be completed and signed off by the Coordination Unit.

If an incident, injury, trauma or illness does occur, the Educator is to deal with the situation as per the Incident, Injury, Trauma or Illness Policy.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Disability Discrimination Act 1992 (CTH)

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Kidsafe [www.kidsafe.com.au](http://www.kidsafe.com.au)

# FOOD HANDLING

## BACKGROUND

Food handling and safety is very important in early childhood services. Young children are often more susceptible to the effects of foodborne illness than other members of the community. Foodborne illness can be caused by bacteria, parasites, viruses, chemicals or foreign objects that are present in food. Safe food practices can also assist in reducing the risk of allergic reactions by preventing cross-contamination of food provided.

## POLICY

- To reflect the Australian Food Safety Standards in relation to safe food handling, preparation and storage within an early childhood care service, which will help to reduce the risk of potential food borne illnesses in children.

## PROCEDURE

Educators will have a basic knowledge of food handling from their early childhood qualification. If they are to provide a cooked lunch to the children in their care, they are to obtain a food handling qualification that is recognised by a relevant health authority.

### **To ensure safe handling of food, the following practices are recommended -**

- Have facilities that include a stove and/or microwave oven, sink, refrigerator, hot water supply and suitable waste disposal.
- Ensure all food or bottle preparation and storage areas are separate from toileting/ nappy change areas.
- Refrigerate children's food as soon as possible after the child arrives until needed.
- Food should be refrigerated at a temperature of less than 5 degrees Celsius.
- Food should be reheated to 70 degrees Celsius then allowed to cool for 2 minutes before serving.
- The danger zone for food is 5-60 degrees Celsius.
- Be aware of and accommodate the special needs of culturally and linguistically diverse families in relation to their special rules for storing, preparing and serving food.
- Ensure children with special dietary needs eat only the foods that they are allowed.
- Educators and children are to wash their hands (following the Hand Washing Procedure) before handling food, eating meals, fruit and snacks and after disposing of any food waste.
- When transporting food (play sessions, excursions etc), educators will use an insulated cooler bag with frozen drinks or 'ice bricks'.
- There is no need to wear gloves when preparing food if your hands are clean and dry.

- Educators are to supervise children while they are eating and discourage direct sharing of food between children. Children will be seated in appropriate seating for their age and developmental needs when eating.
- Use separate wash cloths for floor, dishes, benches, play areas etc.
- Keep all kitchen surfaces and utensils clean and ensure regular cleaning routines for all food preparation.
- Throw out all leftovers. Tell parents what food their child left, but do not return leftover food to the parent (unless these are sealed snacks).

#### **For babies -**

Use only sterilised bottles and teat assemblies to store expressed breast milk and made-up formula.

Refrigerate all made-up formula at the back of the fridge at a temperature of 4 degrees Celsius or less for no longer than 24 hours.

Refrigerate breast milk at the back of the fridge at a temperature of 4 degrees Celsius for 3-4 days. Expressed breast milk can be frozen for up to 3 months.

Warm bottles using bottle warmer or hot (not boiling) water in a container for no more than 15 minutes.

#### **Do not warm bottles in the microwave.**

Warm bottles only once. Never reheat or re-refrigerate bottles that have already been warmed up once. Throw out any milk that is left over, rinse bottle.

Babies should not be left in a cot or any other place unsupervised with a bottle.

### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Food Act 2003 (NSW)

Food Standards Australian New Zealand Act 1991 (CTH)

### KEY RESOURCES

National Quality Standard (ACECQA)

Staying Healthy in Childcare NHMRC [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

# GOVERNANCE AND MANAGEMENT OF THE SERVICE

## BACKGROUND

Governance is the system or process by which organisations are directed, controlled and held accountable to ensure that the right decisions are made. Under the National Law and National Regulations, early childhood services are required to have policies and procedures in place relating to the governance and management of the service, including confidentiality of records.

The Scheme recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. Good governance and management is essential to the provision of quality education and care in a responsible manner.

## POLICY

- Educators are self-employed childcare providers, operating their business under the approved provider, the Mid-Western Regional Council. Roles within the Coordination Unit need to be defined within the requirements of Mid-Western Regional Council, the Education and Care Services National Law and Regulations, the National Quality Standards and the Australian Government's Child Care Provider Handbook.

Council and the Scheme are committed to ensuring that there are appropriate systems and processes in place to enable:

- Good governance and management of the organisation
- Accountability to stakeholders
- Compliance with all regulatory and legislative requirements placed on the organisation
- The organisation to remain solvent and comply with all its financial obligations.

## PROCEDURE

### LICENSING

The NSW Department of Education and Training is responsible for regulating the Scheme. The Scheme operates under the Education and Care Services National Law and the Education and Care Services National Regulations. The Scheme must also adhere to the National Quality Standard.

### CONFIDENTIALITY

All staff who gain access to confidential, commercially-sensitive and other information of a similar nature, whether in the course of their work or otherwise, shall not disclose that information to anyone unless the disclosure of such information is required by law (refer to Privacy and Confidentiality Policy).

### ETHICAL PRACTICE

The following principles will provide the ethical framework to guide the delivery of Services at the Scheme -

- Treating colleagues, parents/guardians, children, suppliers, the general public and other stakeholders respectfully and professionally at all times
- Dealing courteously with those who hold differing positions
- Respecting cultural differences and diversity within the Services, and making every effort to encourage and include all children and families in the community
- Having an open and transparent relationship with government, supporters and other funding bodies
- Being open and transparent in making decisions and undertaking activities, and if that is not possible, explaining why.

MID-WESTERN REGIONAL COUNCIL (AS APPROVED PROVIDER)

- administer the Scheme,
- employ fit and proper staff to run the Coordination Unit,
- account for government funding and
- maintain communication with State and Federal government departments.

MID-WESTERN REGIONAL FAMILY DAY CARE SCHEME

The Coordination Unit Staff will hold the appropriate qualifications for the following positions:

- **Coordinator/Nominated Supervisor** Degree or Diploma in Early Childhood Education or equivalent qualification and Early Childhood experience
- **Child Development Officer** Degree or Diploma in Early Childhood Education or equivalent qualification and Early Childhood experience
- **Educational Leader** Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood
- **Administrative Staff** TAFE Certificate in Office Administration and/or relevant administrative experience

**KEY PERSONNEL**

**ROLES / RESPONSIBILITIES**

**JOB TITLE**

<p>Manager Community Services Coordinator</p>	<p>Acts as Approved Provider representative to support the effective operations of the service.</p> <p>Oversees the operations of the Scheme. Reports to relevant government departments. Supervises and manages Scheme staff. Oversee the monitoring and support of Educators. Maintains legislative requirements. Oversees the recruitment and induction of new Educators. Develops training for Educators.</p>
<p>Child Development Officer</p>	

Arranges placement of children into care and filling Educator vacancies. Liaises with Educators and families in regard to child care. Supports and monitors Educators to comply with legislation. Assists in Educator recruitment, playsession and administration.

Educational Leader	Mentors Educators/Coordination Unit staff in the implementation of the Early Years Learning Framework/My Time, Our Place.
Administration Team	Supports the service in administrative duties, including the processing of attendance records.

Refer to individual staff position description documentation for further details of key accountabilities and expected standards.

## EDUCATORS

Educators are responsible for the delivery of quality education and care and agree to work cooperatively with the families, Coordination Unit and community in the delivery of their Services. Educators are directly responsible to the Coordination Unit and must adhere to the Children (Education and Care Services) National Law 2010 (NSW) and Education and Care Services National Regulations 2018 (NSW).

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Associations Incorporation Act 2009 (NSW) and Corporations Act 2001 (CTH), as applicable to the Service

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# INCIDENTS, INJURY, TRAUMA, ILLNESS

## BACKGROUND

The Mid Western Regional Family Day Care Scheme and Educators have a duty of care to providing a safe and healthy environment for all children, staff, volunteers, students or any other persons participating in or visiting the service.

## POLICY

- To develop procedures and practice that minimise the risk of harm and promote the wellbeing of each child in care.
- To ensure each child receives efficient and appropriate care and / or medical follow-up after becoming ill, experiencing an accident while in care or in the event of an emergency.
- To ensure that records of any incident, injury, trauma or illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to Regulatory requirements.

## PROCEDURE

### **Coordination Unit will -**

Ensure all Educators and Coordination Unit staff are aware of their responsibilities under the Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018.

Provide up to date information or professional development to Educators and Coordination Unit staff on the management of Incidents, Injuries, Trauma and Illness

Ensure that the orientation and induction of new staff include an overview of their responsibilities in the event of an incident or medical emergency

Ensure that children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service

Ensure that a serious incident report is completed and a copy forwarded to ACECQA as soon as is practicable but not later than 24 hours after the occurrence.

Ensure that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old.

Each year the Coordination Unit looks at the number and type of Incident, Injury, Trauma and Illness reports, to reflect on the effectiveness of the procedures in place.

### **Educators will -**

Ensure that the premises are kept clean and in good repair, regularly checking equipment in both indoor and outdoor areas for hazards, and taking the appropriate action to ensure the safety of the children when a hazard is identified

Ensure that their approved first aid qualifications are current at all times. Ensure that their first aid kits are up to date and accessible at all times.



Be aware of the signs and symptoms of an incident, injury, illness or trauma in young children and respond in a timely manner, monitoring the symptoms and recording as appropriate.

Respond immediately to any incident, injury or medical emergency, implementing individual children's medical management plans, where relevant.

Be aware of children's allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness.

Ensure that a parent/guardian of the child is notified as soon as is practicable, if the child is involved in any incident, injury, trauma or illness while at the service) notifying other person/s as authorised on the child's enrolment form when the parents/guardians are not contactable.

Contact the Coordination Unit as soon as practicable, but not later than 12 hours.

Ensure that an incident report is completed and a copy forwarded to the Coordination Unit as soon as is practicable but not later than 24 hours after the occurrence.

Review the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.

Maintain all enrolment and other medical records in a confidential manner.

#### **Parents/Guardians are responsible for -**

- Providing authorisation in their child's enrolment record for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service.
- Payment of all costs incurred when an ambulance service is called to attend to their child at the service.
- Notifying the service, upon enrolment or diagnosis of any medical conditions and/or needs, and any management procedure to be followed with respect to that condition or need.
- Ensure they provide the Service with a current medical management plan, if applicable
- If required, collecting their child as soon as possible when notified of an incident, injury or medical emergency involving their child.
- Informing the service of an infectious disease or illness that has been identified while the child has not attended the service, and that may impact on the health and wellbeing of other children and parents/guardians attending the service.
- Being contactable, either directly or through emergency contacts listed on the child's enrolment form, in the event of an incident requiring medical attention.
- Signing the Incident, Injury, Trauma and Illness Record, thereby acknowledging that they have been made aware of the incident. Notifying staff/educators if there is a change in the condition of their child's health, or if there have been any recent accidents or incidents that may impact on the child e.g. any bruising or head injuries.

#### **SERIOUS INCIDENT**

The National Law and Regulations require the Regulatory Authority to be notified of a serious illness, injury or trauma for which a child attended, or should have attended, a hospital.

A “serious incident” for notification is only needed where emergency services attended a location at which education and care is being provided as a result of an emergency and not, for example, as a precautionary measure.

Clarification to the definition of ‘emergency’ to mean an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at a place where education and care is being provided.

A serious incident should be documented as an Incident, Injury, Trauma or Illness Record as soon as possible and within 24 hours of the incident. The Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018 require that an incident, injury, trauma and illness record be kept, and that the record be accurate and remain confidentially stored until the child is 25 years old.

#### PROCEDURE FOR EMERGENCIES

It is recommended that Educators:

##### **Assess:**

- Stay calm and assess the extent of the injury.
- Is the child safe from further injury?
- Are the other children in care safe?
- Is an Ambulance needed?

##### **Actions to take:**

- Take the appropriate First Aid action and make the child comfortable, give reassurance.
- If necessary, call the Ambulance and the parents. It is the parent’s responsibility to accompany the child to hospital. If this is not possible then either the Educator or a member of the Coordination Unit should go with the child if possible.
- Seek outside assistance if necessary eg: a neighbour, however an Educator cannot leave other Family Day Care children with another person who is not registered with the Scheme.
- Reassure and calm the other children in care while monitoring the injured child.
- Withhold all food and drink until the child has seen a doctor, in case an anaesthetic needs to be given.

##### **If the Educator needs to take child to hospital or doctor:**

- Contact the Coordination Unit Staff and arrange emergency care for the other children in care.
- Take the child's personal information sheets including Parent’s Authorisation to the hospital / doctors / dentist. The Registration Form has the child’s Medicare number.
- Wait at the hospital / surgery until a parent arrives.
- Record the accident as soon as is practicable, with the following details:
- Information should be recorded as soon as possible, and within 24 hours after the incident, injury, trauma or illness.

- time and date
  - place of accident
  - details of accident
  - any witnesses
  - parents contacted (which parents you contacted, what time you contacted them or tried to contact them, what were their comments etc)
  - actions taken / not taken
  - outcome
- Complete Incident, Injury, Trauma and Illness Form and 'Public Liability Report Form' if required.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Public Health Act 2010 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Staying Healthy in Child Care. National Health and Medical Research Council [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

Australian Standards AS3745-2002, Emergency control organisation and procedures for buildings, structures and workplaces

# INCLUSION AND EQUITY

## BACKGROUND

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

In addition to developing and implementing an inclusion and equity policy, values of inclusion and equity should also be incorporated into a services philosophy statement.

Early Childhood Australia's Code of Ethics and the United Nations Rights of the Child should guide all of the Scheme's and Services' daily practices.

## POLICY

- The Scheme's Coordination Unit staff and Educators will provide an inclusive program and service based on children's rights and social justice principles. That is, the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, or current circumstances.
- Ensure all adults and children within the Scheme are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socio-economic status, level of ability, additional needs, family structure or lifestyle

## PROCEDURE

### **Educators and Coordination Unit staff will –**

- Acknowledge and respect the rights of all children to be provided with and participate in a quality early childhood education and care program
- Create a sense of belonging for all children and families, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed/developed
- Work to ensure children and families are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure or lifestyle.
- Provide all children and families with the opportunity to access programs at the Service and recognising that all families are unique and the children learn in different ways and at different rates.
- Consistently update and support the knowledge, skills and practices to encourage and ensure inclusion and equity.
- Recognise differences as well as similarities in people and respect this, not just within the Scheme, but in promoting respect for all people within the wider community.
- View children as valued and active citizens, in their own right.

- Create an environment that supports, reflects and promotes equitable and inclusive behaviours and practices.
- Recognise that discrimination is a barrier to education and commit to ensuring children develop the skills to challenge bias and discrimination.
- Work to ensure that the Scheme and its Services are free of all forms of discrimination through processes that provide all children with the same opportunities and experiences to develop meaningful social relationships and lifelong learning skills.
- Display positive behaviours and make the environment welcoming to all children and families so that they feel a sense of belonging and trust.
- Be sensitive, and genuinely encourage families, to share their values, beliefs and attitudes in contributing to policies and service practices.
- Acknowledge that equal participation does not mean everyone participates in the same way. Participation may be in different forms and there is 'no one way' of being involved.
- Support children to work together to communicate respectfully, to generate ideas and solve problems.
- Support children in constructing their knowledge of diversity by being positive role models.
- Provide equipment and resources that reflect positive images of difference, disability and inclusion,
- Ensure that programs are reflective of, and responsive to, the values and cultural beliefs of families using the Services, and of those within the local community and broader society.

Role-model behaviour and language that describes emotions and feelings, equity and fairness by:

- Modelling reflective listening and showing empathy towards others ensuring resources and behaviours reflect positive perspectives relating to gender, sexuality and diversity of class, culture and language.
- Actively intervening to assist children to resolve issues and challenge bias, prejudice or stereotypes.
- Responding to children's play to help them recognise unfair behaviours.
- Maintaining current knowledge about contemporary research and practice theory.

**Parents/guardians are responsible for -**

- Adhering to the Inclusion and Equity Policy and the Privacy and Confidentiality Policy at all times.
- Communicating with the Educator to ensure awareness of their child's specific needs.
- Raising any issues or concerns regarding their child's participation in the program.
- Responding to requests from Educators to have an assessment on their child (eg, a hearing test).

## CHILDREN WITH A DISABILITY, DELAY OR IMPAIRMENT OR GIFTED CHILDREN

Educators use an inclusive approach ensuring that all children, especially children with additional needs have the same opportunities to participate in all experiences and all aspects of the program.

To do this, Educators must ensure that they:

- Seek specialised assistance/additional support to successfully include children with high support needs when available.
- Maintain updated information about particular disabilities, delays or giftedness, relevant to children within their Service.
- Plan and work collaboratively with families and other professionals/agencies, including Inclusion Support Agencies.
- Program based on the child's strengths, interests, talents, likes and dislikes and a family's priorities for their child.
- Provide or seek support/funding to provide any building or environment modifications that may be required.
- Provide or borrow equipment that may be required.
- Work collaboratively with other groups, children's services or schools to support the child in the transition to the next learning environment.

## CHILDREN FROM A CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUND

Educators value the richness of human diversity and children and families from a wide range of culturally and linguistically diverse backgrounds that make up Australian society.

Educators demonstrate respect for and valuing of diversity by:

- Ensuring resources and equipment, that respectfully reflect Australia's indigenous heritage and multi-cultural society, are used as part of daily practice.
- Providing information in other relevant community languages, both those relevant to the individual Educator's Service and/or within the wider community.
- Seeking and utilising interpreters, as needed.
- Ensuring the learning experiences provided and staff behaviours affirm children's identity and cultural heritage.
- Discussing with families how special occasions can be celebrated in meaningful and respectful ways within the Service.
- Understanding and accepting a family's individual beliefs, should they not wish their child to participate.

## ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

The Scheme acknowledges the loss of family, cultural identity, land, language and community of Aboriginal and Torres Strait Islander people and is committed to providing indigenous perspectives as an inclusive part of the Educators' programs.

For indigenous perspectives to be an inclusive part of each curriculum, staff and Educators must:

- Develop their knowledge and understanding of Aboriginal and Torres Strait culture and issues within the local and wider community.
- Impart the importance of all Australians knowing and understanding the histories and current realities of indigenous people.
- Support children to take pride in their heritage and their cultural identity.
- Reinforce and affirm Aboriginal and Torres Strait cultural values and identity.
- Learn and incorporate the learning styles of children, especially active learning and through close personal interaction.
- Value the system of extended family kinship and welcome them in the Services, where appropriate.

#### GENDER INCLUSIVE PRACTICES

Educators and staff work with children to promote equity, confirming that a person's gender should not be an obstacle for being or doing. Throughout all aspects of the curriculum, staff and Educators must:

- Model behaviours and values of gender equity.
- Ensure resources, materials, equipment and experience do not reflect gender stereotypes or sexist images or behaviours.
- Expand children's play options and experiences in a wide range of learning experiences.
- Provide opportunities for girls and boys to show cleverness, strength and nurturance.
- Observe children's choices of play and materials and promote non-stereotyped play.
- Use non-sexist language and praise children's attempts and achievements rather than their appearance.

#### CURRICULUM APPROACHES

Educators plan curriculum that promote children's sense of self and valuing of differences and act to prevent or address bias and prejudice.

When planning and implementing learning experiences, Educators must:

- Encourage the different perspectives of children and families and demonstrate that these perspectives are encouraged and valued.
- Talk regularly about their own values, attitudes and beliefs and how these may be similar or different to each other's and the families using the Service.
- Genuinely incorporate these perspectives in the Service and Scheme philosophy, broad goals and policies.
- Identify and act on to combat stereotypes and any discriminatory behaviours including racism, sexism, ageism, homophobia and classism.

## ACCESSING ADDITIONAL SUPPORT

The Coordination Unit will access specialised advice, appropriate training and additional resources to support inclusion of all children:

- From culturally and linguistically diverse backgrounds, including refugee children.
- With ongoing high support needs, including children with a disability.
- Of Aboriginal and Torres Strait Islander descent.

Australian Government approved Child Care Services can access support through their local Inclusion Support Agency.

## RELEVANT LEGISLATION

Anti-Discrimination Act 1977 (NSW)

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

United Nations Universal Declaration of Human Rights United Nations Convention on the Rights of the Child

Disability Discrimination Act 1992 (CTH)

## KEY RESOURCE

National Quality Standard (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhood.org.au](http://www.earlychildhood.org.au)

Belonging Being and Becoming: The Early Years Learning Framework for Australia. Department of Education

Early Childhood Australia (ECA) and Early Childhood Intervention Australia's (ECIA) Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care – available at [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) and [www.ecia.org.au](http://www.ecia.org.au)



# INFECTIOUS DISEASE

## BACKGROUND

Children are often infectious before symptoms appear. Therefore, it is important for Educators to operate their business with good hygienic practices at all times. It is also important that Educators and staff act appropriately and with sensitivity when dealing with an infectious child and their family. Educators, Coordination Unit staff and families need to be informed about infectious diseases that are common in early childhood settings.

## POLICY

- The Scheme is committed to maintaining the health and well-being of children and reducing the effect of infectious illnesses in the family day care environment. The Scheme and its Services will do this by promoting safe and hygienic practices, following recommended guidelines from relevant authorities regarding the prevention of infectious disease and implementing an exclusion policy for those who may be infectious.

## PROCEDURE

### **Coordination Unit will -**

- Maintain current information on infectious illnesses, specifically transmission and exclusion details.
- Provide relevant information and advice to Educators and families regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected or present within a Service.
- Information regarding the prevention of infectious diseases is sourced from a recognised health authority, such as Staying Healthy in Child Care - Preventing Infectious Disease in Child Care, National Health and Medical Research Council and the NSW Department of Health.
- Maintain current information on the National Immunisation Program that outlines the timeliness of vaccine coverage in children, and help prevent outbreaks of serious vaccine-preventable diseases.

The New South Wales Parliament amended the Public Health Act 2010, abolishing the right to conscientiously object to vaccination for the purpose of enrolment in early childhood education and care services in the State. The law, in general, prohibits the enrolment of unvaccinated children in early childhood education and care services in New South Wales unless they have a medical exemption (which includes a contraindication or evidence of natural immunity), or are undergoing a catch-up schedule.

Information regarding the Scheme's policy on infectious illnesses and exclusion practices is documented in the Parent Handbook given to families upon registration with the Scheme. Information is also provided to families regarding payment of child care fees in cases of absences due to illness.

## **Educators**

An Educator must not operate their Service unless they are in good health and free from any medical conditions or dependency on medication or substance which may affect their ability to provide care for children.

Educators will be provided with and should be familiar with the current copy of Staying Healthy in Child Care - Preventing Infectious Disease in Child Care (National Health and Medical Research Council). Educators are required to follow the outlined procedures and guidelines to minimise the spread of infection within the care environment.

Educators will be provided with a copy of the Registration and Authority Form for each child in their care and will maintain the confidentiality of children and families in relation to medical conditions, and ensure there is no discrimination against them.

Where a child has been unwell overnight, the family are required to contact the Educator prior to attending care. The family will inform the Educator of the child's symptoms and any treatment given so that a decision can be made regarding the provision of care on that day.

If a child develops symptoms of illness, Educators will notify the parent or guardian or authorised contact and arrange for the child to be collected as soon as practicable.

Educators should not provide care for children who are very ill or are too ill to participate in normal activities, or may require extra supervision to the detriment of the child or other children in care. Care provision is at the discretion of the Educator. In extenuating circumstances, Educators may choose to provide care for an unwell child. This must be done in consultation with any families using the Service at the same time and can only take place where no risk is posed to other children in childcare.

Where a child has symptoms of an infectious illness, the service requires a doctor's certificate for the child to return to care.

Educators will ensure that the appropriate paperwork is completed within 24 hours of the illness occurring; and communicated to the Coordination Unit, other Educators and families while maintaining confidentiality with regards to the individual children.

## **EXCLUSION OF INFECTIOUS CHILDREN**

Educators and the Coordination Unit should refer to the conditions that warrant exclusion using the Staying Healthy in Child Care-Preventing Infectious Disease in Child Care – National Health and Medical Research Council.

## **ESTABLISH DIAGNOSIS OF INFECTIOUS CONDITION-**

Making a diagnosis should follow the observation that the child is ill. The signs of illness need not indicate an immediate diagnosis to the untrained eye, but the child should then be considered potentially infectious.

In the vast majority of cases, an adequate diagnosis can be accomplished by the Educator or the Coordination Unit staff. Such description diagnoses include high fever, rash with fever, diarrhoea, skin infections and discharging red eyes.

Match the diagnosis against the exclusion list -

Using Staying Healthy in Child Care guidelines:

- Should the child be determined to have an infectious disease, the parents should be contacted and the exclusion explained to the parents. Other families and Educators will be notified of infectious disease, maintaining confidentiality of people involved.
- If considered appropriate, parents may be requested to present a doctor's certificate to the Educator, "clearing the child" prior to recommencing care.

#### DECIDING HOW LONG TO EXCLUDE A CHILD

The final step is to determine when the child may return to a Service. Some conditions may only require exclusion as long as the symptoms are evident. For others, particularly the viral infections such as measles, mumps, chickenpox and hepatitis A, for which there is not specific treatment, the duration of exclusion is determined by the known and fixed contagious period and generally requires no further medical opinion.

Where there is an accepted treatment for bacterial infections (such as with impetigo), or for infestations such as head lice, it is usual to allow the child to return the day after appropriate treatment has started.

In a small number of cases, the child's risk to others will depend on the course of the disease. With these conditions - whooping cough and tuberculosis for example - a doctor will need to assess the child.

Coordination Unit staff should seek the advice of local public health personnel when difference of opinion between the service and the parents or doctor cannot be resolved.

When an outbreak of a notifiable disease occurs at a Service NSW Health should be notified by the Coordination Unit.

Educators must inform the Nominated Supervisor as soon as practicable if they have a child in their Service with a provisional diagnoses of: Diphtheria, Measles, Mumps, Pertussis (Whooping Cough), Poliomyelitis, Rubella (German Measles) or Tetanus Meningococcal, Hib (Haemophilus influenza type b), influenza and/or if two or more children or adults at the Service at the same time contract gastroenteritis and any other medical/health condition of concern that affects a number of children and adults.

Educators are required to display a notice of an occurrence of an infectious disease at the Service in a place visible to parents/guardians and visitors. All practicable efforts should be made to notify all other families using the Service of the occurrence.

#### EXCLUSION OF STAFF MEMBERS /EDUCATORS /PERSONS RESIDING AT EDUCATORS HOME

An Educator or member of the Coordination Unit who has or is suspected to have an infectious disease is required to notify the Coordination Unit and cease caring for children in accordance with exclusion guidelines and follow recommended minimum exclusion periods for infectious conditions in the schedule documented in Staying Healthy in Childcare guidelines.

#### CRITERIA FOR EXCLUSION MAY DEPEND ON THE EXACT ROLE OF THE STAFF MEMBER.

Educators are required to cease care if a resident of the home of the Service who is in contact with children, has or is suspected to have an infectious disease. The Educator is required to notify the Coordination Unit and cease caring for children in accordance with exclusion guidelines. An exception may apply if a medical certificate is provided to verify there is no risk posed to others in the Service.

It is recommended that Educators MAINTAIN THEIR OWN IMMUNISATION STATUS IN REGARDS TO WORKING WITH CHILDREN AS SUGGESTED IN THE STAYING HEALTHY IN CHILD CARE-PREVENTING INFECTIOUS DISEASE IN CHILD CARE – NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Public Health Act 2010 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Staying Healthy in Child Care-Preventing Infectious Disease in Child Care  
National Health and Medical Research Council [www.health.gov.au/nhmrc/](http://www.health.gov.au/nhmrc/)

Kidsafe [www.kidsafe.com.au](http://www.kidsafe.com.au) and [www.kidsafe.nsw.org](http://www.kidsafe.nsw.org)

# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

## BACKGROUND

The Scheme acknowledges that Information and Technology (ICT) usage is an important part of operating a successful business.

## POLICY

- To ensure that all users of ICT understand and follow procedures to ensure the safe and appropriate use of ICT.
- To ensure ICT facilities enable Educators and staff to effectively manage and operate their Services.

This policy applies to all aspects of the use of ICT including but not limited to:

- internet usage;
- viewing material electronically;
- printing material;
- electronic mail (email);
- electronic bulletins / newsletters;
- file subscriptions to mailing lists or other like services;
- online discussion groups and chat facilities;
- weblogs (blogs);
- social networking;
- file transfer / sharing / storage / copying / saving / distributing;
- portable communication devices including mobiles / Smartphones / iPads / tablets; and
- computers / laptops.

## PROCEDURE

### **Coordination Unit staff and Educators are committed to -**

- professional, ethical and responsible use of ICT within the Scheme and its Services;
- safeguarding the privacy and confidentiality of information received, transmitted and stored electronically;
- ensuring that the use of ICT facilities comply with all Scheme and Council policies and relevant legislation; and

- providing Coordination Unit staff and Educators online information, resources and communication tools to support the effective operation of the Service and Scheme.

Computers at the Coordination Unit and individual Services (whilst operating as Family Day Care) may only be used for work relevant to the operation and activities of the Service. For example, if these activities include administration, research, programming, observations or professional development.

#### INFORMATION STORED ON COMPUTERS

If Educators choose to use ICT for the purposes of program planning, observations or other relevant documentation, the Educators must have the appropriate skill level.

Educators must ensure –

- all documentation is to be up-to-date and available on request;
- procedures are in place for the regular backup of critical data and information;
- the secure storage of the files, especially if it is a device used by other family members; and
- that reputable anti-virus and firewall software are installed on the ICT used.

#### ICT AS PART OF THE CURRICULUM

##### COMPUTERS

If relevant to the children's learning, child-appropriate websites may be accessed. Educators must be vigilant when allowing children access to ICT; monitoring that they only have access to appropriate materials and for limited amounts of time. Computer usage must be documented on the Educator's program.

Similarly, music, videos etc may be streamed from the computer if it is relevant to the children's learning or relevant to research or professional development undertaken by Educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.

##### TELEVISION AND DVD PLAYER USAGE

Television and DVD use may be an additional tool to enhance curriculum activities; however, at no time can it be used as a substitution. Guidelines for use include:

- to assist in expanding the content of the daily program and current affairs; and
- be suitable to the needs and development levels of each child watching.

Television programs must be carefully selected with suitable content. Children are to view "G" rated music and/or programs only. Programs depicting violence e.g. graphic news reports, should not be shown.

Educators must sit with the children to monitor and discuss any aspects of the video or television program they are viewing.

##### EDUCATORS' PERSONAL USE (INCLUDING ASSIST AND RELIEF EDUCATORS)

Educators must ensure their **restricted use of personal mobile calls and internet usage (including social media)** when operating their Service **to ensure adequate supervision of children at all times.**

This policy is also incorporative of state and federal laws regarding computer usage. Should Educators or other relevant individuals use the computer for unlawful purposes they may be liable to criminal or civil legal action. The Scheme will take the appropriate required action (e.g. reporting to the police). The Educator or individual will be investigated by the Coordinator and other relevant parties to assess whether the conduct in question justifies deregistration.

#### HOUSEHOLD MEMBERS, VISITORS AND STUDENTS PERSONAL USE

Any household members, visitors and students must ensure that any use of technology in front of children in care is appropriate and does not hinder the Educator's ability to perform duties as an Educator.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Copyright Act 1879 (NSW)

Freedom of Information Act 1982 (CTH)

Health Records and Information Privacy Act 2002 (NSW)

Privacy and Personal Information Protection Act 1998 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

#### ATTACHMENT 1 PROCEDURE FOR USE OF ICT

##### EMAIL USAGE

- Content of emails and email addresses must always be checked before sending.
- When sending emails to multiple recipients, care should be taken to avoid the inappropriate disclosure of email addresses to a whole group of recipients; blind copying (BCC) should be used, where appropriate.
- Always include a subject description in the subject line.
- Be cautious about opening files or launching programs that have been received as an attachment via email from the email itself. Instead, save an attachment to disk and scan with anti-virus software before opening, and keep an eye out for unusual filenames.
- Never open emails if unsure of the sender.
- Check email accounts on a regular basis and forward relevant emails to the Coordination Unit.

- Remove correspondence that is no longer required from the computer quarterly.
- Respond to emails as soon as is practicable.

#### UNACCEPTABLE / INAPPROPRIATE USE OF ICT FACILITIES

Users of the ICT facilities (and in particular, the internet, email and social media) **must not:**

- Create or exchange messages that are offensive, harassing, obscene or threatening.
- Create, copy, transmit or retransmit chain emails, spam or other unauthorised mass communication
- Carry out activities that are illegal, inappropriate or offensive to fellow Educators or the public. Such activities include, but are not limited to, hate speech or material that ridicules/discriminates against others on the basis of race, nationality, creed, religion, ability/disability, gender or sexual orientation and bullying.
- Use the ICT facilities to access, download, create, store or distribute illegal, offensive, obscene or objectionable material (including pornography and sexually explicit material). It will not be a defence to claim that the recipient was a consenting adult.
- Use the ICT facilities to make any personal communication that could suggest that such communication was made in that person's official capacity as an employee or volunteer of Council.
- Play inappropriate games – non Family Day Care related.
- Exchange any confidential or sensitive information unless authorised as part of their duties.
- Harass, slander, intimidate, embarrass, defame, vilify, seek to offend or make threats against another person or group of people breach copyright laws through making copies of, or transmitting, material or commercial software.

Further, users of ICT must ensure:

- Computer records containing personal, sensitive and/or health information or photographs of children are stored securely so that privacy and confidentiality is maintained. This information must not be removed from the Service without authorisation, as security of the information could be at risk (refer to Privacy and Confidentiality Policy).
- Comply with all relevant legislation and Service policies, protocols and procedures.
- Ensuring confidential information is transmitted with password protection or encryption, as required.
- Ensure no illegal material is transmitted at any time via ICT medium.
- Use the Service's email, messaging and social media facilities for service-related and lawful activities only and ensuring that all material stored on an endpoint data storage device is also stored on a backup drive, and that both device and drive are kept in a secure location.
- Restrict the use of mobile phones for personal use.
- Respond only to emergency phone calls when responsible for supervising children to ensure adequate supervision of children at all times (refer to Supervision of Children Policy).



- Ensure electronic files containing information about children and families are kept secure at all times (refer to Privacy and Confidentiality Policy).

# INTERACTIONS WITH CHILDREN

## BACKGROUND

The United Nations Convention of the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability.

Quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Developing responsive, warm, trusting and respectful relationships with children promote their wellbeing, self-esteem and sense of security.

Positive interactions between Educators/adults and children can empower children to feel valued, competent and capable.

Actively engaging in children's learning and decision-making during play, daily routines and ongoing activities can stimulate children's thinking, enrich their learning and encourage them to explore and manage their feelings and behaviour.

Having supportive relationships enables children to develop confidence in their ability to express themselves, work through differences, learn new things and take calculated risks.

The National Quality Framework requires Educators to take reasonable steps to ensure that the Service provides education and care to children in a way that encourages them to express themselves, and develop self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour and respects their cultural and family values.

The National Quality Framework requires Educators to provide children with opportunities to interact and develop positive relationships with each other and with the Coordination Unit and other stakeholders at the Service.

## POLICY

- To provide the children being educated and cared for with opportunities to interact and develop respectful and positive relationships with each other, with other Educators and Coordination Unit staff.
- Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

## PROCEDURE

The way in which meals are presented is as important as eating. It is a very social activity where conversation and table manners can be encouraged, for example making sure everyone is sitting down and waiting until everyone is ready to start and finish their meal.

**Coordination Unit staff and Educators when interacting with children in care will ensure -**

- Interactions with each child are warm, responsive and build trusting relationships. This can be done with spoken language, a nod of your head, touch of an arm to show interest.
- Each child's uniqueness is acknowledged in positive ways.
- All children are responded to in a fair and consistent manner.
- Every child is able to engage in meaningful, open interactions that support the acquisition of skills for life and learning; and encouraged to make choices and decisions.
- Each child is supported to feel secure, confident and included, and to work with, learn from and help others through collaborative learning opportunities.
- Eye contact is encouraged when speaking with the children in care although not enforced.
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Children's complex relationships are acknowledged and sensitive intervention is undertaken in ways that promote consideration and alternative perspectives and social inclusion.
- Children's communication is responded to in a just and consistent manner.
- Children's attempts to initiate interactions and conversations are sensitively responded to.
- One to one interactions with children are initiated, particularly babies and toddlers during daily routines and conversation with each child.
- Effective communication strategies and child behaviour guidance strategies are role modelled.
- Goals are regularly extended to include children's relationships, communication and interactions with others in individual plans for children.
- They are aware of and document changes in children's interactions and behaviours which may be an indicator of the child's wellbeing.

An Educator must take reasonable steps to ensure that they provide education and care to children in a way that:

- encourages children to express themselves and their opinions;
- allows children to undertake experiences that develop self-reliance and self-esteem;
- maintains the dignity and rights of each child at all times;
- gives positive guidance and encouragement to each child;
- considers the family and cultural values, age, and physical and intellectual development and abilities of each child.

## LISTENING

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

#### REFLECTION AND CONSIDERATION

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCE

National Quality Standard (ACECQA)

# MEDIA AND PUBLICITY

## BACKGROUND

The Scheme recognises that a well-run, competent, ethical and reputable organisation is the best way to promote a favourable public image and that any public relations program is only as good as the organisation behind it.

The Scheme will take advantage of interest from the media to further its reputation and inform the community about Family Day Care activities.

## POLICY

- To ensure all communication with the media is consistent, balanced, well-informed and the image of the Scheme is represented consistently and professionally.
- To ensure that the privacy of children and families is maintained.

## PROCEDURE

Written permission is sought from the parent / guardian on the Registration and Authorisation Form at registration, for the child's inclusion in video, photographs, digital media and interviews by media, visiting professionals, staff/ Educators or students where any of the above will be for any form of public display or publication.

If a parent / guardian does not want their child's photo to be used then the relevant Educator will be notified. In some instances, all of the Educators of the town will be notified, to ensure the parent's request is maintained.

Educators should not make public statements to any press or radio personnel without prior approval from the Coordinator. They should direct all enquiries to the Coordination Unit or Council.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

Mid-Western Regional Council Media Policy

# MEDICAL CONDITIONS AND MEDICATION ADMINISTRATION BACKGROUND

The Scheme is committed to providing a safe and healthy environment for all children, Educators, staff and other persons attending the Scheme and individual Services.

Coordination Unit staff and Educators will respond immediately to the needs of a child who is ill while attending the Service and ensure safe and appropriate administration of medication in accordance with legislative and regulatory requirements.

## POLICY

- To ensure that all precautions are taken to provide a safe and healthy environment for the children in care with the Scheme and its Services.
- To ensure a child receives appropriate care whilst sick and any appropriate treatment involving medication.
- To provide procedures to be followed when a child requires medication while attending a Service.
- To outline the responsibilities of the Coordination Unit, Educators and parents/guardians to ensure the safe administration of medications.
- To ensure that a child with ongoing medical conditions is not discriminated against in any way.
- To ensure that any child, Educator or Coordination Unit staff member has a medical management plan and a risk minimisation and communication plan for any diagnosed medical condition, or as soon as practicable after a diagnosis.

## PROCEDURE

Medication (including prescription, non-prescription, over the counter and homeopathic medications) must not be administered to a child at a Service without the written authorisation of a parent/guardian or person with the lawful authority to consent to the administration of medical attention to the child.

In the case of an emergency, it is acceptable to obtain verbal consent from a parent/guardian, or to obtain consent from the registered medical practitioner or medical emergency services if the child's parent / guardian cannot be contacted.

In the case of an anaphylaxis or asthma emergency, medication may be administered to a child without authorisation following the direction of the child's medical management plan. In this circumstance, the child's parent/guardian and/or emergency services must be contacted as soon as possible.

If medication is administered to a child by an educator, the medication must:

- Be from its original container, bearing the original label and instructions and before the expiry or use by date; and

- If prescribed by a registered medical practitioner, that original container must also bear the original label with the name of the child to whom the medication is to be administered.

The medication must be administered in accordance with any instructions:

- Attached to the medication; or
- Any written or verbal instructions provided by a registered medical practitioner; and
- The parent or authorised nominee and Educator are to complete a Medication Authorisation from any time medication is administered.

## MEDICAL CONDITIONS

If an enrolled child has a specific health care need, allergy or relevant medical condition, parents are to provide a medical management plan from a doctor at enrolment and then updated annually or as soon after the diagnosis as possible or at anytime a child's requirements change. These include, but are not limited to, asthma, diabetes, epilepsy or a diagnosis that a child is at risk of anaphylaxis.

Prior to registration the parent will be required to provide a current medical management plan. A medical management plan is to be completed by the child's medical practitioner not by the parent. The plan is to be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.

A Risk Minimisation and Communication plan is required to be completed by the parent prior to the child commencing at the service or as soon as practicable after a medical condition has been diagnosed by a medical practitioner.

### **The Risk Minimisation and Communication Plan will -**

- ensure that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised; and
- if relevant, ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented; and
- if relevant, ensure that practices and procedures to ensure that parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- ensure that practices and procedures ensuring that all staff members, students and volunteers can identify the child, the child's medical management plan and the location of the child's medication ; and
- if relevant, ensure that practices and procedures ensuring that the child does not attend a Service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition.
- ensure that relevant staff members, students and volunteers are informed about the medical conditions policy and the medical management plan and risk minimisation plan for the child; and
- ensure that a child's parent communicates any changes to the medical management plan by providing updated management plan and updates the child's risk minimisation and communication plan for the child, setting out how that communication can occur.

A copy of the Medical Conditions and Medication Administration Policy is provided to the parent of a child who has a specific health care need, allergy or other relevant medical condition, upon registration and at anytime the policy changes/updates.

The Educator caring for the child must have a copy of the plans stored with the child's medication

**Educators and Coordination Unit staff responsible for the child with a medical condition shall:**

- ensure a copy of the child's medical management plan is visible and known to other Educators and Coordination Unit staff in the Service and during playsessions.
- follow the child's medical management action plan in the event of a reaction / seizure / incident.
- ensure that the medical management plan signed by the child's medical practitioner and in the case of anaphylaxis a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management plan) is provided by the parent/guardian for the child while at the Service.
- ensure that the auto-injection device kit is stored in a location that is known to all Educators, Coordination Staff and residents at the Educator's Service, including students and volunteers; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.
- ensure that the auto-injection device kit containing a copy of the medical management plan for each child at risk of anaphylaxis is carried by a staff member or Educator accompanying the child when the child is removed from the residence or venue (e.g. on excursions that this child attends).
- Regularly check the adrenaline auto-injection device expiry date.
- The adrenaline auto-injection device is disposed of responsibly once used or upon redundancy.
- Ensure emergency contact details for parents and authorised persons are accessible, current and up to date

**Parents / guardians are responsible for -**

Ensuring that their child's enrolment details are up to date, and provide current details of persons who have lawful authority to request or permit the administration of medication.

Providing a current medical management plan when their child requires long term treatment of a condition that includes medication, or their child has been prescribed medication to be used for a diagnosed medical condition in an emergency. This may be, but are not limited to –

- Asthma
- Anaphylaxis
- Diabetes
- Epilepsy
- ADHD

Physically handing the medication to the Educator and informing them of the appropriate storage and administration instructions for the medication provided.



Ensuring that prescribed medications to be administered at the Service are within their expiry date. Taking all medication home at the end of each session/day, unless both the parents/guardians and Educator agree to store those medications at the service for future administration, if required

Providing a Fitpack to dispose of diabetes needles appropriately.

Informing the Service if any medication has been administered to the child before bringing them to the Service, and if the administration of that medication is relevant to or may affect the care provided to the child at the Service.

## MEDICATION ADMINISTRATION

Any medication is only to be given to a child with the written permission of the parent.

Ensuring that each child's enrolment form provides details of the name, address and telephone number of any person who has lawful authority to request and permit the administration of medication to the child.

There should be one medication form per child. The form must be completed before the medication is administered. Medication Authorities are to be completed by the Educator and parent and kept in the appropriate family files and returned to the Coordination Unit once the child ceases care with the service.

Medication is to be clearly labelled with the child's name and in its original container with pharmacy labels.

Children should not be given medication that is prescribed for another person.

Expired medications are not administered.

Medication to be stored at safe, prescribed temperatures and inaccessible to children in care. No medications should be left in the child's bag.

Children will be excluded from care for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.

Herbal medications or remedies must be accompanied by a letter from the practitioner detailing the child's name, dosage and expiry date for the medication.

A child over preschool age may self-administer medication with written authorisation from their parents and their doctor. (Regulation 96)

(a) an authorisation for the child to self-administer medication is recorded in the medication record for the child under [regulation 92](#); and

(b) the medical conditions policy of the service includes practices for self-administration of medication.

In the case of an emergency, it is acceptable to obtain verbal consent from a parent, or a registered medical practitioner or medical emergency services if the child's parent cannot be contacted.

In the case of an anaphylaxis or asthma emergency, medication will be administered to a child without authorisation. In this circumstance, the child's parent and emergency services must be contacted as soon as possible. Where emergency services or medical practitioners become involved in the medical needs of a child, the Educator must consider the requirements for notifying the Nominated Supervisor of a serious incident. (Incident, Injury, Trauma and Illness Policy).

## **Anaphylaxis/Allergy Management**

While not common, anaphylaxis is life threatening. It is a severe allergic reaction to a substance. While prior exposure to allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur when no documented history exists. We are aware that allergies are very specific to an individual and it is possible to have an allergy to any foreign substance. Symptoms of anaphylaxis include difficulty breathing, swelling or tightness in the throat, swelling tongue, wheeze or persistent cough, difficulty talking, persistent dizziness or collapse and in young children paleness and floppiness. Anaphylaxis is often caused by a food allergy. Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts and in children eggs and cow's milk.

To minimise the risk of exposure of children to foods that might trigger severe allergy or anaphylaxis in susceptible children, educators and Coordination Unit staff will:

- ensure children do not trade food, utensils or food containers
- prepare food in line with a child's medical management plan and family recommendations
- use non-food rewards with children, for example, stickers for appropriate behaviour
- request families to label all bottles, drinks and lunchboxes etc with their child's name

consider whether it's necessary to change or restrict the use of food products in craft, science experiments and cooking classes so children with allergies can participate

- sensitively seat a child with allergies at a different table if food is being served that he/she is allergic to, so the child does not feel excluded. If a child is very young, the family may be asked to provide their own high chair to further minimise the risk of cross infection
- hold non-allergic babies when they drink formula/milk if there is a child diagnosed at risk of anaphylaxis from a milk allergy
- closely supervise all children at meal and snack times, ensure food is eaten in specified areas and children are not permitted to 'wander around' the service with food

*Allergic reactions and anaphylaxis are also commonly caused by:*

- animals, insects, spiders and reptiles
- drugs and medications, especially antibiotics and vaccines
- many homeopathic, naturopathic and vitamin preparations
- many species of plants, especially those with thorns and stings
- latex and rubber products
- Band-Aids, Elastoplast and products containing rubber-based adhesives.

## **Asthma Management**

Asthma is a chronic lung disease that inflames and narrows the airways. Asthma symptoms include wheezing, cough, chest tightness or shortness of breath. Educators and staff will implement measures to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack.

These triggers include:

- dust and pollution
- inhaled allergens, for example mould, pollen, pet hair
- changes in temperature and weather, heating and air conditioning
- emotional changes including laughing and stress
- activity and exercise

*To minimise exposure of susceptible children to triggers which may cause asthma, educators and staff will ensure children's exposure to asthma triggers are minimised. This may for example,*

- plan different activities so children are not exposed to extremes of temperature eg cold outsides and warm insides
- restrict certain natural elements from inside environments
- supervise children's activity and exercise at all times
- keep children indoors during periods of heavy pollution, smoke haze or after severe storms which may stir up pollen levels etc

### **Diabetes Management**

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin. The most common form of diabetes in children is Type 1. The body's immune system attacks the insulin producing cells so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

Type 2 diabetes is often described as a 'lifestyle disease' because it is more common in people who are overweight and don't exercise enough. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

Symptoms of diabetes include frequent urination, excessive thirst, tiredness, weight loss, vision problems and mood changes. People who take medication for diabetes are also at risk of hypoglycaemia (they may have a "hypo") if their blood sugar levels are too low. Things that can cause a "hypo" include:

- a delayed or missed meal, or a meal with too little carbohydrate
- extra strenuous or unplanned physical activity
- too much insulin or medication for diabetes
- vomiting

Symptoms of hypoglycaemia include headache, light-headedness and nausea, mood change, paleness and sweating, and weakness and trembling. If left untreated people may become disorientated, unable to drink, swallow or stand, suffer a lack of coordination, loss of consciousness and seizures.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Staying Healthy in Childcare (NHMRC)

Anaphylaxis Australia: [www.allergyfacts.org.au](http://www.allergyfacts.org.au)

Asthma Australia: [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)

Diabetes Australia [www.diabetesaustralia.com.au](http://www.diabetesaustralia.com.au)

Epilepsy Action Australia [www.epilepsy.org.au](http://www.epilepsy.org.au)

Immunise Australia Program: [www.immunise.health.gov.au](http://www.immunise.health.gov.au)

National Prescribing Service (NPS) [www.nps.org.au](http://www.nps.org.au)

NSW DEPARTMENT OF HEALTH [WWW.HEALTH.NSW.GOV.AU](http://WWW.HEALTH.NSW.GOV.AU)

<b>Attachment 1</b>	Risk Minimisation Plan Examples – Asthma, Anaphylaxis
<b>Attachment 2</b>	Examples of Risks and Situations to Consider when Completing Asthma Plan
<b>Attachment 3</b>	Procedure for Administration of Medication
<b>Attachment 4</b>	Administration of Medication for Ongoing Medical Conditions
<b>Attachment 5</b>	Administration of Paracetamol

## ATTACHMENT 1 RISK MINIMISATION PLAN EXAMPLES

## ASTHMA RISK MINIMISATION PLAN TEMPLATE

CHILDREN'S SERVICE OR SCHOOL NAME:		
PHONE:		
STUDENT'S NAME:		
DATE OF BIRTH:		YEAR LEVEL:
ASTHMA ACTION PLAN PROVIDED BY PARENT/CARER (PLEASE CIRCLE): YES / NO		
ASTHMA TRIGGERS:		
OTHER HEALTH CONDITIONS:		
MEDICATION AT SCHOOL:		
PARENT/CARER CONTACT:	PARENT/CARER INFORMATION (1)	PARENT/CARER INFORMATION (2)
	NAME:	NAME:
	RELATIONSHIP:	RELATIONSHIP:
	HOME PHONE:	HOME PHONE:
	WORK PHONE:	WORK PHONE:
	MOBILE:	MOBILE:
ADDRESS:		ADDRESS:
OTHER EMERGENCY CONTACTS (IF PARENT/CARER NOT AVAILABLE):		
MEDICAL PRACTITIONER CONTACT:		
EMERGENCY CARE TO BE PROVIDED AT SCHOOL:		
MEDICATION STORAGE:		

THE FOLLOWING ASTHMA RISK MINIMISATION PLAN HAS BEEN DEVELOPED WITH MY KNOWLEDGE AND INPUT AND WILL BE REVIEWED ON (RECORD DATE):

.....  
(INSERT DATE OF PROPOSED REVIEW).

SIGNATURE OF PARENT/CARER:

DATE:

SIGNATURE OF PRINCIPAL (OR NOMINEE):

DATE:



ANAPHYLAXIS RISK MANAGEMENT PLAN (TEMPLATE)

Hazards/Risks	Recommended Control Measures	Yes	Detail how this will be implemented and any additional strategies
<b>Equipment/ Materials</b>	Adrenaline auto-injectors (auto-injectors) such as Epi-pen and Anapen are stored in a safe, unlocked and accessible, easy-to-find location.		List location/s of auto-injectors:
	Auto-injectors are stored in a cool place 15-25 degrees (not below 15 degrees or a refrigerator).		
	Auto-injectors & Action Plans are labelled with students' names.		
	Student's Action Plans have up-to-date photos of the students.		
	Expiry dates of adrenaline auto-injectors are checked regularly and parents informed in a timely manner.		
	Staff members know where adrenaline auto-injectors and Action Plans are stored.		
<b>Students</b>	Staff members are aware of which students are at risk of anaphylaxis and the actions required.		
	The school has received a copy of Action Plans for all students at risk of anaphylaxis.		
	Staff members are aware of the protocols for management of a student who is not identified as being at risk of anaphylaxis and experience a first time reaction.		
	Staff members know how to recognise an anaphylactic reaction.		



	Action Plans are reviewed regularly with parent.		
<b>Emergency Situations</b>	Ambulance will be called for every anaphylactic episode.		List how and by whom:
	A procedure for raising the alarm will be developed by the school and communicated to staff.		Process to follow
	A procedure is in place to collect the generic adrenaline auto-injector when a student experiences an anaphylactic episode in case a second dose is needed or the student's auto-injector fails.		By whom and how?
	Student's auto-injector is kept with the student. Student is assessed to determine where it's appropriate for them to carry their own auto-injector for emergency use or if appropriate staff member/s need to be responsible for this.		
	Staff members have been trained to recognise the symptoms of anaphylaxis. This will include both a theoretical component and practical training to administer an auto-injector.		
	Relief and volunteer staff are not given sole responsibility for students with diagnosed anaphylaxis risk without evidence of appropriate training.		List who will support the student and how this will occur.
<b>Environmental - Food Allergies</b>	Staff are provided with details of students who are at risk of anaphylaxis.		

	<p>Staff are aware of cross-contamination during storage, preparation and serving of food.</p>		
<p><b>Environmental</b></p>	<p>School grounds are assessed to cater for students with insect allergies (e.g. grass mown regularly to prevent flowering clover, flowering plants identified, insect nests removed, garbage covered, safe eating areas).</p>		

## ATTACHMENT 2 EXAMPLES OF RISKS, SITUATIONS, CONCEPTS TO CONSIDER WHEN COMPLETING THE ASTHMA RISK MINIMISATION PLAN

- Who are the children and what are their asthma triggers (information on their Asthma Action Plan)?
- What are the potential sources of exposure to their asthma triggers?
- Where will the potential source of exposure to their asthma triggers occur?
- Are all staff (including visitors and parent/carer volunteers) aware of which children have asthma?
- Is there age appropriate asthma education for children at the service and are children actively encouraged to seek help if they feel unwell?
- Do you have asthma information available at the service for parents/carers?
- Does the child have an Asthma Action Plan and where is it kept?
- Do all service staff know how to interpret and implement Asthma Action Plans in an emergency?
- Do all children with asthma attend with their blue/grey reliever puffer and a spacer? (a children's face mask is recommended for children unable to use a spacer correctly, consider face mask use in children under 5 years old).
- Where are the Asthma Emergency Kits kept?
- Do all staff and visitors to the service know where Asthma Emergency Kits are kept?
- Who is responsible for the contents of Asthma Emergency Kits? (checking reliever medication expiry dates, replacing spacers and face masks as needed)
- Do you have a second Asthma Emergency Kit for excursions?
- What happens if a child's reliever medication and spacer are not brought to the service?
- Does the child have any other health conditions, such as allergies or anaphylaxis?
- Do they have an Action Plan and Risk Minimisation plan for each health condition?
- Do plants around the service attract bees, wasps or ants?
- Have you considered planting a low-allergen garden?
- Have you considered where food and drink consumption and disposal is occurring? (including food and drink consumed by all staff and visitors)
- Could traces of food allergens be present on craft materials used by the children? (e.g. egg cartons, cereal boxes, milk cartons)
- Do your cleaners use products that leave a strong smell, or do you plan to renovate or paint the centre when children are present?
- Do your staff use heavy perfumes or spray aerosol deodorants while at work?
- Are you in a bushfire-prone area where controlled burning may occur?

- What special activities do you have planned that may introduce children to asthma triggers?

## ATTACHMENT 3 PROCEDURE FOR ADMINISTRATION OF MEDICATION

1. Wash and dry hands thoroughly before administering any medication. If appropriate, gloves are recommended wherever possible.
2. Check the medication record to confirm date, time, dosage and the child to whom the medication is to be administered.
3. Check that prescription medication:
  - Is in its original container, bearing the original label and instructions;
  - Is the correct medication, as listed in the medication record;
  - Has the child's name on it (if the medication was prescribed by a registered medical practitioner);
  - Is the required dosage, as listed in the medication record;
  - Has not passed its expiry date;
4. Check that non-prescription medication:
  - Is in the original container, bearing the original label and instructions;
  - Is the correct medication, as listed in the medication record;
  - Has the child's name on it;
  - Is the required dosage, as listed in the medication record;
  - Has not passed its expiry date;
5. When administering the medication, ensure that:
  - The identity of the child is confirmed and matched to the specific medication;
  - The correct dosage is given;
  - The medication is administered in accordance with the instructions attached to the medication, or any written or verbal instructions provided by a registered medical practitioner;
  - The Educator must complete the medication record (Regulation 92(3)(h)) and store any remaining medication appropriately, such as in the refrigerator if required;
  - The Educator must inform the parent/guardian on arrival to collect the child that medication has been administered and ensures that the parent/guardian completes the required details in the medication record.

## ATTACHMENT 4 ADMINISTRATION OF MEDICATION FOR ONGOING MEDICAL CONDITIONS

Where a child is diagnosed with a condition that requires ongoing medication or medication to be administered in emergencies, parents/guardians may authorise the administration of the medication for a defined period (up to six months).

In these cases:

A medical management plan completed by the child's doctor should be provided and attached to the child's enrolment form and a copy given to the Educator.

### **The medical management plan should define -**

- The name of the medication, dosage and frequency of administration.
- Conditions under which medication should be administered.
- What actions, if any, should be taken following the administration of the medication.
- When medication is required under these circumstances, Educators/staff should:
  - Follow the procedures listed above.
  - Ensure that the required details are completed in the medication record.
  - Notify the parents as soon as is practicable.

## ATTACHMENT 5 ADMINISTRATION OF PARACETAMOL

There may be times when a child develops a fever while at a Service. When this occurs, there may be a need to administer paracetamol.

A high fever in a young child can be sign of infection and must be investigated to find the cause. However, fever itself is not necessarily an indicator of serious illness. The normal temperature range for a child is up to 38 degrees C. Fevers are common in children and if the child appears happy and well, there is no need to treat a fever, but it is important to watch the child for signs that the fever is a symptom of an illness that may worsen.

In the case of a high fever, parents/guardians will be notified and asked to collect the child as soon as possible, or an ambulance will be called to the Service. While the Service is waiting for the child to be collected by the parent/guardian, the Educator will use measures, such as removing clothing and encouraging the intake of fluids, to keep the child cool, comfortable and well hydrated.

Paracetamol is not appropriate first aid or emergency treatment, and will be treated as any other medication, including requiring written and signed consent for its administration.

If parents/guardians request that Educators/staff administer paracetamol, the Educators should:

- Administer only to a child who has a temperature above 38.5 and is in discomfort or pain.
- Administer only one dose of paracetamol in any instance.
- Use preparations that contain paracetamol only, not a cold and flu or combined preparation.
- Be aware that there are numerous dose forms and concentrations in paracetamol for children and administer the most appropriate concentration and dose for the child who is being administered the paracetamol.

### **Educators will not -**

- In any circumstance, administer paracetamol to a child under the age of 6 months while in the care of the service (an infant with acute fever must be treated as a medical emergency).
- Administer paracetamol for mild fever (under 38.5), gastroenteritis teething or as a sedative.

Royal Children Hospital Melbourne (2011) Fever in Children:  
[www.rch.org.au/kidsinfo/factsheets.cfm/doc](http://www.rch.org.au/kidsinfo/factsheets.cfm/doc)

# MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS

## BACKGROUND

The Scheme is committed to providing Educators with appropriate support and supervision to achieve high quality care and education for the children in their care; encouraging Educators towards continuous improvement and ensuring that professional standards guide practice, interactions and relationships.

## POLICY

Coordination Unit Staff visit Educators in their residences or venues to –

- Provide ongoing support to Educators and to ensure effective communication channels are operating with the Coordination Unit.
- Encourage teamwork, mutual respect and professionalism by recognising each other's strengths and skills.
- Monitor the standard of care provided for children; ensuring all policies and procedures are being adhered to and to provide opportunity to discuss understanding and clarification if required.
- Reflect on current practices in light of continuous improvement to provide high quality care and education for children.
- Observe how the Scheme's statement of philosophy guides all aspects of the Service's operations.
- Provision is made to ensure that a suitably qualified and experienced Educational Leader leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
- Assist Educators with ongoing training and professional development.
- Observe and interact with children, in order to assess their developmental progress and / or any specific or ongoing needs.
- Provide support to families and children, through liaison with and provision of resources and support to Educators
- Ensure conditions outlined in the Household Members Policy are being met.

## PROCEDURE

- Each Educator visit is planned to ensure quality outcomes for children and Educators. Visits are based on mutual respect and recognition of individual roles and responsibilities.
- Support visits will be primarily offered through individual Service home visits. Additional support will occur by phone contact, email and written documentation.



- Visits to Educators will occur on different days and times to assist Coordination Unit staff in having contact with all children and families using the service. Visits may occur at any time when care is being provided
- Coordination Unit staff will aim to visit at different times of the day to widen their knowledge of the Educator's activities (this may include weekend care).
- Visits may be unannounced or at a scheduled time.
- New Educators will be given additional support upon commencement until a comprehensive understanding of policies and procedures and appropriate work practices are demonstrated.
- Additional support is provided to Educators when requested or where there are critical instances or extenuating circumstances.
- Visits to playsessions, in-service training, etc. are all valuable interactions, however they are in addition to regular visits.
- The other ways in which supports are accessible include:
  - Educators can come into the office to discuss matters between home visits;
  - Phone calls, emails, newsletters, playsession, office visits training or incidental meetings;
  - the Coordinator is the 'on call' contact for outside normal business hours and weekends.

#### PRIOR TO VISITS

##### **Coordination Unit staff will:**

- Prepare themselves with information and resources required for the visit based from the previous Educator Home Visit Form.
- Plan to visit on an alternate day to previous visit, to endeavour to see all children in care.

Preplanning of visits may be organised with an Educator, if the Educator requires a specific visit on a particular day to discuss such items as; issue of concern or to observe a specific child.

#### DURING VISITS

- When visiting Educators' Services, Coordination Unit staff acknowledge and respect that the Educator's primary responsibility is to the children in their care.
- Communicate respectfully with the Educator and their family and respect the Educator's workplace.
- Introduce themselves to any visitors and outline their role.
- Sign the Visitor's Register.
- Observe childcare practices to monitor compliance with regulatory requirements
- Develop a professional rapport to discuss factors that are impacting on the Educator's Service e.g. relationships with children, their families and the Educator's own family.
- Support Educators to reflect on their practice and make any necessary improvements on a regular basis. Address and document any concerns with the Educator.

- Provide resources, in a variety of formats to Educators which enhance professional development and encourage resourcing to influence childcare practice.
- Assist the Educator in ensuring that home safety standards are maintained; to offer suggestions and assistance to the Educators on age / stage appropriate children's experiences and to ensure the children in care are provided with a safe stimulating environment.
- Support Educators with any concerns they may be experiencing; including settling new children into care, children with additional needs and communicating with parents.

Procedures are in place to clearly define steps for addressing unsatisfactory performance of an Educator or non-compliance to the Scheme policy and procedures or statutory requirements.

Coordination Unit staff and Educators are to maintain confidentiality and a professional attitude and approach at all times.

The Coordination Unit staff will maintain notes in relation to the individual children in care, as well as other aspects of the Service including adherence to Regulations and Policies.

#### AFTER THE VISIT

- The Coordination Unit staff member will complete Educator Home Visit documentation, outlining any follow up required, sign and forward a copy to the Educator. The Educator then has the opportunity to provide feedback on the visit and how the Coordination Unit can further assist.
- Complete any follow up as identified on visit.

#### **Coordination Unit in addition to the above procedure will -**

Consider all Educators' locations, to ensure the individual Service can be resourced effectively to ensure quality of service delivered. Phone and email contact may be increased if regular visits cannot occur.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCE

National Quality Standard (ACECQA)

# NATIONAL QUALITY STANDARD

## BACKGROUND

A critical part to the success of the National Quality Framework is to conduct regular assessments of an Approved Services against the Children (Education and Care Services) National Law 2010 (NSW) and Education and Care Services National Regulations 2018 (NSW) and the National Quality Standard.

## POLICY

- To ensure the Scheme and Educators have an understanding of and strive to achieve the National Quality Standard.

## PROCEDURE

The National Quality Framework establishes a national assessment and rating system against the National Quality Standard for all education and care services, setting a national benchmark for the quality of Education and Care Services.

It also gives Services and families a better understanding of what constitutes a quality Service. This will enable families to make informed decisions about the Services providing education and care to their children.

The National Quality Standard comprises Quality Areas, Standards and Elements. There are seven Quality Areas, 15 Standards (which are high-level outcome statements) and 40 Elements.

## QUALITY AREAS

QA1 Educational program and practice

QA2 Children's health and safety

QA3 Physical environment

QA4 Staffing arrangements

QA5 Relationships with children

QA6 Collaborative partnerships with families and communities

QA7 Governance and leadership

Under the National Law, each Approved Service will be assessed and rated against the National Quality Standard and the requirements of the National Regulations by the Regulatory Authority in their jurisdiction. Each Approved Service will receive a rating for each Quality Area and an overall rating.

## QUALITY IMPROVEMENT PLANS

An Approved Provider must ensure that a Quality Improvement Plan is prepared for the Scheme and all Educators that:

- describes a self-assessment of quality practices of the service against the National Quality Standard;
- identifies areas for improvement;
- contains a statement of the services' philosophy.

The Quality Improvement Plan must be:

- updated at least annually or at the direction of the Regulatory Authority;
- available at the Service;
- submitted to the Regulatory Authority on request.

#### PHILOSOPHY

The philosophy of a Scheme and Service will describe values, beliefs and understandings about children, families, the role of Educators and the ways children learn.

All Educators will have their own philosophy in relation to their own Service.

To meet the National Quality Standard, the statement of philosophy should be used to guide all aspects of the Service's operations.

Regular review of the philosophy against new research, against the approved learning frameworks, and against families' views and expectations will support the Scheme's goals for continuous improvement.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

# NON-COMPLIANCE POLICY

## BACKGROUND

The quality of the Educators is essential in providing high quality child care Services.

The Scheme is committed to ensuring the requirements of the Education and Care Services National Law 2010 and Education and Care Services National Regulations 2018 are met at all times to ensure the safety and wellbeing of all children, families and community members, Educators and Coordination Unit staff.

## POLICY

- The Coordination Unit is required to ensure Educators meet the requirements of the Education and Care Services Law and Regulations, the Scheme Policies and Procedures, the Australian Government's Child Care Provider Handbook, at all times whilst working as an Educator with the Scheme.

## PROCEDURE

### COORDINATION UNIT

- Provide training to inform and assist Educators in their understanding of their responsibilities in relation to the National Quality Framework, Education and Care Services National Law and Regulations, the Australian Government's Child Care Provider Handbook, their Educator Registration Agreement and Scheme and Council policies and procedures.
- Have a system in place to monitor current practice and to identify and document any non-compliance.

### EDUCATORS

Educators will ensure they have a complete understanding of the requirements of the following documents and refer to them to determine appropriate practices and procedures.

- Education and Care Services National Law 2010 (NSW);
- Education and Care Services National Regulations 2018 (NSW)
- Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)
- National Quality Standard
- Early Years Learning Framework;
- My Time Our Place;
- NSW Work Health and Safety Act 2011;
- Scheme and Council policies and procedures;
- Educators' Registration Agreement
- Australian Government's Child Care Provider Handbook.

## NON-COMPLIANCE

The following steps should be followed if an Educator is found to contravene any of the National Quality Framework, Education and Care Services National Law and Regulations, the Australian Government's Child Care Provider Handbook, their Educator Registration Agreement and the Scheme and Council policies and procedures:

- The Educator will be spoken to about the non-compliance, and depending on the nature of the non-compliance, may be required to rectify the situation as soon as it is brought to their attention.
- The Coordinator will complete a Non-Compliance Report.
- Details of the discussion and / or the report will be documented in the Educators file.
- The Educator will be advised in writing of a first warning from the Coordinator. This will also include a quality improvement plan developed between the Educator and the Coordination Unit based on the nature and severity of the non-compliance, outlining expectations, strategies and a timeframe.

If the Educator continues to breach conditions, which could include different non-compliance issues, then consideration will be given to de-registering the Educator from the Scheme.

An Educator, depending on the nature and severity of the non-compliance, may be suspended until evidence has been provided to the Coordination Unit that any identified non-compliances have been rectified.

Depending on the nature of the non-compliance - instant de-registration may be considered if behaviour on the part of the Educator, Assist Educator or household member has put the children's wellbeing at risk or their behaviour 'threatens to harm, frighten or humiliate a child', or if the Coordinator is concerned about the Educator's ability to provide adequate duty of care.

## APPEAL BY AN EDUCATOR

Refer to Complaints and Feedback Policy or they are able to involve the NSW Ombudsman.

## RELEVANT LEGISLATION:

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

## KEY RESOURCES:

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# NON COMPLIANCE REPORT

EDUCATOR'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CHILDREN IN CARE: 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_ 7. \_\_\_\_\_

**AREA OF CONCERN:**

SAFETY      HYGIENE      REGULATIONS      ADMINISTRATION      POLICY

COMMENT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

STAFF SIGNATURE

DATE

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EDUCATORS SIGNATURE

DATE

**ACTION TAKEN:** \_\_\_\_\_

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COORDINATOR'S SIGNATURE

DATE



# NON PAYMENT OF FEES

## BACKGROUND

Educators operate their own businesses in providing quality child care to their community. Payment of fees for this service is expected in a timely manner from the families that use their care. It is a legal requirement of accepting Child Care Subsidy payments, that families abide by the guidelines set out in the Australian Government's Child Care Management System.

## POLICY

- In regards to debt management, all Educators have a right to be paid as negotiated in a timely manner by both parents and the Service.
- The Coordination Unit and Educators will follow the guidelines stated in the Australian Government's Child Care Provider Handbook.

## PROCEDURE

The Coordination Unit recommends Educators charge families a bond to cover themselves of any losses if a family leaves their Service without notice.

It is an Educator's responsibility to ensure that all families are up to date with their fees. The Coordination Unit recommends Educators have families pay for the week of care each week.

Educators should verbally and in writing advise every family during the initial interview/ enrolment of their individual fee schedules; what their fees are and when payments are expected.

All families should sign a Parent/ Educator Agreement with their Educator (complying written arrangement) prior to starting care stating what days and times they have booked for care, and to acknowledge the conditions of payment.

If a family falls behind in fees, the Educator should set a timeframe in writing stipulating when the outstanding fees need to be paid by; however, Educators must remember that processing attendance record information without parents being up to date with fees is considered fraudulent. The child should cease care until the fees are up to date.

The Coordination Unit is not responsible for assisting Educators in recovering money lost through bad debts.

An Educator however should inform the Coordination Unit if / when a parent leaves their care with fees outstanding, as an alternative Educator may not be offered to families who have debts with another Educator in the Scheme.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCE

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

# NSW OMBUDSMAN ACT

## BACKGROUND

The NSW Ombudsman is an independent and impartial watchdog who watches over most public sector and many private sector agencies and their staff. Their role is to make sure these agencies and their staff do their jobs properly, meeting their responsibilities to the community.

## POLICY

- To ensure the safety and wellbeing of children in care within the Scheme.
- To complement Council's policies, codes and employment conditions from time to time where allegations or convictions of child abuse are made against an employee of the Council (also refer to clause 36 of the NSW Local Government Award 2017).

## PROCEDURE

The NSW Ombudsman is to be notified when the alleged perpetrator is an employee of the Scheme, whereby an allegation of child abuse identifies the alleged perpetrator as an 'employee' of the Scheme is defined as; a member of Council staff, an Educator, an Assist or Relief Educator, a student on placement or a volunteer. (Section 25A(1) of the NSW Ombudsman's Act 1974).

Child Protection Notification Form (NSW Ombudsman) to be completed and must be sent to the NSW Ombudsman within 30 days of Council becoming aware of the offence and / or of a current or past conviction.

Adhere to the NSW Department of Family and Community Services 'Interagency Guidelines for Child Protection Intervention' in respect to the investigation of the child protection matter and liaise with other appropriate bodies as per these guidelines.

Advise the Ombudsman whether or not disciplinary or other action in relation to the employee will be implemented and the reason for taking or not taking any action.

Inform the Ombudsman of progress and/or outcome of investigation.

Depending on the case, the Ombudsman will make a decision regarding the role they take; that is being active or monitoring.

The Coordinator is to liaise directly with Council at all times throughout the investigation.

## DEFINITIONS

For the purposes of dealing with the Ombudsman Act the following terms mean:

**Allegation** – An allegation against an employee might involve behaviour that is reportable conduct or behaviour that is exempt from notification to the Ombudsman but is required to be investigated by the agency.

**Child** – A child or young person under the age of 18 years.

**Reportable conduct –**

- (a) any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- (b) any assault, ill-treatment or neglect of a child, or
- (c) any behaviour that causes psychological harm to a child.

RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Ombudsman Act 1974 (NSW)

KEY SOURCES

[www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)

# NURSERY FURNITURE, TOY AND EQUIPMENT SAFETY

## BACKGROUND

Unsafe nursery furniture, equipment and toys are responsible for a high number of injuries to children and the majority of these injuries are preventable. Choosing safe items, checking furniture and equipment regularly, and providing proper supervision are crucial in ensuring the health and safety of children.

## POLICY

- Educators will endeavour to minimise the risk of child accidents and injuries involving nursery furniture and equipment, toys and play equipment.

## PROCEDURE

### NURSERY FURNITURE AND EQUIPMENT

#### **When purchasing nursery furniture and equipment for children, Educators should -**

- Always use furniture and equipment that has been made in accordance with Australian Standards. Educators must have written verification of this available to sight.
- Always use furniture and equipment that is free of rough surfaces, sharp edges, points, projections and small pieces that can break off, is easy to clean and age appropriate.
- Regularly test locking devices to ensure they work correctly and regularly check furniture and equipment for stability, wear and tear.
- Look for entrapment hazards, it is easy for small fingers and limbs to get caught in gaps between 30-50mm in size, head and upper body entrapments can cause death by asphyxiation with gaps over 85mm.
- Be aware that most injuries related to nursery furniture are due to falls from equipment, ensure appropriate supervision of children at all times.
- Ensure cleanliness of all nursery furniture and equipment.
- Educators should conduct and record an audit of the furniture and equipment used at their Service at least once a year.

### COTS AND SLEEPING FACILITIES

#### **Educators will -**

- Provide an adequate number of cots, beds, stretchers or sleeping mats or other culturally appropriate forms of bedding for all children who sleep while in care e.g. one child per bed / cot
- Ensure every cot used in the Service meets Australian Standards. AS/NZS 2172 – Cots for household use – Safety requirements. This information needs to be readily accessible by the Coordination Unit or regulatory authorities.
- Ensure that mattresses and other bedding are clean and comfortable.
- Ensure that bed clothing is appropriate to the climate.

- Ensure that all bed linen is kept clean and in good repair.
- Ensure that there is individual bed linen and blankets for each child that are stored hygienically between uses.
- Arrange and position cots, beds, stretchers, mattresses and other bedding so as:
  - To reduce the risk of a child having access to dangerous or hazardous materials or equipment (eg. curtain cords, cosmetics, heaters, power points, objects hanging on the wall, etc.) according to the age and abilities of individual children;
  - To be in an area that has natural light;
  - To allow easy access to any child and
  - To reduce the risk of cross infection between children.
- Maintain all cots, beds, stretchers, mattresses and other bedding in a safe, clean and hygienic condition and in good repair at all times.
- Regularly test locking devices to ensure they work correctly and regularly checking for stability, wear and tear.
- Ensure cots do not contain any lead. This is most likely to occur with second hand furniture.
- Ensure sleeping arrangements comply with current regulations, while also respecting the needs of the child, and the wishes of the family. Educators also play an important role in providing an atmosphere that is relaxing and promotes good sleep/rest routines.

The Coordination Unit will:

- Maintain a policy relating to the selection and use of cots, beds and bedding that is based on current advice from recognised safety authorities.
- Ask to see written verification that all cots used in an Educator's Service have Australian Standards verification.

## TOYS AND PLAY EQUIPMENT

Children should only be provided with toys that can be used safely, are age appropriate, stable, durable and easy to clean. It is important for Educators to be aware that some unsafe toys have caused serious child injuries and deaths.

### **When purchasing toys for children in care, Educators should -**

- Check all toys for poor design and manufacture ensure they are non-flammable and there are no choking hazards such as cords; do not contain lead, thread / ribbons or small pieces that can break off. If in doubt, do not use.
- Regularly check for sharp edges, rough surfaces or brittle plastic as they can cause cuts and splinters, buy washable, non-breakable, non toxic toys; check for ventilation before buying masks, helmets and tents.
- Ensure that all toys are age appropriate for the children they have in care and are regularly checked and maintained.

- When setting up, packing away or washing toys check toys regularly for loose, detachable or broken parts that are choking hazards. Remove broken toys until they can be fixed, discard broken toys if not repairable.
- Encourage the safe and correct use of toys; supervise activities and arrange play areas where toys can be used safely, away from electrical equipment, heating and cooling systems.
- Be aware that it is safer to use toy crates without lids or with lightweight removable lids rather than toy chests. Only use toy chests and boxes that are designed not to close on top of children, cannot be locked, and ensure there are ventilation holes in case a child crawls inside the box. Ensure that toy boxes with hinges are fitted with a hinge type that closes slowly to avoid trapped fingers and head injuries.
- All play equipment should also be safe and in good repair at all times.
- Outdoor play equipment needs to be checked for the effects of weathering (eg, plastic becoming brittle).
- Educators should conduct a written audit of the toys used in their Service at least once a year.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Toy Safety Checklist, NSW Department of Fair Trade, 2019 [www.fairtrading.nsw.gov.au](http://www.fairtrading.nsw.gov.au)

Staying Healthy in Child Care, NHMRC: [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

SIDS and Kids 'Sids and Kids Safe Sleeping' brochure. [www.rednose.org.au](http://www.rednose.org.au)

Kidsafe NSW [www.kidsafe.com.au](http://www.kidsafe.com.au)

# NUTRITION AND ACTIVE PLAY

## BACKGROUND

There are many benefits to promoting a healthy lifestyle in early childhood education and care settings, including the positive impact this has on each child's learning and development. Being made aware of positive eating behaviour and the importance of physical activity from an early age can instil good habits that will remain throughout a person's life. Educators are well placed to build awareness among children and their families, while respecting lifestyle choices and cultural and religious values.

Foods eaten provide the body with the nutrients we need to stay healthy. Good nutrition involves the balanced eating of a variety of foods, and is especially important for children as they require a large amount of nutrients for growth and development. Research has shown that, when offered a variety of healthy foods, children can and do make good choices. Education and care settings provide many opportunities for children to experience a range of healthy food, and to learn about food choices from Educators and other children (Early Years Learning Framework).

Active play (play that involves using the large muscles in the body) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. Active play is about moving, being and doing.

A strong sense of health and wellbeing, supported by good nutrition and an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn (Early Years Learning Framework).

## POLICY

The Scheme promotes healthy eating in childhood by -

- Helping to educate children, Educators and families about healthy food and nutrition, and its importance in the early years of a child's life and development.
- Encouraging both families and Educators to provide children with ample, nutritious food and drinks for their time in care.
- Consulting and working collaboratively with families in regard to their child's nutrition and dietary requirements, including responding appropriately to food allergies and recognising cultural and religious practices, and lifestyle choices as well as individual children's needs eg through observation of what the children bring from home – not enough food/too much/suggestions for healthier options.
- Endeavouring to take into account the culture, religion and overall health status of individual children.
- Providing an eating environment that encourages children to be calm, aids communication and social skills, and develops independence in eating habits.
- Encouraging physical activity by providing a range of active play experiences for all children every day at the Service.



## PROCEDURE

### **The Coordination Unit is responsible for -**

- Providing information and resources to Educators and families on healthy choices for eating and active play, food preparation and storage.
- Collecting and recording relevant information about individual special dietary requirements of children that will be in care if required (i.e. allergies, medical conditions, cultural, etc) and ensuring Educators are well informed.
- Encouraging families to provide adequate and nutritious meals for their children when they are in care.
- Providing advice and support to Educators and families on matters relating to food and nutrition.
- Including Nutrition Professional Development and a food safety component into new Educator's induction.
- Providing nutrition and food safety professional development on a regular basis through emails, newsletters, Facebook etc.

### **Educators are responsible for -**

- Implementing adequate health and hygiene procedures, and safe practices for handling, preparing and storing food, to minimise risks to children.
- Discussing children's eating habits, food allergies and/or medical conditions with parents before care commences.
- Encouraging mothers to continue breastfeeding, if possible, or families are to provide infant formula.
- Implementing measures to prevent cross-contamination of any food given to children with diagnosed food allergies and/or diabetes
- Ensuring that the Service environment and the educational program support children and families to make healthy choices for eating and food awareness activities. Including exploring and discussing diverse cultural, religious, social and family lifestyles.
- Encouraging children to get hands on experience and awareness in food preparation, through cooking and food activities.
- Discussing healthy eating choices with children, introducing the concept of 'sometime' foods and drinks and role modelling positive behaviours. Unhealthy foods high in sugar and / or fat content are to be strongly discouraged.
- Furthering their professional knowledge with the latest information on food and nutrition through journals, resource agencies and in-service courses. This information will be shared with families and children.
- Considering this policy when organising excursions and events.
- Keeping families informed of current information relating to healthy eating and active play.

- Ensuring that fresh drinking water is readily available at all times, and reminding children to drink regularly throughout the day. Ensuring that children can readily access their own clearly labelled drink containers.
- Providing food and drinks at regular intervals, and encouraging children to actively participate in, and enjoy, snack / meal times without feeling rushed.
- Providing adequate supervision for all children during meal/snack times.
- Encouraging children to be independent at snack/meal times e.g. opening lunchboxes, pouring drinks, self-feeding, serving and using utensils in a culturally sensitive way.
- Ensure parents/guardians maintain 'no nut' rule if required and if food is brought in for sharing eg birthday cake – communicate with parents/guardians that ingredients need to be listed and displayed to identify any allergy foods for individual children.
- Provide each child with food and drinks provided by the family, unless the Educator feels it does not meet the nutritional guidelines outlined in the Regulations. If the family fails to provide either nutritious and / or enough food and drink for their child, the Educator may provide the child with appropriate food and drink. The cost of the food provided will be charged as per the Educator Fee Schedule.
- Planning and providing outdoor, active play that is stimulating, promotes skill development, considers safety issues and provides adequate supervision.
- Acting as positive role models by engaging in physical activity.
- Considering opportunities for children to be physically active indoors, particularly in adverse weather conditions

**For Educators who choose to provide food for the children in their care:**

- Educators must undertake a Food Handling Course that is recognised by a relevant health authority, and ACECQA, in accordance with the Food Act 2003.
- Educators must ensure all food and drinks provided are consistent with the recommendations of the Australian Government's Healthy Eating Guidelines for Early Childhood settings. That is, they are adequate in quantity and take into account dietary requirements of each child's growth and developmental needs, any specific cultural, religious or health requirements.
- Educators should follow the nutritional guidelines as set out in Caring for Kids Cookbook (NSW Health). That is providing a hot / cooked midday meal, and the appropriate amounts of fruit and dairy that children require while in care.
- Educators must display an accurate menu of the food they are providing to the children each day.

**Parents/Guardians are responsible for -**

- Providing details of specific nutritional/dietary requirements, including the need to accommodate cultural or religious practices or food allergies, on their child's enrolment form, and discussing these with the Educator and the Coordination Unit prior to the child's commencement at the service, and if requirements change over time (refer to Medical Conditions and Medication Administration Policy).
- Communicating regularly with Educators regarding children's specific nutritional requirements and dietary needs, including food preferences.

- Ensuring that they supply their Educator with ample, nutritious food and water/ drinks for their child for the time they are in care. If the family fails to provide either nutritious and / or enough food and drink for their child, the Educator may provide the child with appropriate food and drink. The cost of the food provided will be charged as per the Educator Fee Schedule.
- Providing nutritious food and drinks for celebrations, fundraising activities and Service events, consistent with Service policy.
- Follow the service 'no nut' if required rule and if food is brought in for sharing eg birthday cake – that ingredients need to be listed and displayed to identify any allergy foods for individual children
- Keeping lunchboxes and drink bottles clean and hygienic.

Following repeated requests both written and verbal to parents for nutritious foods, the Educators may contact the Coordination Unit for guidance. Note: Regulations 79 and 80 do not apply to food and beverages provided by a parent/ guardian for consumption by their child.

- Encouraging children to exercises by engaging in active play, and walking or riding a bike to the Service, where appropriate.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Food Act 2003 (NSW)

Work Health and Safety Act 2011

## KEY RESOURCES

National Quality Standard (ACECQA)

Nutrition Australia [www.nutritionaustralia.org](http://www.nutritionaustralia.org)

Australian Breastfeeding Association [www.breastfeeding.asn.au](http://www.breastfeeding.asn.au)

NSW Multicultural Communications Service [www.mhcs.health.nsw.gov.au](http://www.mhcs.health.nsw.gov.au)

Fact sheets on health topics Get Up and Grow: Healthy Eating/ Physical Activity for Early Childhood: [www.health.gov.au/internet/main/publishing.nsf/content/phd-early-childhood-nutrition-resources](http://www.health.gov.au/internet/main/publishing.nsf/content/phd-early-childhood-nutrition-resources)

NSW Food Authority – [www.foodauthority.nsw.gov.au](http://www.foodauthority.nsw.gov.au)

Food Standards Australia – [www.foodstandards.gov.au](http://www.foodstandards.gov.au)

National Health and Medical Research Council – [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

NSW Department of Health – [www.health.nsw.gov.au](http://www.health.nsw.gov.au)

Munch and Move [www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx)

# PETS AND ANIMALS

## BACKGROUND

The Scheme acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child's experiences in care, they are also a risk to children. A child's safety must be maintained at all times.

## POLICY

- To ensure the practices of the service meet the Education and Care Services National Regulations and National Quality Standard in regard to pets and other animals in family day care.
- To minimise the risk of injury and safeguard the health of children, families and staff at all times.
- To ensure that Educators exercise their Duty of Care in relation to supervising interactions between their pets and the children in care.

## PROCEDURE

### **Coordination Unit**

Provide professional development and/or resources to Educators and families on health and safety practices for pets and other animals in the child services sector.

Monitor the compliance of the policy and help Educators develop Risk Management plans for animals.

### **Educators**

An Educator must ensure that any animal (including livestock) or domesticated bird that enter or are kept on the premises of their Service, do not constitute health or safety risks to children in care. For example; by causing an allergic response or infection or in any way having a detrimental effect on the wellbeing of children provided by the service.

Every domestic pet or farm animal is to be kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g. brushing the dog, bottle feeding a lamb, or providing food or water).

An Educator should inform families if they intend the children to have access to their pets / animals.

Educators should have Pet Authorities signed by the parents, to cover the supervised 'pet interactions' they may have with the child/ren in their care.

Pet food and water bowls should be inaccessible to children.

Animal droppings should be cleared away daily. Kitty litter trays should be inaccessible to children.

Educators should ensure that there are no bones/ food or holes dug by dogs in the play areas.

There should be ongoing worming and immunisation programs, especially for dogs and cats.

Bird aviaries and rabbit/ guinea pig hutches are to be cleaned regularly. Children should not be allowed within these enclosures.

Children should only enter a chicken coop as a supervised activity.

Animals are not to have access to children's bedding, toys or play equipment, food preparation areas, eating surfaces or utensils.

No animal is to travel in a motor vehicle with children in care, unless the animal is restrained in the car (for example: by a fixed barrier, harnessed away from the children or in a cage).

Children are to be protected by a hygiene program eg washing hands after handling pets, pets not licking children's faces, checking for droppings in the yard etc.

### **Families**

Families must inform Educators if their child has any allergies or any fears relating to animals before commencing care with that Educator.

Families should notify the Coordination Unit if they are concerned with any pet / animal interactions occurring at the Educators service.

### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

### KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Kidsafe [www.kidsafensw.org/](http://www.kidsafensw.org/)

Staying Healthy in Child Care, NHMRC: [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

# PHOTOGRAPHS / VIDEOS

## BACKGROUND

Photographs and videos are now classified as 'personal information' under the Privacy and Personal Information Protection Act 1998.

## POLICY

- To ensure the privacy of children and families is respected at all times also including when any individual who is not an Educator or Coordination Unit staff is taking photographs or videos within an Educator's Service, a playsession or a community event.

## PROCEDURE

### COORDINATION UNIT

Written permission is sought from the parent / guardian on the Registration and Authorisation Form at the initial registration of the child with the Scheme. This outlines the child's inclusion in video, photographs, digital media and interviews by media, staff/ Educators or students, where any of the above will be for any form of public display, used in the Scheme or individual service promotional material or publications.

If a parent / guardian does not want their child's photograph to be used then the Coordination Unit writes this information in red on the outside of the family's file and the prospective Educator is notified.

The Scheme accepts that families may want to display photographs of their own child on the internet. The Scheme does not condone the display of photographs taken of other families' children whilst in the care environment.

### INDIVIDUAL EDUCATOR SERVICES

In relation to any parent/ family member, student or visitor to the Service with the intentions to take photographs, the Educator will ensure:

- All families are notified in advance of when, why and by whom photographs may be taken.
- All families are given the opportunity to object to their child being involved in any photographs, and that these wishes will be respected.
- Any parent or family member may only photograph their own child unless given permission by another child's parent in writing.

The Educator will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring the child is not photographed while in attendance at the Service. This may mean, however that the child may be removed from group situations where photos will be taken.

If a parent has given permission for their child to be photographed by anyone other than a staff member, Educator or student, the Scheme does not accept responsibility for the distribution or use of any photograph once taken.

#### ANY OTHER INDIVIDUAL

The Service does not allow any other individual visiting an individual service (such as tradesmen) to take photographs of any child.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Privacy and Personal Information Protection Act 1998 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

# PLAYSESSIONS

## BACKGROUND

Playsession is an opportunity for children to experience larger groups, explore play and participate in learning opportunities that may differ from those offered by their own Educator. Children enjoy both planned and spontaneous play experiences revolving around children's interests and suggestions.

## POLICY

- To provide opportunities for Educators and Coordination Unit staff to socialise and network with each other and to strengthen their identification with the Scheme.
- To allow children the opportunity to mix with other children in care and to become familiar with other Educators and the Coordination Unit staff.
- To provide experiences for children in care that encourages growth in physical, emotional and social development.
- To observe and interact with Educators and children in a large group setting.
- To provide opportunity for participating Educators and children to contribute to the planning and evaluation of the playsession program
- To provide an informal training opportunity where Coordination Unit staff can model and share their early childhood knowledge, experience and skills.
- To be consistent with the Scheme's policies.

## PROCEDURE

Playsessions are to be held during school terms and weather permitting.

Playsessions operate from facilities located at the rear of the Mudgee Coordination Unit Office, and when possible designated venues at Gulgong, Kandos, Rylstone and Wellington.

Playsessions may be held at an Educator's residence or venue or may consist of excursions to public places. For example: a park within the local community or the library.

Educators are to maintain primary responsibility for their children in care during playsessions. Educators should advise Coordination Unit staff of the need for them to work away from their children for a short period of time to ensure safe child / Educator ratios. For example; in the preparation of food, looking at the toy library resources, toileting a child.

For Scheme-organised playsessions Coordination Unit staff are to develop a program of activities, which enable the children to socialise as well as engage in a variety of experiences and celebrate diversity.

Coordination Unit staff responsible for the provision of playsessions should plan each session carefully to ensure that it provides a positive experience for all the children (and Educators) who will attend, taking into account:

- The number of, different interests and ages of children;



- The venue and the indoor and outdoor spaces available;
- The available equipment and learning materials.

Educators must ensure they have completed a Risk Assessment that has been sent to the Coordination Unit on how they will safely get to and from playsession venue before they attend. Parents are to sight the approved Risk Assessment before they sign the excursion form.

Educators are to ensure they have parents' written permission for children to attend a playsession either on a Routine or Non Routine Excursion permission form.

Where possible, parents are to be advised of their local playsessions, and are encouraged to attend.

Parents should be notified on the morning of a playsession as per the Excursion Policy.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

# PRIVACY AND CONFIDENTIALITY POLICY

## BACKGROUND

Early Childhood Services are obligated by law, service agreements and licensing requirements to comply with the privacy and health records legislation when collecting personal and health information about individuals.

The Health Records and Privacy Act 2001 and the Privacy and Personal Information Protection Act include a clause that overrides the requirements of these Acts if they conflict with other Acts or Regulations in place. For example, if there is a requirement under the Children (Education and Care Services) National Law (NSW) or the Education and Care Services National Regulations that is inconsistent with the requirements of the privacy legislation, services are required to abide by the Children (Education and Care Services) National Law 2010 (NSW) and the Education and Care Services National Regulations (NSW).

## .POLICY

- The need for confidentiality is fundamental in providing a quality child care service and the Services will endeavour to protect the privacy of personal and sensitive information collected by the Scheme.
- The Scheme will follow the standards of the National Privacy Principles to regulate the way in which personal and sensitive information is managed.
- The Scheme will collect certain information in accordance with the regulatory framework of operating a children's service with respect to the Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018.

## PROCEDURE

### COLLECTING INFORMATION

Personal information will be collected and used specifically for the purpose of the Scheme. Personal information should be collected in a fair and unobtrusive way.

Collection of information is limited to only the amount of information that is necessary for the Scheme's operational procedures.

### USE AND DISCLOSURE

Disclosure of information should only be for the purpose for which it was collected.

The Scheme will obtain parent/guardian written permission before disclosing a child's personal and sensitive information to another professional. For example: Early intervention teachers, speech therapists, occupational therapists, doctors or counsellors.

Personal information collected about children is regularly disclosed to their own parents or guardians. On occasion, information such as children's personal achievements, child works and photos are displayed within the boundaries of the Coordination Unit Office and Educator's Service.

The Scheme will disclose specific information, including the child's name, age and specific needs to the Educator(s) for the child including emergency contact and medical/health information.

Information will be kept secure and may be requested and viewed by the child's parents/guardians and representatives of Department of Education during an inspection visit

#### DATA QUALITY

The Scheme takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up-to-date. The accuracy of that information, however, depends to a large extent on the information that is provided by the parents/guardians.

Parents/guardians will be required to advise the Coordination Unit of any changes that may affect the initial information provided.

Information that is collected will be maintained in accordance with the Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018, and Council's Records Management Policy.

#### DATA SECURITY

The Scheme will:

- Endeavour to protect personal information from misuse, loss, change, and unauthorised access/disclosure.
- Ensure all records and documents are maintained and stored in accordance with Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018.
- Ensure the Service complies with the requirements of the Privacy Principles as outlined in the Health Records Act 2011, the Privacy and Personal Information Protection Act.

#### OPENNESS, ACCESS AND CORRECTION

Parents/guardians may seek access to the personal information collected about them and their children by contacting the Coordination Unit and in accordance with Council's Access to Information Policy.

#### SENSITIVE INFORMATION

The Scheme respects the rights of individual's sensitive information. A higher level of privacy protection applies to sensitive information.

Sensitive information relates to information about an individual's religious beliefs, racial or ethnic origin, philosophical beliefs, political opinions, membership of a political association, membership of a trade union, sexual preference or practices, criminal records or health information.

#### **Parents/guardians are responsible for -**

- Completing all authorisation forms and returning them to the Coordination Unit or Educators in a timely manner.
- Providing accurate information and updating it immediately when changes occur.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Health Records and Information Privacy Act 2002 (NSW) Privacy Act 1988 (CTH)

Privacy and Personal Information Protection Act 1998 (NSW) KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

[Office](http://www.oaic.gov.au) of the Australian Information Commissioner [www.oaic.gov.au](http://www.oaic.gov.au)

# PROFESSIONAL DEVELOPMENT

## BACKGROUND

The knowledge and skills of Coordination Unit staff and Educators are reflected in the quality of the service. While a comprehensive and structured induction program is essential to ensure new Educators and Coordination Unit staff feel confident and well prepared for their respective roles in family day care, ongoing professional development plays an integral part in ensuring knowledge and skills are maintained, extended and kept up to date.

Ongoing professional development is extremely important in helping early childhood Educators provide developmentally appropriate learning activities in a safe and educationally stimulating environment that addresses the needs of all children

Where appropriate, the Scheme will offer opportunities to families and other children's services within the community to attend professional development that is organised by the Coordination Unit.

## POLICY

- To promote the Scheme as a professional child care service that endeavours to stay abreast with current best practices in the early childhood educational field.
- To present a comprehensive training module and orientation program to prospective Educators.
- To enhance all Educators' personal and professional development by identifying individual training needs and implementing training accordingly.
- To build on Educators' skills and knowledge base to guarantee the quality of service provision to children and families and to ensure Educators meet the requirements of the Quality Assurance Process
- To provide training which is accessible to all Educators and which caters to different learning styles and backgrounds.
- To ensure Coordination Unit staff and Educators participate in professional development on a regular basis.

## PROCEDURE

### COORDINATION UNIT STAFF

Provide effective leadership to enable the establishment and maintenance of a professional workplace with open communication, respectful debate and further professional learning. A positive organisation culture is promoted and a professional learning community is built.

Work collaboratively with Educators and affirm, challenge, support and learn from each other to further develop their skills and to improve best practice and relationships.

Provision is made to ensure that a suitably qualified Educational Leader ensures the establishment of clear goals and expectations.

Provide information about all requirements of orientation training to prospective Educators and deliver specific training about the Scheme to Educators before registration. Provide an added level of support for new Educators and work with them through their probation period.

Provide formal and informal training opportunities through home visits, playground and small group training including Educators who may be rurally isolated.

Provide videos, books, websites and resources which Educators may access to increase their knowledge and provide recognition for informal learning.

Document and evaluate Educators' training provided by the Coordination Unit and completed by Educators and kept on file with any other relevant training undertaken.

Provide opportunities for all stakeholders to provide feedback relating to professional development requirements of the Scheme.

The Coordination Unit will notify Educators and families of local training opportunities, engage external professionals for the delivery of training as well as deliver it themselves.

Training programs will include accredited courses, non-accredited courses, specialised workshops and informal forums. Training opportunities should include, but not be limited to –

- Learning about current trends and issues;
- Enhancement of knowledge and understanding of children's thinking skills, communication skills, social, emotional and physical needs;
- Finding ways to respond to the needs of families and young children in a complex and changing society;
- Engaging with early childhood peers and establishing support and professional networks;
- Opportunities that cover key business areas;
- Encourage Educators to build on existing formal qualifications;
- Encourage Educators to attend conferences, seminars and workshops.

The performance of the Coordination Unit staff is evaluated annually by Council and individual development plans are in place to support performance improvement.

## EDUCATORS

As per the Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018, all Educators must already have a minimum early childhood qualification of a Certificate III in Children's Services before they are registered with a Scheme.

Educators agree upon Registration with the Scheme, to be involved in ongoing professional development and must show their commitment to continuous improvement to develop their skills in the education of children.

It is the Educator's responsibility to complete an approved Child Protection Course within 12 months (If required) of starting their Service and to maintain their current First Aid Certificates (including annual CPR and first aid, asthma and anaphylactic management training every 3 years).

It is expected that Educators attend at least 4 or more professional development opportunities each year (not including their first aid updates or Child Protection). These may be offered by the

Coordination Unit or other early childhood services. Documentation (certificates, statements of attainment, etc) of attending professional development other than the ones offered by the Coordination Unit must be sent into the Coordination Unit to be filed.

Educators are to participate in mandatory training as outlined by the Coordination Unit.

The performance of Educators is evaluated annually (Annual Review) and individual development plans are in place to support performance improvement (Continuous Improvement Plans).

If the Coordination Unit identifies areas that need to be addressed the Educator must follow up to ensure continued registration within the Scheme.

## FAMILIES

Support the Educators in their endeavours to attend professional development.

Provide feedback to the Coordination Unit on any future requests for Educator / family professional development requirements.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Local Government Act 1993 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Belonging Being Becoming – The Early Years Learning Framework (Department of Education)

My Time, Our Place – The Framework for School Age Care in Australia

# PROFESSIONALISM

## BACKGROUND

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families.

Early childhood professionals make decisions based upon knowledge of early childhood theories and practices that recognise diversity of ability, developmental level, and family characteristics.

Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

## POLICY

- To ensure all Coordination Unit staff and Educators conduct themselves in a professional manner at all times in relation to all aspects of operating a Service and being a part of the Scheme.

## PROCEDURE

The Scheme strives to show the community that family day care is a quality choice for child care.

Although Educators run their own Services, everything they do as an individual Service reflects on the whole Scheme.

The Scheme expects all Coordination Unit staff and Educators to behave in a professional manner at all times when conducting any duties involved with their individual Service or the Coordination Unit.

- Demonstrate knowledge and understanding of and compliance with, the Education and Care Services National Law and Regulations, the Scheme and Council's policies and procedures and the Australian Government's Child Care Provider Handbook.
- Adhere to early childhood professional codes of ethical conduct and matters of confidentiality.
- Demonstrate knowledge, understanding and implementation of the National Quality Standards and the Early Years Learning Framework, My Time Our Place and Munch and Move Guidelines.
- Demonstrate critical reflection of one's own professional and educational practices.
- Demonstrate knowledge in technology resources to engage in ongoing professional development.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)



## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Early Years Learning Framework

My Time Our Place

Munch and Move Guidelines

# PROTECTION FROM HARM OR HAZARDS STORAGE OF DANGEROUS SUBSTANCES AND EQUIPMENT

## BACKGROUND

The Scheme has a duty of care to provide all persons with a safe and healthy environment. The Scheme defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury or illness to a person. It is recognised the importance of Educators and Coordination Unit staff adhering to the Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018, the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011.

## POLICY

- To reduce the risk of harm to children, families, staff, Educators and visitors from risks associated with chemical products, medicines and other potentially dangerous substances and / or equipment potentially used in family day care environments.

## PROCEDURE

The National Law does not require Services to eliminate all risk and challenge from children's play or environments; however, every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.

Chemical products routinely used in the home are potentially dangerous and hazardous. Common examples, that are hazardous either by ingestion, inhalation or skin contact are bleach, cleaning agents, detergents, pesticides, solvents, medicines, and materials used for building, gardening and hobbies. Pesticides and volatile chemicals, such as solvents, are easily inhaled.

Information on chemical products can be obtained from manufacturers on Safety Data Sheets ('SDS') that provide information on chemical toxicity, health effects, safe handling and storage together with first aid instructions. There will be a phone number on the product container to call to obtain the SDS forms. Educators should have SDS forms for all chemicals they use while children are in care.

NSW Poisons Information Centre                      13 11 26

### **The Coordination Unit will -**

Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educators' Services.

Ensure the playsession venue stores any dangerous chemicals, substance and equipment in a place that is secure and inaccessible to children.

Obtain SDS forms for all hazardous substances at the Coordination Unit.

Educators and Coordination Unit staff need to be aware of the Work Health and Safety legislation and safe storage practices relating to hazardous substances.

A hazardous substance may include:

- Poisons
- Medicine
- Gas / petrol
- Toiletries
- Household cleaners
- Gardening chemicals e.g. fertilizers, weed killer, pesticides
- Substances that may trigger an allergic reaction e.g. dust, fumes, peanut butter.

A substance may become hazardous if it is not managed correctly. This may include the way a substance is:

- Handled
- Used
- Stored
- Transported
- Disposed of

**Educators will:**

At all times be aware of their environment and potential safety hazards that could cause harm to the children in their care.

Under the Work Health and Safety Act 2011, it is the Educator's responsibility to:

1. Identify hazards in the home.
2. Assess the level of risk of the hazard.
3. Eliminate or control the risk.

Reasonable precautions include:

- Daily safety checks of the environment and equipment;
- Secure storage of hazardous products including chemicals;
- An equipment and toy maintenance schedule. All broken or dangerous equipment must be immediately removed from children's access;
- Undertaking risk assessments the Service residence or venue and for all excursions outside the residence or venue and for the implementation of emergency evacuations;
- Follow procedures for releasing children only into the care of authorised persons;
- Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a locked place, which is secure and inaccessible to children;

- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the Educator's responsibility to eliminate or manage the risk. These items include but are not limited to:
  - All cleaning materials, including detergents;
  - Poisonous and other dangerous substances;
  - Toiletries;
  - First aid equipment;
  - Medications. These should be stored in their original labelled container and not transferred to any other container. Follow the use, storage and first aid instructions on the label for a substance. For medication that requires refrigeration, (eg eye drops, antibiotics, syrups) store at the back of the top shelf in a locked container.
- Educators should have SDS forms for all products used in their Service. They must ensure these are up to date and easily accessible.
- Have storage facilities that are secure and inaccessible to children for any tool or equipment that is operated by an engine or any tool or equipment that poses a possible hazard to children or Educators.

This list is not exhaustive and Educators should conduct regular risk assessments to identify potential hazards relevant to their own service, and strategies to protect children.

Educators should always have a complete first aid kit available at all times, kept out of children's reach but easily recognisable and identifiable.

They should also have access to the emergency numbers of ambulance, fire brigade and police, children's family contact numbers.

Seek medical advice immediately if poisoning has occurred or call the **Poisons Information Line on 131126**, or call an **ambulance, dial 000**.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2011 (NSW)

## KEY RESOURCES:

National Quality Standard (ACECQA)

Standards Australia [www.standards.org.au](http://www.standards.org.au)

Kidsafe, [www.kidsafe.com.au](http://www.kidsafe.com.au)

Safework Australia, [www.safeworkaustralia.gov.au](http://www.safeworkaustralia.gov.au)

# PROVIDE A CHILD SAFE ENVIRONMENT

## BACKGROUND

Our service has a moral and legal responsibility to ensure that the rights and best interests of the child are paramount and that we will provide training, resources, information and guidance to support this in order to:

- ensure that the health, safety and wellbeing of children at the service is protected at all times;
- ensure that people educating and caring for children at the service act in the best interests of the child;
- protect and advocate the rights of all children to feel safe, and be safe, at all times;
- maintain a culture in which children's rights are respected;
- encourage active participation from and collaboration with families of each service, to support a partnership approach to and shared responsibility for children's health, safety, wellbeing and development.

The Scheme is committed to providing a safe environment for the children who are in care within the Services and understands our responsibility to advocate for the wellbeing of children and young people in a holistic and community context. We understand and recognise the vulnerability of children of all ages and the need to exercise vigilance in regard to their wellbeing and take reasonable precaution to protect them from any harm or hazard which has the likelihood to cause injury

## POLICY

- To provide safe and respectful and environments paying careful consideration, preparation and attention to the potential dangers posed to children and young people in a childcare setting.
- Operate in accordance with the current child protection laws ensuring current reporting obligations are met.
- Recognise and fulfil our responsibility with regard to Mandatory Reporting Requirements.
- Fulfil obligations as a child safe organisation and uphold the National Child Safe Principles and Standards.
- Actively play a role in informing and supporting families by facilitating and maintaining community liaison with partners who exist to support families and children.

## PROCEDURE

The Coordination Unit will -

- Within the limits of their obligations, ensure that children are protected from child abuse and facilitate wellbeing as defined in the Children and Young Persons (Care and Protection Act) 1998 and UNICEF Convention on the Rights of the Child 1989.

- Facilitate a culture of commitment to child protection through a range of policies, procedures and practices.
- Ensure the prompt notification and investigation of allegations of risk of harm where allegations involve Educators, their family or Coordination Unit staff where there is an obligation to notify, irrespective of supporting evidence.

Educators will -

- Ensure all children are adequately supervised at all times to ensure all those with access to children are screened to ensure they are not a prohibited person and to ensure only authorised persons have responsibility for children.
- Reporting of any allegations of reportable offences in compliance with mandatory reporting requirements of the Office of the Children’s Guardian as per Child Protection Policy;
- Ensure every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury through undertaking routine safety checks, home and premises risk assessments and educating children and Educators in safety awareness.
- Deal with injury, trauma and illness, as effectively as possible, when they happen, then complete any required paperwork and within the required/legislative timeframe;
- Apply preventative measures, source and attend appropriate training, adhere to Scheme Policy and procedures, regulatory requirements and forward planning will ensure the Scheme’s aims to protect children from harm and hazard are met;
- Ensure comprehensive and current knowledge about the health and special requirements of every child in their Services is obtained, documented and kept up to date as per the Medical Conditions and Medical Administration Policy;
- Adhere to the Scheme’s adopted Code of Ethics, Code of Conduct and Child Protection Policies.

### **Child Protection Requirements**

- Ensure that all Coordination Unit staff, Educators, household members over the age of 18 years, students and volunteers have current working with children check clearances (or equivalent as required by state specific legislation as updated from time to time).
- Ensure that all staff and Educators are given information and/or training about child protection law and any obligations they have under that law.
- Refer to the Child Protection Policy.
- Refer to the Acceptance and Refusal Authorisations Policy

### RELEVANT LEGISLATION

Children’s Guardian Act 2019

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Child Protection (Working with Children) Act 2012 (NSW)

Child Protection (Working with Children) Regulation 2013

Crimes Act (1900)

Adoption Act 2000 (NSW)

Children and Young Persons (Care and Protection Act) Act 1998 (NSW)

Disability Inclusion Act 2014

Anti-Discrimination Act 1977

## KEY RESOURCES

National Quality Standard (ACECQA)

Office of Children's Guardian <https://ocg.nsw.gov.au/>

NSW Mandatory Reporter Guide <https://reporter.childstory.nsw.gov.au/s/mrg>

Child Care Provider Handbook (Department of Education and Training)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

UNICEF Convention on the Rights of the Child 1989

Child Safe Standards

# RELIEF EDUCATOR

## BACKGROUND

High quality childcare, and trusting relationships between families and the Service, is achieved when there is consistency and continuity of care. The National Quality Framework provides scope for the role of a Relief Educator to provide continuity of care for families and children.

## POLICY

- To allow Educators time to attend to important appointments, events or take time away from work, and to minimise disruption to children in care during these times.

## PROCEDURE

All Relief Educators must be Registered with the Scheme, have a Working with Children Check, National Police Records Check, have a minimum Early Childhood Qualification of a Certificate III Children's Services and have current first aid certificates (including First Aid, Asthma and Anaphylactic Management and CPR).

A Relief Educator when working for one Primary Educator can be added to that Primary Educator's public liability insurance. If the Relief Educator is working more than 50% of the Primary Educator's service hours, or working for two or more Educators, they are to take out their own public liability insurance.

Parents should be informed as soon as possible before the event about the relief arrangements. If an Educator has a regular Relief Educator they should notify the parents of this when the Parent / Educator Agreements/Written Arrangements are signed (when children first start care, at the beginning of each year or when an Educator's or family's circumstances change).

Educators may arrange for another Educator to provide Relief Care in their residence or venue but the Coordination Unit should be notified before the relief care commences, and prescribed child ratios must be maintained.

The Primary Educator must inform the Relief Educator of the safety procedures for their residence or venue, showing the location of the fire extinguisher and fire blanket, smoke alarm, the emergency evacuation procedure and drill, the location of the first aid kit, emergency contact list, CPR chart and facility key.

The Primary Educator must inform the Relief Educator of the children's anticipated needs over the period of relief care, including their needs for food requirements, sleep, medication, medical conditions and activities.

Should the Relief Educator need to transport the children in care, the Coordination Unit should have a copy of their white slip for their car and a risk assessment for the excursion.

If a family chooses to make other arrangements other than using a Relief Educator, they should not be charged for the period of care.

The Primary and Relief Educators will discuss what fees will be charged before the care is provided. This is a business decision between the Primary and Relief Educator, not the Coordination Unit.



The Relief Educator is to submit their own individual Attendance Records for children they care for, not the Educator's Attendance Records of the educator they are relieving.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

National Family Day Care Association Public Liability Insurance [www.fdca.com.au](http://www.fdca.com.au)

# RETENTION AND CONFIDENTIALITY OF RECORDS

## BACKGROUND

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to Scheme stakeholders and children. All records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 25 years.

## POLICY

- To ensure the Approved Provider, Nominated Supervisor, Coordination Unit and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

## PROCEDURE

### RETENTION OF RECORDS

Under the Education and Care Services National Law and Regulations enrolment and other documents must be kept (to the extent practicable) at the Service premises if they relate to the operation of the Service, any staff member or child for the previous 12 months. If not kept on the premises, they must be kept at a place readily accessible by an authorised officer; for example, the records are available online from Council's Records Management System.

The Coordination Unit must keep evidence of the current insurance at the education and care service premises, or for a Family Day Care service, at the principal office.

An Educator must keep evidence of their Service's current public liability insurance at the Service residence or venue.

### CONFIDENTIALITY OF RECORDS

Records must be kept in a safe and secure place. They must be kept for the maximum period of time specified in the Education and Care Services Regulations (see Appendix 1) and in the State Records Act 1998.

Records may be kept in hard copy or electronic form, provided that they are accessible as required.

Records must not be communicated (either directly or indirectly) with anyone other than:

- To the extent necessary for the education and care to whom the information relates.
- Educators who require the information for the education and care of a child.
- Medical personnel who require the information for medical treatment of a child with permission granted from the parent/guardian (if possible).
- The parent of a child that the record relates to (except for a staff record), or the Regulatory Authority or an authorised officer.
- The Approved Provider or Nominated Supervisor of the Scheme or authorised staff of the Coordination Unit.

For access to documentation a parent must be on the birth certificate or have some other official documentation that relates them to the child.

They may also be communicated if authorised or required under any legislation, or if the person who provided the information gives written permission. For example, a parent may give written permission for any Service to share information about their child with a support agency, such as Barnardos or a speech therapist.

#### STORAGE OF RECORDS

Educators' and Coordination Unit records are to be stored in a secure manner when not in use. Educators have a legal obligation to forward all completed forms and authorisations to the Coordination Unit for retention after a child has ceased care with them.

#### RECORDS RELATING TO PARTICIPANTS OF THE FAMILY DAY CARE SCHEME

All matters relating to staff, families / children and Educators are to remain confidential; including information about:

- Staff and/or their families;
- Children Registered in the Scheme;
- Families of the Scheme;
- Educators and/or their families

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Local Government Act 1993 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

Health Records and Information Privacy Act 2002 (NSW)

Privacy and Personal Information Protection Act 1998 (NSW)

Government Information (Public Access) Act 2009 (NSW)

Freedom of Information Amendment (Reform) Act 2010 Act 2010 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Public Interest Disclosures Act 1994 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Child Care Provider Handbook (Department of Education and Training)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

## APPENDIX 1 RECORDS AND DOCUMENTS REQUIRED TO BE KEPT

Records and documents required to be kept

Records and documents required to be kept at the service (National Regulations 183)			
Type of record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance Note: Does not apply if the insurance is provided by a state or territory government.	Approved Provider Family day care educator	Available for inspection at service premises or family day care office	Regulations 29, 30, 180
Quality Improvement Plan	Approved Provider	Current plan is to be kept	Regulations 31, 55
Child assessments	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183
Incident, injury, trauma and illness record	Approved Provider Family day care educator	Until the child is 25 years old	Regulations 87, 183
Medication record	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider Family day care educator	Until the end of 3 years after the record was made	Regulations 158–159, 183
Child enrolment	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183
Death of a child while being educated and cared for by the	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183
For Family day care services only			
Assessment of family day care residences and approved family day care venues	Approved Provider	Until the end of 3 years after the record was made	Regulation 116
Record of family day care staff (including educators, co-ordinators and assistants)	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 154
Record of visitors to family day care residence or approved family day care venue	Family day care educator	Until the end of 3 years after the record was made	Regulation 165

# SAFE SLEEPING AND REST

## BACKGROUND

Sleep and rest are vital to children's healthy development. 'Children who get enough sleep are more engaged and less prone to behavioural problems and moodiness. Sleep also promotes alertness, memory and performance ... effective rest and sleep strategies are important to ensure that children feel secure and safe, and ECEC settings have a duty of care to ensure that all children are provided with a high level of safety and comfort when resting or sleeping and to maintain adequate supervision' (Childcare and Children's Health, vol 14, no2, June 2011).

## POLICY

- Educators are to take all reasonable steps to ensure that the children's physical needs for rest and relaxation is acknowledged and provided for during care, according to the individual child's age and developmental needs.
- Educators are to be aware of, and to understand their individual Services' obligations to comply with all legislative requirements, standards and current best practice, including following practices recommended by safety authorities.

## PROCEDURE

The Early Years Learning Framework (EYLF) includes a focus on social, emotional, spiritual and physical wellbeing and health. Outcome 3 refers to a child's ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children "recognise and communicate their bodily needs (for example thirst, hunger, rest comfort, physical activity).

The EYLF suggest that to promote this, Educators should:

- Consider the pace of the day within the context of the community;
- Provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation.

### **The Coordination Unit will -**

Regularly provide information about current safe sleeping guidelines from relevant authorities.

### **Educators are responsible for -**

Discussing the children's usual settling routines and sleeping patterns with families and accommodate these as far as practicable within the daily routine.

Not insisting or denying a child sleep or rest against the child's wishes or needs. Rest time should be non-threatening and non-stressful for both the children and Educator .

**Taking reasonable steps to ensure the sleep/rest needs of children at the Service are met, with regard to the age of children, developmental stages and individual needs. .**

Providing a positive and nurturing environment for all children attending the Service.

Recognising that children have different requirements for relaxation and sleep, and being responsive to those needs to ensure that children feel safe and secure at the Service, having regard to -

- The length of time each child spends at the Service;
- Circumstance or events occurring at a child's home;
- Consistency of practice between home and the Service;
- A child's general health and wellbeing.

#### MINIMISING DISTRESS OR DISCOMFORT FOR THE CHILDREN IN THEIR CARE

Children who do not require a daytime rest will, after a brief quiet time be allowed to participate in passive activities (such as reading, writing and drawing, solving puzzles or playing board games), either on their bed or at tables.

Children participating in such activities will be encouraged to understand that other children in care need and have the right to undisturbed rest.

All children between the ages of 3-5 years are required to participate in a quiet rest/sleep time.

These children will be encouraged to rest their bodies and minds for 20-30 minutes. If children are awake after this time, they will be provided quiet activities for the duration of rest time.

#### **Ensuring adequate supervision of children at the Service at all times, including during relaxation/sleep.**

Ensure that resting or sleeping children are supervised according to the child's age, their abilities and needs, and the context of care (e.g. day or overnight care).

Ensure that no child who is of or above 7 years of age sleeps in the same room as another child of the opposite sex who is not a relative.

Ensure that no child who is of or above the age of 2 years sleeps in a room in which an adult is sleeping.

Ensure that no child who is under the age of 2 years sleeps in a room in which an adult is sleeping, except with the written consent of the parent of the child.

#### BED CLOTHES

Children will be encouraged to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing. The room temperature will be considered to ensure maximum comfort for the children.

All blankets and sheets are appropriate for the season and are to be clearly marked with the child's name and washed at regular intervals to prevent the spread of cross infection.

Beds and / or mattresses will be in good repair and able to be easily cleaned between uses.

Cots provided at the Service comply with the most current Australian/New Zealand Standards and regular safety checks be conducted of equipment used for sleeping/resting such as cots and mattresses.

No alterations should be made to purchased cots under any circumstance, as this may have serious implications.

Children do not share the same bed at the same time.

Children should not sleep on cushions or couches that cannot be cleaned in between uses.

#### SUDDEN INFANT DEATH SYNDROME

Complying with the recommendations of Red Nose (previously SIDS and Kids) and Kidsafe in relation to safe sleeping practices for children that reduce the risk of SIDS (Sudden Infant Death Syndrome). <https://rednose.com.au/section/safe-sleeping>

#### PHYSICAL ENVIRONMENT

The physical environment, including room temperature, lighting, airflow and noise levels should be conducive to rest time.

Hanging cords, mobiles, curtains and blinds are to be inaccessible to children who are resting or sleeping.

Educators will give children bottles before the children go to bed.

Children will not be put in cots or in beds with bottles as per the Dental Health Policy.

#### COMMUNICATION WITH FAMILIES

Develop communication strategies to inform parents/guardians about their child's rest and sleep patterns, including times and length of sleep.

##### **Parents will -**

At enrolment and from time to time discuss with their Educator their wishes in regard to settling and sleeping arrangements for their child/ren.

Discussing their child's relaxation and sleep requirements and practices prior to commencing at the Service, and when these requirements change.

Providing information on the child's enrolment form if the child requires special items while resting or sleeping e.g. a comforter or soft toy.

Providing a written medical report if their baby/child is not to be placed on their back during sleep. Parents/guardians must communicate alternative resting practices to staff.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

Red Nose [www.rednose.org.au](http://www.rednose.org.au)

Standards Australia – [www.standards.com.au](http://www.standards.com.au)

The Children’s Hospital Westmead – [www.chw.edu.au](http://www.chw.edu.au)

Australian/New Zealand Standard – Cots for household use Safety Requirements (AS/NZS 2172:2013) Services can check current standards on the SAI Global website at: [www.saiglobal.com](http://www.saiglobal.com)

Belonging, Being and Becoming – the Early Years Learning Framework for Australia (EYLF)  
[www.deewr.gov.au/earlychildhoodpolicy\\_agenda/quality/pages](http://www.deewr.gov.au/earlychildhoodpolicy_agenda/quality/pages)

Kidsafe Fact Sheets at [www.kidsafe.com.au](http://www.kidsafe.com.au)

Health Direct [www.healthdirect.gov.au/sudden-infant-death-syndrome-sids](http://www.healthdirect.gov.au/sudden-infant-death-syndrome-sids)

Appendix 1 SIDS Sleeping Information



## APPENDIX 1 SIDS SLEEPING INFORMATION

To minimize the risk of SIDS and other sleeping accidents in infants and babies during overnight and daytime care, Educators should:

### UTILISE THE SIDS AND KIDS SAFE SLEEPING GUIDELINES ON REDUCING THE RISK OF SIDS

#### 1. Put baby on their back to sleep from birth

Sleeping on the back reduces the risk of SIDS. The chance of babies dying from SIDS is greater if they sleep on their tummies or sides.

There is an increased risk of SIDS for first time tummy sleepers. Put baby on back to sleep, from birth, unless advised in writing to do otherwise by the baby's doctor. Healthy babies placed to sleep on the back are less likely to choke on vomit than tummy sleeping babies.

Tummy play is safe and good for babies when they are awake and an adult is present, but don't put baby on tummy to sleep.

Older babies can turn over and move around the cot. Put them on their back but let them find their own sleeping position. The risk of SIDS in babies over six months is very low, but it can still happen.

#### 2. Sleep baby with face uncovered

Be careful that the baby's face and head stay uncovered during sleep as this decreases the risk of SIDS.

A good way to do this is to put baby's feet at the bottom of the cot so that baby can't slip down under the blankets.

When baby is put to sleep, check that:

- Baby is tucked in securely (or is in a safe sleeping bag);
- Cot bedding is not loose;
- There are no quilts, doonas, duvets, pillows or cot bumpers in the cot.

#### 3. Cigarette smoke is bad for babies

Babies exposed to cigarette smoke increases the risk of SIDS. Ensure that babies have a smoke free environment at all times whilst in care, in vehicles or while on excursions at any other location.

#### 4. A Safe Place to Sleep

Be aware and avoid these hazards in the baby's sleeping environment:

- Remove dangling cords or string as these could get caught around baby's neck.
- Always do up the restraints when baby is in pram, stroller or bouncer or any other baby/toddler equipment. It can be dangerous if baby becomes tangled in loose restraints.
- Make sure that the footrest on the stroller is strong and secure. A weak footrest may give way and cause baby to become trapped.

- Remember the routine of “feed, play and sleep”.
- At no time are babies to have bottles in bed. This is due to risk of choking, dental hygiene and the risk of fluid entering the middle ear causing infection.
- Whilst it is not recommended practice for toddlers and children to have a bottle to go to bed, if this is a care requirement, parents must provide a written consent and be supplied with information about best practice. There needs to be strict adult supervision whilst they have the bottle.
- Educators ensure that sleeping children remain within hearing range of the Educator and are regularly monitored.

# SERVICE POLICIES

## BACKGROUND

The National Education and Care Services Regulations require Family Day Care Schemes to have particular policies and procedures which are readily accessible to Educators, staff, volunteers, families and Regulatory Authority staff.

In addition, The National Quality Standards outlines criteria for Scheme operations which could result in the development of additional policies to improve the quality of the Services offered to families.

## POLICY

- To ensure the Mid-Western Regional Family Day Care Scheme has all the compulsory Policies and Procedures that are outlined in the Children (Education and Care Services) National Law and Regulations, the National Quality Standard, the Work Health and Safety Act, the Australian Government's Child Care Provider Handbook and any other regulatory authority.

## PROCEDURE

Policies should be informed by the Scheme's philosophy statement, Early Childhood Australia's Code of Ethics and current advice from recognised authorities.

The Coordination Unit must also give 14 days' notice to parents of children enrolled within the Services before making any change to a policy or procedure that would have a significant impact on any enrolled child; affect the family's ability to utilise the Service, or affect the fees charged or the way fees are collected.

All stakeholders are encouraged to participate in the review process of policies and procedures.

The notice period is not required if the change to a policy or procedure is to address an issue in relation to the safety, health or wellbeing of any child enrolled within the Services.

The Coordination Unit must take all reasonable steps to ensure that the written policies and procedures are followed.

The approved provider of an education and care service must ensure that a copy of the Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018 and Scheme policies and procedures are accessible at each education and care service at all times for use by the Coordination Unit staff, parents of children enrolled at the Service and any person seeking to make use of the Service.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

# SOCIAL MEDIA

## BACKGROUND

Social media is defined as a social networking site to socialise or communicate with others. These include but are not limited to Facebook, Twitter, Snapchat, Instagram, and YouTube and includes usage on any device that connects to the internet, such as but not limited to, a mobile phone, telephone, tablet or computer.

## POLICY

- This policy encompasses Coordination Unit staff, Educators, parents and guardians, children, students and volunteers who are involved with the Scheme.
- To ensure that the Scheme, Educators, children and families are not compromised on any form of social networking or related website.
- To ensure the image of family day care in general is represented consistently, positively and professionally at all times.
- To ensure privacy, confidentiality and professionalism are adhered to at all times.
- To be used in conjunction with Council's Acceptable Use of ICT Policy.
- This policy also complies with State and National legislation regarding social networking websites.

## PROCEDURE

Social networking sites can be accessed by the public and therefore no private information about your Service, other Educators or the families and children that use the Services should be shared on them.

Social media also allows Educators to share information with existing families on the operation of their Service, recognising they can do this fitting in with families' busy lives and helping to build partnerships.

The Scheme also encourages Educators to network which can be facilitated through internet opportunities such as social media.

## COORDINATION UNIT

The Scheme has a private Facebook page to enable the Educators and Coordination Unit to communicate and network with each other. Privacy and confidentiality should be adhered to at all times with no negative or sensitive issues discussed.

The Coordination Unit staff the administrators of the site and reserve the right, should any post be deemed inappropriate, to remove it and the Educator may also be removed from the page.

Educators must ensure log-on details for any private or Scheme social networking or related websites are kept confidential and respects the rules for usage and distribution of the material that is accessible.

The Scheme endeavours to have a public Facebook page to engage families who use the Services, as well as the broader community.

#### INDIVIDUAL EDUCATOR SERVICES

If an Educator wishes to have a social media format for their Service (Facebook, website etc), whether private or public, the Coordination Unit must be informed prior to it being set up, and written approval given.

Educators must ensure that the Coordination Unit can access this site at all times.

Educators must gain written permission from all parents / guardians of the children using their Service, outlining what information / photographs can / will be shared on the site. Should written permission not be given / received the Educator is not to include those child/ren under any circumstances.

To ensure privacy and confidentiality, the Scheme instructs that the following strategies should be used and maintained –

- no names are to be used. Instead a single initial (Mr R) or age (Miss 4) is used if required to describe an activity.
- photos are to have no distinguishing faces – that is taken from the back of the children, not including their faces.

The Educators must ensure the content on the site is professional and a positive reflection of their Service, the Scheme and family day care in general.

Educators must not imply that the Scheme endorses their personal views.

The Educator must understand what constitutes illegal or inappropriate use and avoid such activities.

Educators must be aware and obey the laws covering libel, defamation, privacy and the protection of intellectual property.

Non-compliance with this Social Media Policy may have the potential to damage the reputation, image, competitive or financial position of the Scheme and Council, and consequently, may result in disciplinary action.

#### HARASSMENT / DEFAMATION

Should harassment, defamation of any kind take place on a social networking site, the Educator involved will face an inquiry into their actions and depending on the severity of the situation may face possible de-registration from the Scheme. This also applies to any actions of an Educator's household member.

Should a member of a family registered with the Scheme harass or defame an Educator or the Scheme via a social networking website, the Coordinator will conduct an inquiry into their actions and depending on the severity of the situation they may face possible termination of their child's place within the Scheme.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

Mid-Western Regional Council Media Policy

Mid-Western Regional Council Electronic Telecommunications – Acceptable Use Policy

Mid-Western Regional Council Code of Conduct

Privacy and Personal Information Protection Act 1998 (NSW)

National Quality Standard (ACECQA)

Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

# STAFFING

## BACKGROUND

Research has demonstrated that the employment of appropriately qualified staff in early childhood services is a key contributor to the delivery of quality programs and better learning outcomes for children.

An education and care service operates most effectively when there is open communication and information is shared. Effective communication and problem solving between the adults in the Scheme and Services also models successful working relationships for children.

Teamwork and collaboration, where others' viewpoints are respected and contributions are acknowledged, are fundamental to the development of trusting relationships.

Diversity within the team in terms of skills, experiences and backgrounds enhances the team and ultimately leads to more effective and responsive programs for children.

## POLICY

- Quality Area 4: Staffing arrangements of the National Quality Standard require Schemes to ensure they are meeting adequate staffing arrangements as required under the National Quality Framework. This means the provision of qualified and experienced staff who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.
- The Scheme will meet its duty of care obligations for the staffing requirements of the National Education and Care Services Law and Regulations.

## PROCEDURE

### COORDINATION UNIT QUALIFICATIONS

Family Day Care Coordinators must have at least an approved Diploma level education and care qualification.

A Qualified and experienced Coordinator trains, supports and monitors Educators in their education and care role with children.

Child Development Officers must have an approved Diploma level early childhood education qualification.

A current list of approved qualifications is available on the ACECQA website. Applications can also be made to ACECQA to determine if other qualifications can be recognised.

The Coordination Unit must ensure that the following people have been appointed and are known throughout the service.

### RESPONSIBLE PERSON

- Ensuring that a person eligible to be nominated as a Responsible Person is the Nominated Supervisor and has appropriate skill level, experience, qualifications and approval to work with children, as required under the National Law and National Regulations



- Ensuring that the name and position of the Responsible Person in charge of the Scheme is displayed and easily visible from the main entrance of the Service.
- Ensuring that the Scheme does not operate without a Nominated Supervisor, and that this person has given written consent.
- Ensuring that the name of the Nominated Supervisor is displayed prominently at the service
- Ensuring that information about the Nominated Supervisor, including name, address, date of birth, evidence of qualifications and approved training, and National Police History and Working with Children Check clearances are kept on the staff record. .
- Notifying the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor.).

Assistance from the Coordination Unit to the Educators must be available at all times the Services operate. Assistance can be provided by the Approved Provider or a Nominated Supervisor.

#### NOMINATED SUPERVISOR

A 'Nominated Supervisor' is a person who has been nominated by the Approved Provider and has consented to that nomination. Ensuring that the Nominated Supervisor have a sound understanding of the role of Responsible Person.

#### EDUCATIONAL LEADER

The Coordinator or Child Development Officer who is suitably qualified and experienced must be appointed to lead the development and implementation of the educational curriculum within the Scheme. This person may have suitable qualifications and experience, as well as a thorough understanding of the Early Years Learning Framework and/or the Framework for School Age Care to be able to guide other Educators in their planning and reflection, and mentor colleagues in their implementation practices.

#### FAMILY DAY CARE EDUCATOR QUALIFICATIONS

Educators must have a minimum early Childhood Qualification of a Certificate III in Children's Services. Current legislation also requires all Educators to have current approved first aid qualifications, anaphylaxis and asthma management training, as well as child protection training.

#### REGISTER OF FAMILY DAY CARE EDUCATORS

The Approved Provider of a Family Day Care Scheme must keep a register of each Educators / Assist Educators / Relief Educators registered with the Scheme.

#### EDUCATOR TO CHILD RATIOS

The Children (Education and Care Services) National Law 2010 and Education and Care Services National Regulations 2018 require that Services maintain the required educator-to-child ratios at all times based on the ages and number of children being educated and cared for at the Service. An Educator must not educate and care for more than seven children at any one time. A maximum of four of these children can be preschool age or under.

If the Educator's own children or any other children are at the residence or venue while the Service is operating, they are to be counted in the overall total of children if they are under 13 years of age and there is no other adult present and caring for the children.

## EXCEPTIONAL CIRCUMSTANCES

In exceptional circumstances, a Coordinator may approve an Educator to care for more than seven children, or more than four children who are preschool age or under, if:

- all the children are siblings in the same family;
- a child is in need of protection under child protection law, or
- the residence or venue is in a rural or remote location and no alternative care is available.

## COORDINATOR TO EDUCATOR RATIOS

The Approved Provider of a Scheme must have a person employed to monitor and support its Educators. The following ratio applies 1 full time Coordinator to every 15 Educators. “Coordinators”, in this instance, is the terminology applied the Department of Education and is synonymous with staff employed by Council as “Child Development Officers”.

## LIMIT OF NUMBER OF EDUCATORS IN A FAMILY DAY CARE SERVICE

Conditions of a Scheme will specify the maximum number of Educators who may be registered with that Scheme. The prescribed number of Educators by the Department of Education as at the date of endorsement of this policy is 30 Educators.

## REGISTER OF EDUCATORS, EDUCATOR ASSISTANTS, RELIEF EDUCATORS

The Approved Provider of a Scheme must keep an accurate register of each Register of Educators, Educator Assistants and Relief Educators. The register must include the information prescribed in the National Regulations.

The register must include evidence that each Educator is receiving adequate monitoring and support from a Coordinator (Council employed Child Development Officers), such as evidence of phone calls, email and visits.

The information must be kept on the register for three years after an Educator ceases to be registered with the Service.

## VOLUNTEERS AND STUDENTS

If an Educator is to have a volunteer or student at their Service, they must notify the Coordination Unit and have written approval from the Coordination Unit prior to the volunteer or student beginning.

The Coordination Unit and Educators must be aware of the protocols and guidance supplied by Universities, TAFEs or RTOs in relation to participating students.

## RELEVANT LEGISLATION:

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Child Protection (Working with Children Act) 2012 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

ACECQA Staffing arrangements [www.cecqa.gov.au/staffing-arrangements#sthash.N7FyUtJE.dpuf](http://www.cecqa.gov.au/staffing-arrangements#sthash.N7FyUtJE.dpuf)

Department of Education and Training [www.education.gov.au](http://www.education.gov.au)

# SUN PROTECTION POLICY

## BACKGROUND

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early childhood services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

## POLICY

- The Scheme and its Services will follow best practice guidelines to protect children, family members, Educators and Coordination Unit staff from the damaging effects of sun exposure.

## PROCEDURE

Sun Protection strategies include:

### OUTDOOR ACTIVITIES

All adults and children will use a combination of sun protection measures whenever UV Index levels reach 3 and above. These will include:

- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- From April to September (excluding June and July when the UV index is mostly below 3) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
- In June and July, when the UV Index is mostly below 3, sun protection is not required. However best practice would be for children and Educators to wear hats when outdoors. Extra care is needed for Services in the far west and north of NSW and for all children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and playsessions.

### UV RATINGS

The sun's Ultra Violet (UV) is both a major cause of skin cancer and a great source of vitamin D. UV levels can be high even on a cool, cloudy day so do not rely on the temperature as a guide for when to use sun protection.

Low – 1, 2

Medium – 3, 4, 5

High – 6, 7

Very High – 8, 9, 10

Extreme – 11+

Educators and children are required to be indoors when the rating reaches a level of High (6) and above.

Educators may use approved 'Apps' such as the Cancer Council Sun Smart to determine the daily UV. Other 'Apps' may be approved by the Coordination Unit if suitable.

## SHADE

All outdoor activities will be planned to occur in shaded areas for outdoor play. Play activities will be moved throughout the day to take advantage of shade patterns.

Staff and Educators will provide and maintain adequate shade. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade requirements.

## HATS

Adults and children are required to wear sun safe hats that protect their face, neck and ears. A recommended sun safe hat include:

- Legionnaire hat;
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm);
- Broad-brimmed hat with a brim size of at least 6cm (adults 7.5cm).

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

Children without a sun safe hat will be asked to play in an area protected from the sun or may be provided with a spare hat.

## CLOTHING

When outdoors, adults and children will wear sun safe clothing that covers as much of the skin as possible (especially the shoulders, back and stomach). This would include wearing:

- Loose-fitting shirts and dresses with sleeves and collars or covered neckline;
- Longer-style skirts, shorts and trousers.

Children who are not wearing sun safe clothing may be provided with spare clothing or encouraged to play in the shade. Midriff, crop or singlet tops do not provide enough sun protection and are, therefore, not recommended for Educators and children.

## SUNSCREEN

SPF 30+ broad spectrum water resistant sunscreen is to be applied to all children (over 12 months) in the amount according to instructions on the bottle, before exposure to the sun. Those unable to wear sunscreen must be encouraged to play in the shade. The Cancer Council recommends that sunscreen be applied ideally 20 minutes before going outside and reapplied every 2 hours. Sunscreen should be stored in a cool, dry place and the use-by date monitored.

## BABIES

Babies under 12 months should not be exposed to direct sunlight and are to remain in the shade when outside. They should also wear sun safe hats and clothing, and small amounts of SPF30+ broad-spectrum sunscreen may be applied with parents' prior consent.

#### ROLE MODELLING

All Educators and Coordination Unit staff must wear a sun smart hat when outside. The Scheme also recommends that all Educators and parents will positively role model sun protection behaviour and attitudes by also wearing a combination of sun protection clothing, hat, sunglasses and SPF 30+ sunscreen when outdoors.

#### EDUCATION AND INFORMATION

Sun protection will be incorporated into Educator learning programs and information communicated to families, staff and Educators by newsletters, meetings and notice boards.

The Sun Protection Policy (including updates) will be provided to all Coordination Unit staff, families and Educators.

Coordination Unit staff and Educators will regularly monitor and review the effectiveness of the Sun Protection Policy and procedures.

Further information is available on the NSW Cancer Council website [www.cancercouncil.com.au/sunsmart](http://www.cancercouncil.com.au/sunsmart)

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

The Cancer Council NSW SunSmart: A policy guide for service providers [www.sunsmart.com.au/](http://www.sunsmart.com.au/)

# SUPERVISION

## BACKGROUND

A duty of care exists at all times a child is attending an Educator's Service.

Supervision is an integral part of the care and education of children and requires Educators to make ongoing assessments of the child and the activities in which they are engaged. Active supervision assists in the development of positive relationships between Educators, children and their families, and informs ongoing assessment and future planning.

## POLICY

- To ensure the safety and wellbeing of children in care at all times.
- Ensuring there is an understanding of the legal responsibility and accountability to implement the procedures and practices outlined in this policy.

## PROCEDURE

### ADEQUATE SUPERVISION

All children must be adequately supervised at all times the children are being educated and cared for at a Service.

Supervision is critical to the safety of children. At its most basic level, supervision helps to protect children from harm or hazards that may arise in their play and daily routines.

Adequate supervision means that an Educator can respond immediately, including when a child is distressed or in a hazardous situation.

Effective supervision also requires an Educator to be actively involved with children. It is not the intention of this requirement that Educators merely 'stand back and watch'.

Every child should always be monitored actively and diligently. This means knowing where children are at all times. Children of different ages and abilities will need different levels of supervision. In general, the younger children are, the more they may need an adult to be physically present and close by to support and help them.

In a Service, some children may be playing in different parts of the Service and the Educator will need to consider how these children will be supervised.

The adequacy of supervision should be determined by a range of factors, including:

- number, ages and abilities of children;
- each child's current activity;
- areas where children are playing, in particular the visibility and accessibility of these area;
- risks in the environment and experiences provided to children;
- the Educator's knowledge of each child and each group of children;
- the experience, knowledge and skill of the Educator.

## SLEEPING CHILDREN

When considering the supervision requirements of sleeping children, an assessment of each child's circumstance and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping.

Sleeping children should always be within sight and hearing distance so that Educators can assess the child's breathing and colour of their skin to ensure their safety and wellbeing. Rooms that are very dark may not provide adequate supervision of sleeping children.

## NAPPY CHANGE

Preparing for a nappy change is fundamental to maintaining an adequate level of supervision of children. Educators should ensure that all of the required equipment is available and within reach prior to beginning a nappy change. During a nappy change, a child should never be left alone on the change table and physical contact should always be maintained with the child.

## VISITORS TO THE SERVICE

Educators must ensure that all children are fully supervised when a visitor arrives, is at, and departs from their Service.

## END OF DAY

Educators must ensure that their end of day duties, such as cleaning and securing premises, do not compromise adequate supervision of the children in care.

## EXCURSIONS

Undertaking a risk assessment is part of planning a routine or non-routine excursion. The risk assessment will need to take into account the level of supervision needed for the entire time the children are out of the registered residence or venue.

All aspects of supervision need to be addressed for an excursion. For example: Toileting on excursions.

Adult to child ratios need to be adhered to at all times. If an Educator is alone on an excursion then they would take all children to the bathroom. However, even when there are two or more Educators on an excursion, the Primary Educator must always take full responsibility of all the children in her care and, therefore, also take all children with them. It is not acceptable for one Educator to take one child to the bathroom and leave one Educator with seven children.

## VEHICLES

Children must never be left alone in a vehicle for any reason at any time.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)



## KEY RESOURCES

National Quality Standard (ACECQA)

# SUSTAINABILITY

## BACKGROUND

As a community, it is vital to take increased environmentally sustainable actions to reduce the impact on the planet. Educating and engaging very young children in environmentally sensitive practices has the power to create lasting and meaningful change, with positive knock on effects back to families and the wider community. Importantly, empowering very young people about environmental sustainability issues positively counters the often 'powerless' feelings that older children and adults can have when reflecting on a future in which they feel they have no control or active role to play.

## POLICY

- This policy will provide guidelines to assist Coordination Unit staff and Educators to take an active role in caring for the environment, and promoting and contributing to a sustainable future.
- To promote an education curriculum that encourages a holistic approach to promoting sustainability. The aim of education for sustainability is to promote a sense of respect and responsibility, skills and active participation, empowerment, enquiry and social change.

## PROCEDURES

Environmental education and sustainable practices are embedded into the philosophy and curriculum; where there is a celebration of learning which enables children to develop knowledge and awareness of being part of our environment and community.

### **The Coordination Unit is responsible for -**

- Ensuring environmental education and practices are being incorporated into the curriculum;
- Providing Educators with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources;
- Making recommendations about green and sustainable options;
- Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

### **Educators are responsible for -**

- Implementing identified strategies and engaging in activities that support the Service to become more environmentally sustainable (e.g. recycling, water wise, promote natural products);
- Incorporating environmental education and sustainable practices within the curriculum;
- Planning opportunities for children to connect with nature and the natural world at the Service, including on excursions and at other service events;
- Incorporating celebrations of environmental awareness into the program e.g. National Tree Day, National Recycling Week, Clean Up Australia Day and Walk to Work Day;
- Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

**Parents/guardians are responsible for -**

- Acknowledging and where possible following the strategies identified and outlined in this Sustainability Policy
- Encouraging their children to adopt sustainable practices at both the Service and at home.

RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

KEY RESOURCES

National Quality Standard (ACECQA)

The Early Years Learning Framework for Australia

Environmental Education in Early Childhood (EEEC) [www.eeec.org.au](http://www.eeec.org.au)

# TOBACCO, DRUG AND ALCOHOL FREE ENVIRONMENT

## BACKGROUND

The Scheme acknowledges the importance of ensuring all children are cared for in an environment free from tobacco, drugs and alcohol.

## POLICY

- To follow the 2011 Education and Care Services Regulations where it applies to children being cared for in a Service or on an excursion.

## PROCEDURE

Exposure to tobacco smoke poses major health risks for both children and adults.

All prospective Educators should be made aware of the tobacco, drug and alcohol free environment during recruitment procedures.

Educators should not smoke at any time, whilst providing their Service.

All areas of the Educator's home, which are accessed by children being cared for, should be smoke-free while any children are present in the residence or venue.

Where the Service is also a family residence, strategies should be developed to ensure that the Educator's home is a safe place for children, while recognising the rights of the Educator's family. For example, Educators might suggest a space outside the premises where other household members and visitors may smoke. If tobacco is smoked in the residence when the Service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including cigarettes, ashtrays matches and lighters.

Educators are to ensure that children are cared for in a smoke-free environment, even in the event of parents having no objections to children being exposed to smoke or the example of smoking.

Educators who do not ensure the protection of children by implementing the non-smoking policy of the Scheme will be advised that their registration as an Educator may be relinquished should the policy not be adhered to.

Educators, staff and volunteers must not consume alcohol or be affected by alcohol or drugs (including prescription medications) that may impair their capacity to provide education and care to children at their Service.

This does not mean that Educators, staff or volunteers who require prescription medication must be excluded, but rather that consideration be given as to whether that medication affects the person's capacity to provide education and care to children. A doctor's certificate may be requested at the discretion of the Coordinator.

## EXCURSIONS / OUTINGS

There should be no smoking in any vehicle while it is being used to transport children.

Coordination Unit Staff, parents and any volunteers while caring / supervising children on excursions should not smoke or consume alcohol.

Children should not be taken to any venue which is inside a building where smoking is permitted, as the children would be exposed to the risk of passive smoking.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Public Health Act 2010 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

Public Health (Tobacco Act) 2008 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Staying Healthy in Child Care [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

# TOY, EQUIPMENT AND RESOURCE LIBRARY

## BACKGROUND

Play is how children learn and making it fun is nature's way of ensuring children get lots and lots of practice. The games children play are directly linked to the needs of the growing body and mind. If play is a child's work then they must also have the tools for their trade. Toys are tools that help a child to enjoy play.

## POLICY

- To provide Educators within the Scheme access to a variety of toys, equipment and other resources that will enhance their learning environments for the children in their care.

## PROCEDURE

### TOYS

Educators are encouraged to borrow toys, puzzles, books, craft accessories, puppets, games and other resources in the Scheme's toy library for one month at a time.

The Scheme is aware that these resources are being used with children and that pieces of puzzles may go missing, pages in books may be ripped or toys may be broken.

Educators are encouraged to ensure that items are returned in the condition they would like to take them out. If a page has been ripped or something broken, Educators are requested to let the Scheme know on return so it can fix them before putting them back into the toy library. Educators should wipe down puzzles and board books, wash dress up clothes and puppets and also ensure they are in their correct packaging.

If the Scheme knows that all reasonable care has been taken with a borrowed item then it understands any damage caused. However, if on visits to Educator services, Coordination Unit staff feel that care has not been taken then a small replacement fee may be charged. The cost will be determined by the cost and age of the item.

If toys are returned dirty, a cleaning fee may also be charged.

Battery toys will be lent out without batteries, so Educators can use their own for the duration of the loan.

Some limits of the amount of equipment and toys may be enforced.

### EQUIPMENT

When starting up a Service, the Scheme likes to be able to assist with providing new Educators with some of the larger items. After 3-6 months, however, that Educator should know whether or not this profession is for them and start to purchase these items themselves if they intend to proceed.

Often when an Educator has a baby in care an extra cot or pram may be necessary which again may be borrowed from the Scheme, if available.

Equipment such as cots and sleep mats can be borrowed for 3 months at a time.

If equipment is returned in an unappropriated state, a cleaning fee or replacement fee will be charged depending on the cost and age of the item.

## RESOURCES

The Coordination Unit has a wide variety of resource books on many varied topics available for Educators to borrow.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY SOURCES

National Quality Standard (ACECQA)

# VEHICLE SAFETY

## BACKGROUND

A duty of care exists at all times the child is attending a children's service. Supervision is an integral part of the care and education of children and requires Educators to make ongoing assessments of the child and the activities in which they are engaged.

## POLICY

- To meet 2011 Education and Care Services Regulations, Australian Standards and comply with the Roads Traffic Authority of NSW 'Guidelines in the use of Child Restraints.'
- For Educators to ensure each child's physical safety whilst being conveyed in a private vehicle.

## PROCEDURE

All drivers must hold an Open C class current licence and have current car registration, including third party insurance.

To ensure correct and safe installation of restraints, Educators must have their restraints checked and certified by an Authorised Restraint Fitting Station annually.

Children must not be transported in a vehicle that has not undergone a safety check and obtained an Authorised Restraint Fitting Station service receipt, of which the Coordination Unit has to be provided with a copy.

All family day care children must be appropriately restrained at all times. For guidelines on appropriate restraints for children of various ages and weights see the Transport for NSW Centre for Road Safety website.

Child restraints, including capsules, child car seats and boosters must be installed according to the instructions of the restraint manufacturer and the vehicle manufacturer.

Child restraints should be checked by the Educator for appropriate fitting whilst being used by a child.

The child safety seat should display one of the Standards Australia symbols (AS1754) indicating that it has passed official laboratory crash tests.

Second-hand car seats are not to be used if there are cracks in the frame, the buckle is inoperative, if the straps are frayed or if the Australian Standard symbol is not visible. Car seats can only be used for up to ten years after the date of manufacture.

All back seats should be filled first, and no adult should be seated in the back while a child occupies the front seat.

Educators should not refuel their vehicle while children are in care

**Children must never be left alone in vehicles for any reason.**

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)



Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

Transport for NSW Centre for Road Safety website: [www.roadsafety.transport.nsw.gov.au](http://www.roadsafety.transport.nsw.gov.au)

# VISITORS TO THE FAMILY DAY CARE RESIDENCE

## BACKGROUND

The Scheme is committed to providing a safe environment for the children in care within its Services.

The Scheme recognises the vulnerability of children of all ages and the need to exercise vigilance and screen all adults who have access to children.

## POLICY

- To ensure children are safe at all times and parents are informed of people visiting the Service.
- To ensure Educators meet the regulatory requirements of recording 'visitors' to their residence or venue whilst providing care and education.

## PROCEDURE

An Educator must not leave a child or children alone with a visitor to a residence or venue, while providing care and education to that child.

All approved Educators who have visitors attend a residence or venue during hours of operation must have all the visitors sign the Visitors Register.

The definition of a visitor for the purposes of the Education and Care Services National Regulations is – any person at the Educator's premises that is not permanently living at the premises.

Visitors include:

- Coordination Unit staff;
- Work placement students;
- Trades persons;
- Other people that may come into the Educator's premises with the family;
- Friends that drop in during the day, including other Educators;
- Families that are at the Educator's residence or venue for a family interview whilst children are in care; and
- People that are staying with the Educator short-term – not permanently residing at the residence or venue.

Visitors do not include:

- Families that are signing the children in and out on the attendance record;
- Educators own family, who reside with them, and permanent residents.

The Coordination Unit will provide forms for Educators to use for visitors to sign in and out.

Visitors registers must be kept for a minimum 3 years after the record was made.

The Visitor's register will also be completed at playsession.

## SHORT TERM VISITORS RECORD

A record must be kept which records all visitors to a Service during the Service's hours of operation.

The record must include the name and signature of the visitor, their exact arrival and departure time, and the reason for their visit.

Visitor records (old and new) must be kept in an accessible place at all times so they can be viewed by Coordination Unit staff or other officials.

All visitor records must be handed in to the Coordination Unit at the end of each calendar year, to be filed in the Educator's file.

## LONG TERM VISITORS' RECORD

An Educator must notify the Coordination Unit in writing if a person is to visit/ stay at their residence or venue for longer than a day. Notification must include the full details of the person visiting, the reason for their visit and the length of time they are staying.

If the person is over 18 years and will be living at the residence for extended periods of time (anything longer than 14 consecutive days) are required to obtain a Working with Children Check clearance before their stay can begin. It is important to note that Working with Children Checks can, at times, take in excess of four weeks to be processed by the NSW Office of Children's Guardian.

## NEW PERSON TO LIVE AT THE SERVICE RESIDENCE OR VENUE

An Educator must notify the Coordination Unit in writing if a new person intends to live at the residence. Notification must include the full details of the person who will be living at the residence and the proposed length of time they are staying.

If the person is over 18 years and will be living at the residence for extended periods of time (anything longer than 14 consecutive days) are required to obtain a Working with Children Check clearance before their stay can begin. It is important to note that Working with Children Checks can, at times, take in excess of four weeks to be processed by the NSW Office of Children's Guardian.

The Educator must also notify the Coordination Unit in writing if any circumstances change which may affect the fitness and propriety of a person living at or visiting their residence or venue who has previously been assessed as fit and proper.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

# WATER SAFETY

## BACKGROUND

Learning spaces and environments should offer an array of possibilities and connect children with natural materials. Water is one experience that offers children sensory rich, open ended experiences that engage children's curiosity and imagination. Children may encounter these resources in the Service environment and/or when on excursions. These experiences, especially those conducted with and near water, must be carefully supervised ensuring the safety of children and adults.

Water safety relates to access to water in the building, the playground or on excursions, and also to the availability of drinking water for children.

It is imperative that Educators remain vigilant in their supervision of children in and around water, and are alert to potential risks in everyday practice in the learning environment.

## POLICY

This policy will outline the procedures that apply to managing water safety, including safety during any water based activities at a Service.

The Mid Scheme is committed to:

- Providing opportunities for children to explore their natural environment including through water play.
- Ensuring that information provided to Educators, parents/guardians and curriculum planning incorporates water safety awareness and water sustainability practices.

## PROCEDURE

### AT THE EDUCATOR'S FAMILY DAY CARE SERVICE

Through daily safety checks, Educators must clean up any water hazards within their Service environments before the children arrive.

Children may have access to sprinklers, hoses, wading pools, water troughs;

- with the parents' written permission (water activity permission form);
- with direct and constant adult supervision.

Educators need to program for and educate children about staying safe in and around water.

Wading pools, water troughs and containers for water play are filled to a safe level. Any equipment that holds water should be emptied immediately after use, cleaned and stored to prevent the collection of water. Children will be discouraged from drinking from these water activities.

## SWIMMING POOLS

Fencing of a pool at the Educators residence or venue must meet requirements of the Swimming Pool Act 1992 and Local Government requirements.

The Educator must ensure that no child enrolled in their Service swims in a swimming pool at the home of the Educator, unless the Educator has obtained written authorisation for the child to do so from a parent/ guardian of the child, and that adult: child ratios are maintained.

If children are to swim at any pool situated at an Educator's residence or venue, there must be present within the fenced area of the pool at least one adult for each child. If the children cannot swim the Educator should be in the pool with the child.

#### IN THE COMMUNITY

Excursions to the local pool with children are discouraged. They are allowed if a child is directly involved in swimming lessons, and the parents have given written permission. The adult to child ratio of participants in the excursion is one adult for each child.

A risk assessment must be completed before the excursion and sent through to the Coordination Unit for approval.

#### OTHER BODIES OF WATER

Excursions to areas that have access to a river, dam, or other places that have a significant water hazard such as a river, pond or fountain are discouraged.

The minimum adult to child ratio of persons participating in the excursion is:

- (a) 1 adult for every 1 child under 3 years of age;
- (b) 1 adult for every 2 children 3 years to children attending school;
- (c) 1 adult for every 5 children who normally attend school.

Educators must be aware of the potential danger of all bodies of water.

#### RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

#### KEY RESOURCES

National Quality Standard (ACECQA)

Royal Life Saving Society [www.royallifesaving.com.au](http://www.royallifesaving.com.au)

Kidsafe [www.kidsafe.com.au](http://www.kidsafe.com.au)

# WORK HEALTH AND SAFETY

## BACKGROUND

The Work Health and Safety Act 2011 (NSW) and Work Health and Safety Regulation 2017 (NSW) aims to protect the health, safety and welfare of people within a work environment. It lays down general requirements for health, safety and welfare, which must be met at all places of work in New South Wales. The Act covers self-employed people, as well as employees and employers.

Self-employed people (including Educators) must ensure the health and safety of people visiting or working at their places of work (their residences or venues), who are not their employees, by not exposing them to risk.

For Educators, this includes people that come into an Educator's home on family day care business e.g. the children in care, the people dropping off and picking up the children, the Coordination Unit staff that visit and any workers paid to do a job for the Educator.

In work health and safety terms, risk management is the process of recognising situations that have the potential to cause harm to people or property, and doing something to prevent the hazardous situation occurring or the person being harmed.

## POLICY

- The work health and safety of all Educators registered with the Scheme, staff, children and those visitors to residences, venues and excursion locations is considered to be of utmost importance.
- To ensure Educators and Co-ordination Unit staff comply with the Work Health and Safety Act 2011 and the Work Health and Safety Regulation 2017.

## PROCEDURE

### **Coordination Unit staff will -**

Develop policies and practices on work health and safety matters in consultation with stakeholders of the Scheme.

Resources, practices and policies on health and safety issues will be developed and circulated to Coordination Unit staff, Educators and parents in an effort to ensure that all participants of the Scheme enjoy a healthy and safe environment

To provide appropriate and adequate work health and safety and accident prevention education and training to Educators and Coordination Unit staff.

To be aware of current updated information from leading health and safety authorities.

The Scheme recognises and has a commitment to its duty of care for all stakeholders, complying with legislation, Australian standards, best practices and maintains public liability insurance.

Council's work health and safety management system takes into account the requirements of relevant legislation, regulations and codes of practice, advisory standard, and Australian Standards where they apply. All Coordination Unit staff, Educators, Assist Educators and Relief Educators registered with the Scheme should observe health and safety practices and policies at all times when the Services are operating.

Provide information to Educators on health, hygiene and safety matters in education and care service as the information is made known to staff. This may be through newsletters, fact sheets, Professional Development sessions, Educator meetings or on Home Visits.

Monitor the compliance of Educators to ensure safety at their Services by checking that Educators complete their Daily Safety Checks, Quarterly Safety Checks, sunscreen application and by the Coordination Unit conducting unannounced home visits.

Review the systems and procedures relating to risk management within the Services on a regular basis.

### **Educators will -**

Comply with the Work Health and Safety Act 2011 as a self-employed business operator.

Comply with the work health and safety practices that are documented in the Regulations for Family Day Care that relate to their education and care service.

It is a regulatory requirement and responsibility of the Educator that the home environment is safe, and a Work, Health and Safety requirement that Educators develop a risk management plan for any identified hazards in their residence or venue.

Under the Work Health and Safety Act 2011, it is the Educators responsibility to:

Step 1: Identify the problem, which is known as hazard identification.

Step 2: Determine how serious a problem it is, risk assessment.

Step 3: Deciding what needs to be done to solve the problem, risk elimination or control.

Educators need to also provide a floor plan of their home and outdoor play area which clearly indicates which areas will be used for the Educator's Service and have accordingly had all safety matters addressed.

It is important that this floor plan is updated with the Coordination Unit if the areas of usage change (both for insurance and regulatory purposes). Identification of these different areas must be made very clear.

Educators' own children, not included in the childcare numbers (that is over 13 years), and other household members may enter the non Service areas.

Educators' own children included in the childcare numbers may enter the non Service areas at the Educators' discretion. However, best practice is for children under 3 years to remain with the Educators.

Access to the non Service areas must not be made available to the other children in care. Educators and children in care are not to enter any area of the home which has not been designated as being used for the childcare business during the operational hours of the business.

For Educators to maintain a safe environment whilst conducting their education and care Service, they must develop and implement safe work practices in relation to work health and safety standards in the Educator's home. For example, completing Daily Safety Checks, Quarterly Safety Checks, sunscreen application and documenting evidence. This information needs to be accessible and easily sighted by the Coordination Unit or compliance officers.

Educators are strongly encouraged to complete the form by the due dates, as non-compliance with safety requirements may necessitate a close of the Educator's business until such time as an assessment of the safety of the home has been completed.

The Scheme may take action against Educators who refuse, neglect, or fail to observe safety and health practices and requirements.

## RELEVANT LEGISLATION

Children (Education and Care Services) National Law 2010 (NSW)

Education and Care Services National Regulations 2018 (NSW)

Children (Education and Care Services) Supplementary Provisions Regulation 2019 (NSW)

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2017 (NSW)

## KEY RESOURCES

National Quality Standard (ACECQA)

WorkCover NSW [www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)