

# TWINKLE FAMILY DAY CARE PTY LTD POLICIES AND PROCEDURES 2020



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## PHILOSOPHY STATEMENT

Twinkle Family Day Care Pty Ltd Pty Ltd unique philosophy recognises the benefits of providing a holistic learning experience for our children in a caring, enriching environment supported by skilled, knowledgeable and passionate Educators who value families and the community. Diversity enriches our environment, and our program continually evolves to include children, families, community and educators from all abilities, age and cultures.

Our philosophy has been inspired and guided by the Early Years Learning Framework.

Belonging – acknowledges children’s independence with others (family, a cultural group, a neighbourhood, and a wider community) and the basis of relationships in defining identities.

Being – recognises the importance of the here and now in children’s lives.

Becoming – reflects the process of rapid and significant change that occurs in the early years.

Twinkle Family Day Care Pty Ltd Pty Ltd aims to train, develop and support all Educators to enable them to provide quality care in a home environment which is safe, caring and fosters the individual development of each unique child. We achieve this by providing a nurturing, supportive and loving environment, by following the Early Years Learning Framework (EYLF).

The best interest of children and their right to learn and develop in a safe and nurturing environment is the primary considering in our actions interaction and daily work with children. We encourage the inclusion of community members into the lives of the children and the inclusion of the children, their learning, development and curriculum, into the wider community. We believe in the importance and relevance of play in a child’s development and acknowledge that play enables children to enjoy, participate, learn, practice, experiment and become contributing and successful members of the community.

We believe providing opportunities that encourage mutual respect, trust, cooperation and the developing independence and self-discipline of each child in our care. Each child’s individuality will be respected. The program will acknowledge children’s contributions and extend their curiosity and creativity, always with a sense of encouragement and enjoyment. Children have equal access to all aspects of our service programs regardless of race, culture, gender, abilities, social status or family structure. In our service parents are encouraged to communicate openly, receive positive encouragement and support and friendship.

We believe in providing support in their roles as educators of young children and offer opportunity to extend their professional development through attending appropriate training and in services. To maintain confidentiality in their communication between the service and families, we follow confidentiality policy. Educators can be flexible within the programming and routines, whilst maintaining consistency within their house.

We believe in developing partnership with staff and management based on honest, open communication and mutual respect. We believe on educating young children about the importance

of the natural world and show them how to sustain natural resources, use products wisely and understand the impact we have on the world we live in. We aim to make a difference wherever we can, from the Coordination Unit through to the Educators' homes. We believe in providing valuable contribution to the community. In our role as advocates for family day care within the wider community. In developing and nurturing relationships between the scheme and families and services within the wider community.



## DEFINITIONS

- **Adrenaline Auto injector:** Device for administering measured adrenaline in the event of an anaphylaxis reaction
- **Auxiliary employee's:** Workers employed or contractually engaged by the family day care service, although may not work directly with children (ie. administration or maintenance workers)
- **Behaviour guidance plan:** A documented plan with an agreed set of strategies between the family day care service and the family to assist the child in their learning, when managing or redirecting undesired or disruptive behaviours.
- **Behaviour guidance:** Strategies to assist children gain understanding and learn about managing their own behaviour in a positively way
- **Challenging behaviour:** Behaviour that is disruptive to one's optimal development, others, or the environment and is repetitive and/or predictable and impacts the child's learning or is disruptive, risky or confronting to other children.
- **Child Centred Practice:** Engaging in practices and strategies that position the child as central in decisions, practices and considerations.
- **Child Study:** A child that is being observed for the advancement of the student's knowledge; written authorisation from families is required.
- **Child's file:** Required documentation in accordance with 'National Quality Framework' and may include; Custody Orders, Parenting Plans, Medical Management Plans (MMP), relevant information to administer the Child Care Management System (Harmony) and any additional information determined relevant by the family day care service.
- **Code of conduct:** A set of behaviours that dictate the expected behaviours of stakeholders
- **Communicate effectively:** Listen and respond fairly and equally, share information and seek assistance if concerned
- **Complying Written Arrangement:** prescribed information setting the terms and conditions of enrolment
- **Continual Improvement:** A commitment to improve on current practice
- **Contractors:** a persons or business engaged to fulfil a requirement of a 'set Job'
- **Dispute resolution:** The method used to resolve complaints, disputes or matters of concern through an agreed resolution process
- **Individual / Claimant** person responsible for payment of fees
- **Families / family / family's:** Biological mother and/or father; legal guardian as determined by a court of law; step-mother; step-father, with signed authority; foster parent, in accordance with the

Department of Human Services (DHS); adoptive parent, as determined by a court of law; any individual delegated responsibility to make decisions on the family's behalf (authorised nominee).

- **General complaint:** A raised concern that may relate to any aspect of service delivery (ie, lost clothing or fees)
- **Grievance:** A grievance is a formal complaint and may require the implementation of a formal grievance procedure in the attempt at achieving a resolution.
- **High level supervision:** Maintaining a distance between yourself and the child no more than arm's length.
- **Identified unsafe person:** A person who may pose a risk to the health, safety or wellbeing of any child attending the service, or whose behaviour or state of mind may make it inappropriate for him/her to be on the premises or to remove a child from the premises (even if authorised) e.g. a person suspected of being under the influence of drugs or alcohol.
- **Inclusion support facilitator (ISF):** Works with the family day care service to ensure that children are included and supported in all aspects of the program and environment.
- **Infection:** The invasion and multiplication of microorganisms either bacterial or viral in body.
- **Infestation:** The lodgement, development and reproduction of arthropods (i.e. insects) either on the surface of the body or persons or clothing, such as head lice.
- **Kids' alive do the 5 Water Safety Program:** A water safety program aimed at ensuring children are safe around water.
- **Management team:** Approved provider, Nominated Supervisor, Educational Leader, Director
- **Medication:** Drugs that can be used to prevent or treat a particular illness, disease or alignment.
- **Metered dose inhaler (puffer):** Device used to administer asthma medication
- **Parenting order:** A set of requirements, actions or decisions determined by a court of law as to how the parenting arrangements and parenting decisions are to be conducted.
- **Parenting plan:** A set of conditions and agreements as determined by the family as to how the parenting arrangements and decisions will be made to care for the child.
- **Privacy breach:** An act or practice that interferes with the privacy of an individual
- **Relevant Arrangement:** an agreement of enrolment that does not meet the full requirements for a Complying Written Statement
- **Spacer device:** A device used to increase the efficiency of delivery of asthma medication
- **Stakeholders:** Any individual, group or organisation that has an interest in the family day care service and its operations.
- **Standing Item:** A topic that is re-occurring on the meeting agenda

- **\* Students / volunteers:** Students studying a related early childhood qualification/accredited course requiring a practical placement in a licensed early childhood education and care service. Students are required to hold the appropriate safety checks in accordance with the 'National Quality Framework'.
- **Supervisor / Mentor:** Person allocated responsibility for students and visitors
- **Training and Professional Development:** A course, information session or materials that is targeted to a specific area and enhances skill development and or knowledge of skills.
- **Training Institution / Registered Training Organisation (RTO)** is an organisation providing Approved Training leading to qualifications or statements of attainment.
- **\* Volunteers** are individuals that attend a family day care service, undertake approved tasks in the scope of the educator's role in accordance with the 'National Quality Framework' without remuneration.

\* Require '*Direct Supervision*' of the Educator or family day care service representative in accordance with the Education and Care Regulations 2011



## PURPOSE OF POLICIES

- Provide an Approved Family Day Care Education and Care Service that meets the minimum standard of the Education and Care National Quality Framework
- Ensure the service is complying with other related legislation
- Support and inform each stakeholder of their roles and responsibilities
- Ensure consistency in practices and decision making across the service
- Provide information, guidance and support to stakeholders
- Advocate and promote family day care services as a quality child care option

## SCOPE OF POLICIES

This policy and its procedures relate to:

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

## APPLICATION AND RESPONSIBILITIES

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

### **Approved Provider is responsible for:**

Ensuring each home or venue is operating and implementing the:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- National Quality Standards

- Approved Learning Framework/s

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

- Communicating the Service's Statement of Philosophy
- Implementing sound recruitment and induction processes
- Ensuring policies and procedures is available, circulated and communicated to stakeholders
- Monitoring stakeholder's application and implementation of the service's policies and procedures
- Ensuring children's files are current and communicated to the educator
- Coordinating visits to educators' home or venue based on individual program needs and risk management outcomes
- Require staff monitoring educators and educator assistant's maintain appropriate records in relation to compliance and quality indicators
- Ensuring educator and educator assistant's accredited training and certifications are current (First Aid, CPR, Anaphylaxis, Asthma, Child Protection and Food Safety) and certificated copies remain on file
- Reviewing monthly reports from educational leaders/ coordinators, in relation to outcomes of home visits and develop training and or professional development accordingly
- Developing performance review and training plans and implement annually
- Being contactable by telephone whilst children are registered for care and education
- Leading the development and implementation of continual improvement programs including but not limited to, the National Quality Standards Quality Improvement Plan (QIP)
- Leading the development and implementation of educational programs for children being educated and cared for ensuring the Approved Learning Frameworks are being implemented
- Role modelling professional behaviours, compliance and quality practices at all times
- Ensuring regular training and information is offered to educators and educator assistant's at least monthly
- Ensuring regular training and information is offered to residents, staff and visitors at least quarterly
- Ensuring confidentiality
- Developing, implementing and encouraging ongoing communication between families and their child's educator and families and the service

- Providing opportunities for stakeholders to contribute to policy review and suggestions for service operation and improvement through the circulation of policies under review and engagement in quality improvement programs
- Welcoming and supporting students and volunteers
- Undertaking a safety and performance review within 24 hours of a serious incident

**Educators and educator assistants are responsible for:**

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

**Families are required to:**

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

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

- Comply with National Quality Framework
- Comply with service's policies and procedures

- Communicate effectively and work under the direct supervision of the educator, educator assistant, coordinator, educational leader, approved provider, nominated supervisor or person in day to day control.



## AUTHORISATION

These policies and procedures are accepted:

by;..... (Approved provider)

on behalf of; ..... (Service name)

Signed .....

on this day.....

## REVIEW AND EVALUATION

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

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

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

Next review date .....

## NON-COMPLIANCE

Stakeholders not complying with service policies and procedures will be offered an opportunity to rectify identified issue within 24 hours; the approved provider will offer support and training with the goal of rectification. Stakeholders not adhering to policies and procedures may have their place in the service monitored, modified or terminated.

**Immediate suspension will be implemented in the event:**

1. A child's health and safety is at risk
2. Fraudulent claims are submitted for payment



## ROLE OF EDUCATORS:

### 1. Introduction

The Twinkle FDC aims to ensure the professional conduct of Educators while maintaining the safety and wellbeing of children in a quality care environment.

### 2. Statement

Twinkle Family Day Care Pty Ltd we ensures that all Educators understand their role and responsibilities within the Twinkle Family Day Care environment.

#### STRATEGIES AND PRACTICES

- Educators are encouraged to adhere to National Quality Framework and the Rating System.
- Educators maintain and demonstrate consistent quality childcare practices in accordance with Compliance requirements
  - a) National Quality Standards
  - b) Rating System
  - c) National Law Act and National Regulations
  - d) The Early Years Learning Framework
  - e) Health and safety standards
- Educators are required to:
  - Provide quality childcare encompassing the physical, intellectual, social and emotional needs of the individual children.
  - Provide activities & experiences which must:
  - Include a balance of activities and learning experiences, including indoor and outdoor activities and individual and group activities; and
    - Allow, in appropriate circumstances, for supervised periods for the Children to rest or sleep; and
    - Include opportunities for the children to make choices; and
    - Be flexible and responsive to changes in the children's abilities, interests and skills; and
    - Nurture each child's self-esteem, self-reliance and competence; and
    - Be inclusive of children of all abilities; and
    - Ensure each child's social and cultural background is respected and valued; and

- Reflect an understanding of Australia's Aboriginal and Torres Strait Islander heritage and its multicultural heritage.
  - Demonstrate qualities including maturity, sensitivity, flexibility and tolerance.
- Actively reflect and celebrate the multicultural society in which we live.

Develop warm relationships with children in care.

- Promote good nutrition.
- Hold a current Co-coordinator's First Aid Certificate, current CPR and develops effective emergency practices.
- Adhere to compliance requirements in the documenting of receipts and returning them fortnightly to the main office, in a prompt manner.
- Maintain a Working with Children Check; this must be current for all adult occupants' in the home and regular visitors. Educators may continue working after their card has expired provided their card has not been suspended or cancelled and the Commission has received application at least 30 days before the expiry of their card.
- Educators will not be able to provide care if any of their adult occupants do not hold current working with children card.
- Demonstrate a high standard of personal and household hygiene. Each individual is expected to be groomed in a manner that is consistent with the job performed and with community standards and in a manner that will not be offensive.
- Have a safety certificate for your vehicle and current driver's license, if applicable. An annual anchorage point check is also required.
- Obtain annual Doctor's clearance relating to your physical and mental health.
- Provide evidence of in-service training.
- Have the ability to communicate effectively with adults and children.
- Demonstrate appropriate behavior management techniques.
- Maintain current public liability insurance cover.
- Demonstrate a high standard of 'Duty of Care'. Duty of care refers to the legal obligation on an individual or organization towards others who participate in the organization's programs or activities to take reasonable measures to protect the others from unreasonable risk of harm.

**Educators need to ensure their environment has:**

- A safe outdoor play area including appropriate shade
- Adequate fencing
- Sufficient space available indoors

- Age appropriate resources available for the children in care
- Appropriate sleeping facilities for each child
- A fire evacuation plan in place and it is practiced
- The Scheme's Health and Safety Standards maintained

Source: Education and Care Services National Law Act Education and Care Services National Regulation Child Care Service Handbook

## 1. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014

- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## EDUCATIONAL LEADER

### Policy Statement

The National Regulations require that the education and care service must designate in writing a suitably qualified and experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.

### Rationale

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.

### **STRATEGIES AND PRACTICES**

As part of continuous improvement, the educational leader should consider what strategies are needed to improve the educational program in the Service. Strategies might include:

- Leading and being part of reflective practice discussions about practice and implementing the learning framework
- Mentoring other educators by leading quality practice
- Discussing routines and how to make them more effective learning experiences
- Observing children and educator interactions, and making suggestions on how to improve interactions and intentional teaching
- Talking to parents about the educational program
- Working with other early childhood professionals such as maternal and child health nurses and early childhood intervention specialists
- Considering how the program can be linked to the community by working with other community services such as establishing systems across the service to ensure there is continuity of learning when children change or attend other services, and then in their transition to school
- Assisting with documenting children's learning and how these assessments can inform curriculum decision making.

Source: Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 Quality Practice

## SAFE FOOD HANDLING POLICY:

### 1. Introduction

The service has an obligation under the Duty of Care to maintain consistent, hygienic practices in regards to food safety and handling.

### 2. Statement

Twinkle FDC ensures the adherence to food handling guidelines to reduce the risk of contamination of food or illness to consumers.

#### STRATEGIES AND PRACTICES Promote and support effective hand washing

- The most important measure to protect food from contamination is proper hand washing, because clean and dry hands limit the transfer of harmful organisms to food.
- Before handling food it is paramount that hand washing is carried out. It is recommended that cuts or sores on the Educator's hands should be covered with a waterproof bandage.
- The Educator needs to take into account the child's needs and developmental level and provide age appropriate guidance and support throughout the hand washing process.

#### How to:-

- Wet hands
- Clean water must be used for each child (In the event of drought conditions this can be in a basin or container)
- Apply soap and wash hands vigorously
- Rinse thoroughly
- Dry hands with individual towel or paper towel

Hands are to be washed in this way so that good hand washing habits are developed to prevent the spread of infection. The Educator can reinforce this by role modelling.

**When to:-**

- Before handling food or eating
- After toileting and nappy changes
- After handling pets
- Any other time when necessary

**Minimizing the risk from potentially hazardous foods**

Food should be prepared and stored properly and hygienically in accordance with food safety regulations.

- Food that is required to be refrigerated and kept at a suitable temperature during transport e.g. cooked meats, foods containing dairy products, seafood, eggs, and cooked pasta, etc.
- Maintain prepared foods at correct temperatures. (hot foods above 60°C, cold food below 5°C) Safe 60°C

Danger zone for  
food Safe 5°C



- Keep food covered and free from dust/dirt, insects etc. Discard food that is contaminated or shows signs of spoilage.
- Leftover food should only be reheated once.
- Formula can only be reheated once and discarded after 24 hours.

**Acceptable measures when managing food, premises and equipment**

- A Family Day Care home must have facilities including a sink, refrigerator, stove/ microwave, hot water supply and a hand basin specifically for washing
- hand. Educators are consistent in their efforts to ensure children do not eat food, use cups, bottles or other utensils that has/have been dropped on the floor or handled by another child.
- Food should not be shared from the same cup, plate, fork, spoon or bottle
- Separate cutting boards and utensils are needed for raw and cooked meat.
- Do not store poisonous chemicals (e.g. pesticides) in food containers (e.g. drink bottles).
- Wash utensils thoroughly in very hot water and detergent.
- Clean kitchen including food preparation areas frequently.

- Floors should be kept clean throughout the day, especially after each meal service and at the end of each day.
- Cloths used for washing and wiping of food preparation areas must never be used for any other purpose e.g. wiping floor or children's hands.
- Used babies bottles and teats should be thoroughly rinsed.

Source: Quality Practices Guide

Human services 1997 'A Guide to Food Safety Programs for the Food Sector' Health and Community Services 'Food Premises Code'

[www.healthinsite.gov.au/topics](http://www.healthinsite.gov.au/topics) - Food Storage and Handling

## 2. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992

- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## **RELATED STATE LEGISLATION**

### **Related Policies**

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## GLASS POLICY

Glass fitted to windows and doors in childcare facilities MUST comply with the Australian standard AS/NZS 2208:1996

**The Australian AS/NZS 2208:1996 standard** deals with the procedure for testing glazing material safety after it has been broken. This standard ensures that glass that becomes broken does not present a danger to young children. One of the best ways to avoid injury is to prevent broken glass from leaving the window or door frame. Top Tint **Glass Safety Film** achieves this objective extremely well. The film holds the glass in place and prevents both large sections of the glass and small shards of the glass from causing injury.

Glass fitted with a Top Tint safety protection.

### 1. Introduction

All children in Family Day Care are to be protected from injury due to glass breakage.

If a glazed area of a family day care residence is accessible to children, and situated 1 meters or less above the floor level, the following is required:

- safety glazing, if required by the Building Code of Australia, or
- Treatment with a product that prevents glass from shattering if broken (such as safety film), or guarding with barriers that prevent a child from hitting or falling against the glass.

### 2. Statement

Educators should consider placing easy-to-see stickers at adult and child height on glass panels or doors, and ensure that glass areas are well lit.

## STRATEGIES AND PRACTICES

The Australian Building Code 5.15 states that “where glass used in school and child-care buildings which are primarily occupied by children under 16 years old is situated so that the lowest sight line of the glass is less than 1 meter above the abutting finished floor level, Grade A safety glazing materials ... shall be used for fully framed panels and Grade A

safety glazing materials ...shall be used for unframed panels.”

➤ Glass in internal and external child care areas, entrance areas and exit areas, (includes tables, sliding doors, cabinets, etc) that is less than 1 meter from floor level or a climbing foothold shall be:

- grade A safety glass, or
- safety filmed to Grade A safety glass, or
- protected by a solid secured barrier that prevents a child from striking or falling against the glass (i.e.: Perspex, timber)

Glass that has climbable furniture placed in front of it will be required to comply with the above (1 meter above the foothold).

- Areas used for care service, entrance and exit areas are to be identified and listed on the glass management section of the home safety check.
- If it is certain that areas listed in the home safety check do not comply with the National Law Act 2010, glass must be brought up to the standard before care takes place.
- If regaling or film has been used, a certificate of compliance from an AS 1288 Accredited Glazier that clearly identifies the treated areas as documented on the Home safety Check is to be obtained. The certificates are to be forwarded to the co-ordination unit on the day of home safety check.
- If there is uncertainty as to whether glass complies with the policy, an audit is to be
- Completed on the Glass Management Plan by an AS 1288 Accredited Glazier which will identify whether there is safety glass or not. The written audit is to be forwarded to the Co-ordination Unit. Once works have been completed, a certificate of compliance from an AS 1288 Accredited Glazier that clearly identifies the treated areas as documented on the Home Safety Check is to be obtained.
- Glass fitted to windows and doors in childcare facilities MUST comply with the Australian standard AS/NZS 2208:1996
- **The Australian AS/NZS 2208:1996 standard** deals with the procedure for testing glazing material safety after it has been broken. This standard ensures that glass that becomes broken does not present a danger to young children. One of the best ways to avoid injury is to prevent broken glass from leaving the window or door frame. Top Tint **Glass Safety Film** achieves this objective extremely well. The film holds the glass in place and prevents both large sections of the glass and small shards of the glass from causing injury.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019

- Engagement and registration of family day care educator’s policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant’s policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## RECORD KEEPING POLICY

**SUB CATEGORY:** Administration and Management

### 1. Introduction

Ensure that records and information are stored appropriately to ensure confidentiality and are maintained in accordance with legislative requirements.

### 2. Statement

The national Law and Regulations require a range of records to be maintained by the service, this policy aims to outline the regulative requirements but does not encompass all aspects of records required in the day to day operation of the service. Some of these include:

#### Staff Records

“An approved provider of a centre-based service must keep a staff record which contains information about:

- the nominated supervisor, including evidence of any relevant qualifications (or progress towards those qualifications) and approved training, and their fitness and propriety
- other educators and staff, including evidence of any relevant qualifications (or progress towards those qualifications) and approved training, and their fitness and propriety
- the designated educational leader
- details of volunteers and students.

In addition, other records are required that are more like a staff roster or time sheet. These records include:

- record of educators working directly with children
- record of access to early childhood teachers, including when the teacher worked directly with children
- record of each date and times a volunteer participates in the service

- the name of the responsible person at each time that children are being educated and cared for by the service.

### **Child Attendance Records**

The approved provider must ensure that an accurate attendance record is kept which:

- records the full name of each child attending the service
- records the date and time each child arrives and departs
- is signed on the child's arrival and departure by either:
  - the person who delivers or collects the child
  - the nominated supervisor or an educator

### **Child Enrolment Records**

The approved provider and family day care educator must keep an enrolment record for each child enrolled at an approved service. The enrolment record must contain the following information:

- full name, date of birth and address of the child
- name, address and contact details for:
  - each known parent
  - any emergency contact
  - any authorised nominee
  - any person who is authorised to consent to medical treatment or administration of medication
  - any person who is authorised to give permission to an educator to remove the child from the education and care service premises
- details of any court orders, parenting orders or parenting plans
- gender of the child
- language used in the child's home
- cultural background of the child and parents
- any special considerations for the child, such as any cultural, religious or dietary requirements or additional needs
- authorisations for:
  - the approved provider, nominated supervisor or an educator to seek medical treatment for the child and/or ambulance transportation
  - the service to take the child on regular outings
- name, address and telephone number of the child's registered medical practitioner or medical service
- child's Medicare number (if available)
- details of any specific healthcare needs of the child, including any medical condition, allergies or a diagnosis that the child is at risk of anaphylaxis
- any medical management plan, anaphylaxis management plan or risk minimisation plan for the child
- any dietary requirements of the child

- immunisation status of the child
- if the approved provider or staff member has sighted a health record for that child, a notation of that fact
- certificates of immunisation or exemption

Under the National Law enrolment and other documents, must to the extent practicable be kept at the education and care 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 the service premises

Records must be kept in a safe and secure place. They must be kept for the period of time specified in the National Regulations. Records may be kept in hard copy or electronic form, provided that they are accessible as required. Information that is kept in a record as required by the National Regulations must not be communicated (either directly or indirectly) with anyone other than:

- educators who require the information for the education and care of the child
- medical personnel who require the information for medical treatment of the child
- the parent of the child that the record relates to (except for a staff record), or
- the regulatory authority or an authorised officer.

It may also be communicated if authorised or required under any Act or Law, or if the person who provided the information gives written permission. For example, a parent may give written permission for the service to share information about their child with a support agency such as Inclusion Support.”<sup>1</sup>

***Records can be kept electronically where services:***

- *have a reliable means of ensuring the integrity of the information*
  - *store documents so they are accessible for subsequent reference*
- scan any hard copy of records in a format that cannot be altered.*

<sup>1</sup> “Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011” Australian Children’s Education and Care Quality Authority (Feb 2017)

*Records of 219N reports of the Administration Act can be kept either via access to the Child Care Management System (CCMS) or as hard copy print outs of all relevant CCMS reports.”<sup>2</sup>*

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<sup>1</sup> “Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011” Australian Children’s Education and Care Quality Authority (Feb 2017)

<sup>2</sup> “Record Keeping for Child Care Services Fact Sheet” Australian Government Department of Education and Training July 2015

## IMPLEMENTATION

- Examples of records that may be kept at the service include, but are not limited to; records of attendance, enrolment records, policies and procedures, meeting minutes, insurance records, safety checklists, staff and family handbooks, newsletters, feedback forms and/or communications books, planning documentation, photos, collections of children’s work and documentation of child assessments or evaluations. Nominated Supervisors must be sure about the documents required under legislation and refer to the lists in the Rationale of this policy and related legislation and guides.
- The attached table shows the records required to be kept under the legislation, for more specifics about what is required to be recorded please refer to the relevant policies.
- Educators must keep a record of children’s attendance including when a child is absent, is in attendance or has left for the day.
- A record of students, visitors and other participants to the program will be required to sign their attendance in the associated log book.
- Records must be kept in a safe and secure place. They must be kept for the period of time specified in the National Regulations (see table attached) and Family Assistance Law (refer to the Child Care Management System Handbook).
- Records may be kept in hard copy or electronic form, provided that they are accessible as required.
- Information that is kept in a record as required by the National Regulations must not be communicated (either directly or indirectly) with anyone other than:
  - educators who require the information for the education and care of the child
  - medical personnel who require the information for medical treatment of the child
  - the parent of the child that the record relates to (except for a staff record), or
  - the Regulatory Authority or an authorised officer.
  - It may also be communicated if authorised or required under any Act or Law, or if the person who provided the information gives written permission. For example, a parent may give written permission for the service to share information about their child with a support agency such as Inclusion Support.”
- Under the Education and Care Regulations 181-184, If a service approval is to be transferred, the transferring approved provider must obtain consent from parents to transfer their children’s records listed in Regulation 171 to the new approved provider on the date that the transfer takes effect.

## COMMUNICATION AND CONSULTATION

- Educators and Families will have access to this policy at all times.
- Educators and families will be provided with opportunities to be involved in the review of this policy.

## RELATED FORMS AND DOCUMENTS

- All associated policies and forms
- Table of records required to be kept under the legislation (attached to this policy)

### SCOPE AND ENFORCEMENT

The Failure of any person to comply with this policy in its entirety may lead to;

- Performance Management of an employee which may lead to Termination

<sup>1</sup> *“Record Keeping for Child Care Services Fact Sheet”* Australian Government Department of Education and Training July 2015

### RECOGNISED AUTHORITIES AND DOCUMENTS WHICH GUIDE POLICY

- *“Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011”* Australian Children’s Education and Care Quality Authority (Feb 2017)
- *“Guide to the National Quality Standard”*, Australian Children’s Education and Care Quality Authority (Jan 2017)
- *“Education and Care Services National Regulations”*, Ministerial Council for Education, Early Childhood Development and Youth Affairs (Dec 2016)
- *“Record Keeping for Child Care Services Fact Sheet”* Australian Government Department of Education and Training July 2015

## 4. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
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		7	7.1.1, 7.1.2, 7.2.1

### **Related Federal Legislation**

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
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### **RELATED STATE LEGISLATION**

#### **Related Policies**

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
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- Water safety policy and procedures V10.02.2019

## NUTRITION POLICY (Procedure) – Encouraging Healthy Eating and Supporting Breastfeeding

### **Service Commitment**

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

Our service is committed to implementing and embedding the healthy eating key messages outlined in the NSW Health's *Munch & Move* program into our curriculum and to support the *National Healthy Eating Guidelines for Early Childhood Settings* outlined in the *Get Up & Grow* resources.

Further, Twinkle family Day-care Pty Ltd recognises the importance of supporting families in providing healthy food and drink to their children. It is acknowledged that the ECEC service has an important role in encouraging, supporting and educating families in healthy eating.

## Relevant Legislation

### National Quality Framework

#### Early Childhood Education and Care Services National Regulations

Section 3(2)(a); 167– Protection of children from harm or hazards

Regulation 77 – Health, hygiene and safe food practices

Regulation 78 – Food and beverages

Regulation 79 – Service providing food and beverages

Regulation 80 – Weekly menu

Regulation 90 and 91 – Medical conditions

### National Quality Standard

Element 1.1.3

Standard 2.1 – Each child’s health and physical activity is supported and promoted

Elements 2.1.1, 2.1.2, 2.1.3

Element 2.2.1

Element 3.2.3

Element 4.2.2

Standard 5.1 Respectful and equitable relationships are maintained with each child.

Element 5.1.2

Standard 6.1 – Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Element 6.1.2, 6.1.3

Element 7.1.2

Element 7.2.1

### Early Years Learning Framework

**Learning Outcome 1** – Children feel safe, secure and supported.

**Learning Outcome 3** – Children have a strong sense of wellbeing.

**Learning Outcome 4** – Children are confident and involved learners.

**Principles** – Secure, respectful, reciprocal relationships; Respect for diversity; Partnerships with families; Ongoing learning and reflective practice.

**Practice** – Holistic approaches; Intentional teaching; Learning environments.



### Legal Requirements

Our service recognises that the right to breastfeed is protected under federal and state legislation, and we will meet our legal obligations.

### Healthy Eating Guidelines



1. Exclusive breastfeeding is recommended, with positive support, for infants until around six months. Continued breastfeeding is recommended for at least 12 months – and longer if the mother and baby wish.
2. If an infant is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use an infant formula until 12 months of age.
3. Introduce suitable solid foods at around six months.
4. Make sure that food offered to children is appropriate to the child's age and development, and includes a wide variety of nutritious foods consistent with the *Australian Dietary Guidelines*.
5. Provide water in addition to age-appropriate milk drinks. Infants under the age of six months who are not exclusively breastfed can be offered cooled boiled water in addition to infant formula.
6. Plan mealtimes to be positive, relaxed and social.
7. Encourage children to try different food types and textures in a positive eating environment.
8. Offer an appropriate amount of food, but allow children to decide themselves how much they will actually eat.
9. Offer meals and snacks at regular and predictable intervals.
10. Ensure that food is safely prepared for children to eat – from the preparation stages to consumption.



### Other Relevant Legislation

**Food Act 2003 (NSW)** – [www.legislation.nsw.gov.au/#/view/act/2003/43](http://www.legislation.nsw.gov.au/#/view/act/2003/43), accessed 5/12/2016

**Food Regulation 2015** – [www.legislation.nsw.gov.au/#/view/regulation/2015/622](http://www.legislation.nsw.gov.au/#/view/regulation/2015/622), accessed 1/12/2016

**Food Standards Code** including:

Standard 3.2.2 – Food Safety Practices and General Requirements

Standard 3.2.3 – Food Premises and Equipment

Standard 3.2.1 – Food Safety Programs for Food Service to Vulnerable Persons –

[www.foodstandards.gov.au/code/Pages/default.aspx](http://www.foodstandards.gov.au/code/Pages/default.aspx), accessed 5/12/2016

### Key Resources

- NSW Health *Munch & Move* program resources available on the Healthy Kids website [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)
- *Caring for Children: Birth to 5 years (Food, Nutrition and Learning Experiences)*, NSW Ministry of Health, 2014
- *Infant Feeding Guidelines*, 2012, [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

- *Australian Dietary Guidelines*, 2013, [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)
- *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5<sup>th</sup> edition), 2013.
- NSW Food Authority information for children’s services  
[www.foodauthority.nsw.gov.au/retail/childrens-services](http://www.foodauthority.nsw.gov.au/retail/childrens-services)
- Food Standards Australia, for information on food safety and food handling  
[www.foodstandards.gov.au](http://www.foodstandards.gov.au).
- Anaphylaxis Australia [www.allergyfacts.org.au](http://www.allergyfacts.org.au)
- *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5<sup>th</sup> edition), 2013.

**This policy (procedure) aims to:**

1. Encourage and support breastfeeding and appropriate introduction of solid foods.
2. Promote healthy food and drinks based on the *Australian Dietary Guidelines* and the Australian Guide to Healthy Eating.
3. Provide age appropriate food and drinks to children that have been stored, prepared and served in a safe and hygienic manner and to promote hygienic food practices.
4. Provide a positive eating environment that is relaxed and social, and reflects cultural and family values.
5. Promote lifelong learning for children, early childhood educators and families about healthy food and drink choices including trying new healthy foods.
6. Encourage communication with families about the provision of appropriate healthy food and drinks for children while they are attending the service.

**Our strategies to implementing this policy (procedure) include:**

**1. Encourage and support breastfeeding and appropriate introduction of solid foods**

- Encourage and support breastfeeding by:
  - Informing families that the service supports breastfeeding at first contact or at orientation, and asking if families would like to continue offering their infant breast milk while in care.

- Asking families about breastfeeding at the time of enrolment.
  - Providing a suitable place within the service where mothers can breastfeed their infants or express breast milk. This place may include an electrical outlet, comfortable chair, a change table and nearby access to hand washing facilities.
  - Providing refrigerator space for breastfeeding mothers to store their expressed breast milk.
  - Supporting mothers to continue breastfeeding until infants are at least 12 months of age while offering appropriate complementary foods from around six months of age.
  - Developing a documented feeding plan for breastfed infants in consultation with family members. The plan will include arrangements for what the service should do if the service does not have enough expressed breast milk to meet the infant's needs.
  - Ensuring the safe handling of breast milk and infant formula during transportation, storage, thawing, warming, preparation and bottle feeding.
  - Offering cooled pre-boiled water as an additional drink from around six months of age, in consultation with families.
  - Supporting the transition to infant formula where breastfeeding is discontinued before 12 months of age.
  - Always bottle feeding infants by holding the infant in a semi-upright position.
- Abide by the current national *Infant Feeding Guidelines*.
  - Offer a variety of nutritious foods to infants from all of the food groups in line with the *Australian Dietary Guidelines*.
  - Always supervise infants closely while drinking and eating.
  - Ensure appropriate foods (type and texture) are introduced around six months of age including iron rich nutritious foods as infant's first foods.
  - Adjust the texture of foods offered between six and 12 months of age to match the infant's developmental stage.

## **2. Promote healthy food and drinks based on the *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating***

***Where food is provided by the service:***

- Provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats and alternatives.
- Plan and display the service menu (at least two weeks at a time) that is based on sound menu planning principles and meets the daily nutritional needs of children whilst in care (i.e. *Caring for Children* 'Nutrition Checklist for Menu Planning').
- Plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children.
- Vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food options.

***Where food is brought from home:***

- Provide information to families on the types of foods and drinks recommended for children and suitable for children's lunchboxes (i.e. *Caring for Children* 'Lunchbox Checklist for Food Brought from Home for 2 to 5 year olds').
- Encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, vegetables, fruit, cheese and yoghurt, before eating any less nutritious food provided.
- Discourage the provision of highly processed snack foods high in fat, salt and sugar and low in essential nutrients in children's lunchboxes. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, high fat savoury crackers.

***All services:***

- Ensure water is readily available (both indoors and outdoors) for children to consume throughout the day.
- Be aware of children with food allergies, food intolerances and special dietary requirements and consult with families to develop individual management plans.
- Ensure young children do not have access to foods that may cause choking.
- Ensure all children remain seated while eating and drinking.
- Always supervise children while eating and drinking.
- Promote good oral health through learning experiences and daily 'swish and swallow' practice.
- Ensure any fundraising promotes healthy or active lifestyles and advocates for children's wellbeing.

**3. Provide age appropriate food and drinks to children that have been stored, prepared and served in a safe and hygienic manner to promote hygienic food practices**

- Ensure gloves are worn or tongs are used by all staff handling 'ready to eat' foods.
- Children and staff wash and dry their hands (using soap, warm running water and single use or disposable towels) before handling food or eating meals and snacks.
- Food is stored and served at safe temperatures i.e. below 5°C or above 60°C.
- Use separate cutting boards for raw meat; utensils and hands are washed before touching other foods.
- Children are discouraged from handling other children's food and utensils.
- Ensure staff handling food attend relevant training courses and share knowledge with all educators.

**4. Provide a positive eating environment that is relaxed, social and reflects cultural and family values**

- Ensure that educators sit with the children at meal and snack times to role model healthy food and drink choices and actively engage children in conversations about the food and drink provided.
- Recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds through strong partnerships with families and community.
- Create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children.
- Encourage older toddlers and preschool-aged children to help set and clear the table and serve their own food and drink – providing opportunities for them to develop independence, confidence and self-esteem.
- Respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats.
- Be patient with messy or slow eaters.
- Encourage children to try different foods but do not force them to eat.

**5. Promote lifelong learning for children, early childhood education and care staff and families about healthy food and drink choices, including trying new healthy foods**

- Foster awareness and understanding of healthy food and drink choices through daily discussions, displays, and intentionally planned or spontaneous related learning experiences throughout our service curriculum.

- Encourage and provide opportunities for all educators and staff members responsible for providing food and drinks to the children to participate in regular professional development opportunities to broaden their knowledge and understanding of children’s nutritional requirements.
- Provide opportunities for families to attend information sessions related to children’s nutrition and wellbeing.

#### **6. Encourage communication with families about the provision of appropriate healthy food and drinks for children while they are attending the service**

- Provide a copy of the *Nutrition Policy* to all families upon orientation at the service.
- Involve families in the review of this policy (procedure) annually.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the service, and work in partnership with families to develop an appropriate resolution so that children’s individual dietary needs are met.
- Communicate regularly with families about food and nutrition related experiences within the service, including related professional development, and provide up to date information to assist families to provide healthy food choices at home.
- Communicate regularly with families and provide information and advice on appropriate food and drinks to be included in children’s lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.

#### **Monitoring and Review**

- Report on nutrition goals and achievements in the service’s Quality Improvement Plan (QIP) where appropriate, annual reports or management meetings.
- Include nutrition as a standing item on the staff meeting agenda.
- Review this policy (procedure) every 12 months
- Provide families with opportunities to contribute to the review and development of the service policy (procedure).

#### **5. Links to legislation and policies**

#### **NATIONAL QUALITY FRAMEWORK**

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### RELATED STATE LEGISLATION

### Related Policies

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- Water safety policy and procedures V10.02.2019

## CHILD PROTECTION POLICY

### 1. Introduction

Our aim is to implement and review procedures in accordance with the NSW Child Protection Legislation to make sure all stakeholders within the childcare service are informed of their responsibilities in Child Protection matters.

### 2. Statement

Every child has rights to be cared for in a safe environment at all times. Every child’s emotional and physical needs are met, and all child abuse matters are dealt with in a sensitive and comforting manner.

#### **MANDATORY REPORTERS (definition as per DOCS Website)**

A “mandatory reporter” is any person who delivers health care, welfare, education, children's services, residential services or law enforcement wholly or partly to children (aged under 16) as part of their paid work and includes any person who directly manages or supervises such work. If you are a mandatory reporter with current concerns that a child aged less than 16 is at risk of harm, you are required to make a report to DOCS. This is a legal obligation, which carries a penalty if you fail to comply.

**Note:** All staff and Approved Family day care educators registered are Mandatory Reporters.

#### **RISK OF HARM**

Risk of Harm means those apparent current concerns about the safety, welfare and well-being of a child or a group of children for any of the following reasons:

- The child's physical or psychological needs are not being met or are at risk of neglect.
- The parent/caregivers have neglected to arrange the necessary medical care.
- The child is at risk of being physically or sexually abused or miss-treated.
- The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm.
- The child or young person is homeless.

#### **INVESTIGATIONS:**

All aspects of a Child Protection investigation will be conducted with:

- Privacy
- Fairness

#### **Practices**

The Licensee, with the support of the Co-ordination Unit, if required, will:

- Undertake an internal investigation to determine appropriate action to be taken in relation to a report against a Family day care educators or any other staff member.
  - Make sure a report is made of any reportable allegations to the Department of Community Services, and/or Police and, in the case of an allegation against an Approved Family day care educators or any staff member, to the Ombudsman's Office within the specified time limit (30 days).

**Note:** this includes all reportable allegations or convictions against an Approved Family Day Care Family day care educators or any other staff member whether the incident occurred **in or outside the workplace**

- Give a final report to the Ombudsman's Office and other appropriate agencies e.g. Commission for Children and Young People, if the report is against a staff member or Approved Family day care educators.

#### **Nominated supervisor**

In the area of child protection, the **Nominated supervisor** will:

- Support the Licensee with reporting child protection matters if requested.
- Report to the Department of Community Services (DOCS) where there is reasonable grounds to suspicion that a child is at risk of harm.
- Document all areas of concern in relation to child protection (record keeping).
- Maintain confidentiality
- Protect the well-being of the children by acting sensitively in matters of child protection.
- Offer support to staff, family day care educators, and/or parents, when a child protection incident occurs.

- Conduct investigations when required in a sensitive and courteous manner.
- Give information to Family day care educators and parents on the Child Protection Policy.
- Behave in a professional manner at all time.
- Keep informed of current Child Protection matters.
- Offer regular training on Child Protection to Family day care educators and all staff.

### **Family day care educators / Educators will:**

In regards to Child Protection, the Approved Family day care educators will:

- Give the Licensee and the Co-ordination Unit information, if required to complete Child Protection reports.

Report to the Department of Community Services (DOCS) Mandatory Reporters helpline 133 627 where there is reasonable grounds to suspect a child is at risk of harm

**Note:** Family day care educators are encouraged to request the assistance of Co-ordination Unit to support them in making a report to DOCS.

- Document all areas of concern in relation to Child Protection (record keeping).
- Confidentiality is at all times respected and maintained.
- Give respect and sensitivity to the children in matters of Child Protection.
- Behave professionally and in the best interests of the children from harm.
- Seek advice from the Nominated supervisor or other professionals in matters relating to Child Protection if required.
- Keep informed of current Child Protection matters by attending training.

### **Families**

- According to Child Protection matters, the parents of children in care are asked to:
- Familiarise themselves with the Child Protection Policy of this service.
- Report any suspicion of a child being at risk of harm whilst in care to the Co-ordination Unit or the licensee or to the project manager.
- Ahead to the decisions of the delegated staff member of the service in relation to the placement of the child into care, if requested.
- Respect the privacy of those involved in any incident that can occur.

Seek support and advice from if required.

### **The policy in this section as required by:**

Education and Care Services National Regulations, 2012 – ‘Regulations’	77(1)-103(1)-104(1)-105-106(1), (2)-107-108-109-110
National Quality Standards for Early	QA4,4.1

Childhood Education and Care and School Age Care (2010)	QA2,2.1.3 ,2.3 , 2.3.3 QA3, 3.1.2
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## 6. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

## Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
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- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

# TOBACCO AND ALCOHOL POLICY

## 1. Introduction

Promoting a safe environment for all persons means ensuring that the areas utilised by University Preschool & Child Care Centre are free of tobacco smoke, and satisfy legal duty of care requirements under the Work Health and Safety Act 2011 (ACT) and the Education and Care Services National Regulations, 2011.

A tobacco, drug and alcohol free environment policy is vital because children model adult behaviour (Cancer Council NSW, 2004).

Children are prone to the harmful effects of environmental tobacco smoke because:

- Their lungs and body weight are small so the dangerous substances in smoke are more harmful.
- Children are not always able to move away from a smoker as adults are able to.

The effects of drugs and alcohol can impair the capacity of a person to make judgments relating to the care, safety and education of the children

## 2. Statemet

Twinkle Family daycare has a duty of care under work health and safety legislation to provide a safe and healthy environment for all persons who utilise the service for child care requirements or employment.

University Preschool & Child Care Centre does not permit the taking of illicit drugs, consumption of alcohol or smoking of tobacco or any other substance in any areas within its environment or on the ANU campus.

University Preschool & Child Care Centre has adopted a Smoke Free Environment Policy to protect all persons from the effects of environmental tobacco smoke.

Passive smoking (the inhalation of environmental tobacco smoke) increases risks to health (Cancer Council Australia, 2004).

The 'environment' refers to: University Preschool & Child Care Centre building and outdoor areas located at Building 75 Blocks E & F, Lennox Crossing, The ANU, Acton, ACT and the Centre's car parks.

### Relevant Legislation

#### ACT Legislation

Education and Care Services National Law (ACT) Act 2011, and the Education and Care Services National Regulations 2011

Work Health and Safety Legislation, (ACT) 2011

#### Australian Government Legislation

Work Health and Safety Act 2011

### Practices

#### In relation to the smoking of tobacco

Smoking will not be permitted in any areas utilised by University Preschool & Child Care Centre or on the ANU campus:

- Within working hours, staff employed by University Preschool & Child Care Centre will not smoke in front of, or in the sight of, children in their care. This includes on the lake side of Lawson Crescent when children are present in the preschool playground.
- Staff who wish to smoke during work hours may do so out of the ANU campus area (see boundary map attached) and in their scheduled lunch break, or other approved breaks.
- All new staff will be provided with information on the effects of smoking and how to quit programs in their orientation packs and information will be displayed in the staff room.
- Students and volunteers attending UPCCC will not be permitted to smoke in the environment or on campus and will adhere to the Tobacco, Drug and Alcohol Free Environment Policy.
- Parents, family members or relatives of children enrolled at the service will not be permitted to smoke in the centre or in the environment or on campus and will adhere to the Tobacco, Drug and Alcohol Free Environment Policy.
- All visitors to the centre, including maintenance personnel and contractors will not be permitted to smoke in the environment or on campus and will adhere to the Tobacco, Drug and Alcohol Free Environment Policy.
- The responsibility for enforcing this policy rests with managers and staff. All are obliged under the work health and safety legislation to protect the health of their fellow workers, and visitors, while at the Centre.

### **In relation to Drugs and Alcohol**

Alcohol is not to be consumed on the premises at any time when children are being educated and cared for.

Illicit Drugs are not allowed on the premises at any time and possessing or consuming these is an unlawful act. The

Director will report anyone found in possession of illicit drugs to the police.

Visitors to the Centre (including parents and relatives of children attending the Centre) are not to be affected by alcohol or drugs when engaging at the Centre at any time when children are being educated and cared for.

No member of staff (including students, volunteers and visitors) will work while affected by alcohol or drugs (including prescription medication) that impairs the staff member's capacity to supervise or provide education and care to the children

All new staff will be provided with information on the effects of drug and alcohol abuse and how to quit programs in their orientation packs and information will be displayed in the staff room.

Where an educator or members of staff have concerns relating to the fitness of a staff member to be supervising children due to the effects of drugs and/or alcohol these concerns should be reported to the Director or their delegate. (Refer to the Complaints Policy & Grievance Procedure and the Staff Code of Conduct)

**WHERE** an educator or members of staff have serious doubts as to whether a person collecting a child is fit to have a child released into their care, possibly because they are adversely affected by alcohol, drugs, etc., the following procedure should be followed:

- a) **Staff** will raise the issue with the person concerned
- b) **Staff** will give that person reasons for the staff's concern
- c) **Staff** will suggest that the person does not (where applicable) drive and offer them the choice of calling a friend to collect both the child and the person or calling a taxi
- d) Where the person threatens to become violent and there is concern for the safety to staff and/or other children then staff should
  - ii Let them and their child go
  - iii Obtain number plate of the vehicle and direction of travel (where applicable)
  - iiii Phone the police immediately on 0-000 and give details.
  - iiv Decide if it is necessary to make a notification to Office of Children, Youth & Family Services. (Refer Child Protection Policy)

### Sources

ACT Government, Education and Care Services National Law (ACT) Act 2011, and the Education and Care Services National Regulations 2011

Centre for Community Child Health (2006). Preventing passive smoking effects on children: Practice resource. Retrieved 18-09-17 from [http://www.rch.org.au/emplibrary/ccch/PR\\_Smoke\\_Effects\\_all.pdf#xml=http://www.rch.org.au/cgi-bin/texis/webinator/search4/pdfhi.txt?query=smoking&pr=rchmelb\\_ext&prox=page&order](http://www.rch.org.au/emplibrary/ccch/PR_Smoke_Effects_all.pdf#xml=http://www.rch.org.au/cgi-bin/texis/webinator/search4/pdfhi.txt?query=smoking&pr=rchmelb_ext&prox=page&order)

Australian Government Work Health and Safety Act 2011

WorkSafe ACT, Work Health and Safety Legislation, (ACT) 2011

Better Health Channel, Passive Smoking, [http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Passive\\_smoking](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Passive_smoking), Accessed on 21/08/14

WebMd, Substance Abuse and Addiction Health Centre, <http://www.webmd.com/mental-health/addiction/substance-abuse> accessed on 18-09-17

The ANU Policy: Smoke-free Retrieved, 18-09-17

[https://policies.anu.edu.au/ppl/document/ANUP\\_011807](https://policies.anu.edu.au/ppl/document/ANUP_011807)

## 7. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
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		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
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- Water safety policy and procedures V10.02.2019

## CURRICULUM (PEDAGOGY) EDUCATIONAL PROGRAM POLICY

### 1. Introduction

Under the Education and Care Services National Law Act 2010, that an approved providers and nominated supervisors must ensure that a program is delivered to all children being educated and cared for by the service that:

- a) is based on an approved learning framework; and
- b) is delivered in a manner that accords with the approved learning framework; and
- c) is based on the developmental needs, interests and experiences of each child; and
- d) Is designed to take into account the individual differences of each child.

**The nationally approved learning frameworks include:**

#### 1. Early Years Learning Framework

The aim of the Early Years Learning Framework is to extend and enrich children’s learning from birth to five years and through the transition to school. It was developed to assist us to provide young children with opportunities to maximize their potential and develop a foundation for future success in learning.

## **2. My Time, Our Place: Framework for school age care in Australia**

This document aims to extend and enrich the wellbeing and development of school age children in education and care settings. The My Time, Our Place: Framework for school age care in Australia (My Time, Our Place) acknowledges time and place as children engage in a range of play and leisure experiences that allow them to feel happy, safe and relaxed, interact with friends, practice social skills, solve problems, try new activities and learn life skills. This Framework, which is strongly linked to the Early Years Learning Framework, extends the principles, practices and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings.

### **Principles, Practice and Learning Outcomes**

The Early Years Learning Framework and My Time, Our Place put children’s learning at the core and comprise three inter-related elements: Principles, Practice and Learning Outcomes. All three elements are fundamental to early and middle childhood pedagogy and curriculum decision-making.

Regulation requires that an educational program contributes to the following outcomes for each child:

1. the child will have a strong sense of identity
2. the child will be connected with and contribute to their world
3. the child will have a strong sense of wellbeing
4. the child will be a confident and involved learner, and
5. the child will be an effective communicator.

### **Rationale**

The National Quality Framework (NQF) commenced from the beginning of 2012.

The National Quality Standards requires educational program and practice is stimulating, engaging and enhances children’s learning and development. The program nurtures the

development of life skills and complements children's experiences, opportunities and relationships at the service, at home and in the community. The program for each child takes into account their strengths, capabilities, culture, interests and experiences. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment.

Program Planning, assessment and evaluation are ongoing processes that underpin the educational program and involve educators in thinking about what is offered and why is offered on a daily basis.

Planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage and are meaningful for them. It also involves providing families with many genuine opportunities to contribute to the development of educational goals and priorities for their child. Reflecting on and documenting children's experiences and learning forms the basis of future planning.

**Our service's practices reflect:**

- the uniqueness of the community in which the service is located
- the experiences of the people at the service
- different approaches to and priorities for children's learning, development and care
- educators' familiarity with each child's life, experiences and learning outside the service
- planned experiences that uphold children's rights to have their cultures and identities acknowledged and valued
- educators using children's real-life experiences to engage children in learning opportunities
- educators, coordinators and children demonstrating a positive attitude towards diversity and Australia's Aboriginal and Torres Strait Islander heritage
- Nominated supervisor, educators and coordinators providing opportunities for children to broaden their understanding of the world in which they live.

**STRATEGIES AND PRACTICES**

1. Teaching Material: The Early Years Learning Framework for Australian

The Early Years Learning Framework is a guide for early childhood educators and other professionals who work with young children and their families. It acknowledges the diverse nature of Australian society and strongly supports

inclusive practices.

The EYLF outlines the key principles and significant practices that underpin and guide the work of all early childhood educators and clarifies current understandings about how young children learn. The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the following five Learning 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.

Nominated supervisor, educators and coordinators developing the program based on their sound knowledge of each child so that the experiences, interactions and routines each child engages in are relevant to them, respectful of their background and recognise and build on their current interests and abilities. Critical reflection and careful planning increase the value of children's time in education and care by ensuring the educational program and practice responds to children's interests and scaffolds their learning.

## 2. Strategy to implement the EYLF

One of the elements of the *Early Years Learning Framework* is that it doesn't tell us what to do. It asks us to think, reflect, and use our knowledge and our best judgment to design programs for children. These will focus on:

- children initiating and contributing to play experiences emerging from their own ideas
- children accessing a variety of open ended resources and materials
- children's facial and vocal responses, and sustained concentration indicating their deep involvement in experiences that are rich and meaningful to them
- children attending and giving cultural cues that they are listening to and understanding what is said to them
- children developing strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities
- children pursuing their own ideas and interests to their satisfaction
- children repeating, revisiting and adding to the projects they have initiated

- children participating in a variety of rich and meaningful inquiry-based experiences

Educators, coordinators and the nominated supervisor will demonstrate flexibility in program delivery to incorporate children's ideas, culture and interest to ensure the experiences are relevant and engaging in children's family input.

## 2.1 Observation

### Reasons for Observing Children

- To determine each child's interests, strengths and needs.
- To measure each child's progress and to identify each individual child.
- To identify any additional support the child may require.
- To keep records of each child's competencies in all developmental areas,
- To provide a broad range of experiences that is culturally inclusive.
- To share information with families and/or outside authorities if required.

## 2.2 Planning & Implementing

The program for each child takes into account their strengths, capabilities, culture, interests and experiences. Children learn best when the experiences they have are meaningful to them and are focused on their own world. Because children are continually learning new skills and gaining new insights into their world, nominated supervisors, educators and coordinators need to continually assess and evaluate teaching and learning to update their knowledge regularly of individual children and to plan new and follow up experiences that are relevant to the child in their current context.

Nominated supervisor, educators and coordinators developing the program based on their sound knowledge of each child so that the experiences, interactions and routines each child engages in are relevant to them, respectful of their background and recognise and build on their current interests and abilities.

The nominated supervisor, educators and coordinators use written plans as the basis for future evaluating of the program.

## 8. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
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		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
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		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISTALTION

### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
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- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
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- Water safety policy and procedures V10.02.2019

## PET AND ANIMAL POLICY

### 1. Introduction

Our service aims to provide a safe and hygienic environment that minimizes the risk of a child being harmed by an animal. We also aim to educate children in the proper care of animals.

### 2. Statement

The Twinkle FDC respects each individual Educator's views on animal ownership and will Endeavour to support and work towards outcomes best suited to all stakeholders.

#### Rationale

Educators have a duty of care to ensure that risks are minimized from animals that are likely to adversely affect the health, safety and wellbeing of any of the children in care.

#### Practice

- Children must be closely supervised when accessing any animal or pet at the service.
- Any animal or pet kept at the service will be regularly fed, cleaned, vaccinated, have flea powder applied to them and be regularly checked for fleas and wormed. Any animal in a cage will have its cage cleaned daily.
- Animal or pets will not be allowed in any play area.
- Animal or pets will never be taken into the food preparation area nor will they be

- allowed near the eating or sleeping area.
- Anyone who has handled the animal or pet will immediately wash their hands after they have finished handling the animal or pet.
  - Children's animal or pets will only be allowed in the service when permission has been granted by the Family Day Care Co-coordinator or Family Day Care educator. If an animal is brought to the service when families are, collecting children it must be left at the gate far enough away so children cannot touch the animal through the fence.
  - How to properly care for animals and how to treat them appropriately will be included in the program.

### STRATEGIES AND PRACTICES Promoting

#### Safe environments and interactions.

- Every domestic pet and farm animal is kept separate to areas being used by children unless directly supervised by the Educator.
- An animal must not be kept at a Family Day Care home if it is likely to adversely affect the health, safety and wellbeing of any of the children in care.
- Exclude animals that pose a health or safety risk to children. Be aware that an animal may be irritable because of pain, fear or illness. They may bite or scratch when defending property, territory or food.
- All animal cages, housing, and apparatus are required to be secure to prevent any harm to children.
- Large fish tanks need to be covered.
- Contact with animals needs to be programmed for, and constantly supervised (e.g. brushing/bathing the dog, bottle feeding the lambs or providing food or water for birds or chickens.)
- Children should not play with animals while animals are eating.
- Do not encourage children to put their faces close to animals.
- When deemed necessary a risk management plan will be put in place to ensure the safety and wellbeing of children in relation to domestic pets and farm animals.

#### Maintaining a hygienic environment.

- Educators should keep animals and their enclosures in a clean and hygienic manner.
- Animals are to be appropriately immunized and treated for parasites such as fleas, ticks and worms. This may be recorded on the monthly Health and Safety check.

- Animal food and water buckets are to be out of the reach of children under the age of two.
- All animal feces (including litter boxes), old bones, dirty food dishes and animal toys are
- To be removed prior to care commencing each day.
  - Play areas need to be free of animal feces, odor and hair.
  - All animals are prohibited from any food preparation areas, eating areas and sleeping areas whilst in use.

#### Working in partnerships with parents:

- Parents will have the choice of accepting a placement for their children to be cared for on premises where animals are kept. Parents will be informed about the presence of animals in a Family Day Care home prior to the placement.
- Educators are to inform parents before obtaining a pet and at interview if they already have pet/s.

#### Physical environment

- The family day care service will:
  - Monitor the family day care residence to ensure that the residence and/or venue and all equipment and furniture used for the education and care of children are clean, safe and in good repair;
  - Support the educator/assistant to develop risk assessment plans for the physical environment;
  - Monitor any modifications and/or intention to modify the environment to ensure compliance with the Residence and/or Venue Assessment form. The educator will notify the family day care service and relevant authorities in writing prior to commencement of modifications; and
  - Support and monitor educators/educator assistants in providing a physical environment that is safe, suitable and creates a rich and diverse range of experiences, that promotes children's learning and development.

#### Expectation of the Educator

- A family day care educator must notify the Coordination team if a new person (over the age of 18 years) commences living at their residence or intends to live at the family day

care residence. The family day care educator must also notify the Approved Provider if any circumstances relating to a family day care residence or family day care assistants that may affect whether the person is a fit and proper person to be in the company of children.

- It is paramount that the educator ensures the rights and best interests of the child are adhered to at all times.

**Expectation of Supervisor after a Visit has been carried out:**

- Effectively communicate identified issues with educator.
- Complete action areas, as required
- Store record safely and securely on file.
- Schedule future Visit.
- Securely record findings of Children’s personal reports.

**The Policy in this Section as required by:**

Education and Care Services National Regulations, NSW	51(2) 163 ,164 169(2)(d)
National Quality Standards	Standards: 1.1.2; 1.1.4 2.1.1; 2.1.2; 2.1.3; 4.1; 4.2; 5.1; 6.2.1; 7.1 ; 7.2

## 9. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

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		4	4.1.1, 4.2.1, 4.2.2

		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

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- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

#### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
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- Water safety policy and procedures V10.02.2019

# PHOTOGRAPHY POLICY

## 1. Introduction

Before we take and distribute photographs of children using the Service we will obtain appropriate authorisations from parents to ensure the privacy of children and families is respected. Related Policies Enrolment Policy Privacy and Confidentiality Policy Social Media Policy Implementation the Approved Provider or Nominated Supervisor will ensure:

- Our photography policy is discussed during a child's enrolment
- Parents authorise in writing (enrolment form) the taking of photographs of their child at the Service before any photographs are taken.

## 2. Statement

Authorisation is obtained in relation to the taking of photographs by educators and staff members at the Service, and other individuals using the Service including school photographers, individuals undertaking research projects and students on practicum placements using the attached form.

Written authorisations obtained from parents cover why the photographs will be taken and how they will be used.

Express consent is obtained from parents about the posting of any photographs on the Service's social media account or a related social media account with which the Service has a professional relationship. Service photographs of children will not be posted on any social media forum if parental consent to this has not been obtained. Refer Social Media Policy for more information.

- Express consent is obtained from parents before any photographs of their child are used to publicise the Service, or to support any research projects or study placements. Consent will be obtained for example, before any photographs are posted on the Service's website or included in brochures or media articles.
- Parents/families are notified about the presence of school photographers, researchers and students on practicum placements before they take any photographs of the children.
- Parents' wishes in relation to the taking of photographs of their children will be respected at all times and educators and staff do not photograph children where parents have not authorised the taking of photographs. This may require the child to be removed from group situations where photos will be taken.
- Written authorisations obtained from parents include advice that parents may withdraw their authorisation to take photographs of their children at any time by advising the Nominated Supervisor in writing. The Approved Provider or Nominated Supervisor will advise

## 10. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019

- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## NAPPY CHANGING FACILITY POLICY

### 1. Introduction

At Twinkle Family day care we accept enrolments of children who have not yet been toilet trained. The centre has appropriate facilities to accommodate for these.

Through careful observation of the children and subsequent discussions with parents, staff will ascertain a child's readiness for toilet training. After consultation with the parents, staff and parents determine whether toilet training should be started. A planned and relaxed process will commence. Staff will be made aware of any cultural practices and accommodated.

All children are to have their nappy changed or checked at least every 2 hours, children who are toilet training are to be reminded and encourage to go to the toilet

### 2. Statement

At Twinkle Family day care , we believe that routine activities are not simply concerned with children's physical care but are occasions for social interaction, conversation and learning related to self-help and growing independence. Every transition between routine activities is recognised and used as an opportunity to develop new skills and knowledge in the children.

We believe that it is important that the concern for hygiene and for guiding the children's developing control of their bodily functions is appropriately balanced with a sensitive approach to ensure each child's comfort and to foster the child's developing sense of competence.

Educator will encourage interest in imitation when they see other children using the toilet and will demonstrate a positive approach to the child gaining control and sense of competence.

Toileting and toilet learning at our Centre is supported by family grouping and are positive experiences for all children. Staff will assist and support all families in any way possible when the time comes to take the step of toilet training.

Toileting and nappy changing will be carried out at frequent intervals throughout the day. Children who are in nappies will have this detail recorded on the nappy change register which staff completes. This is located in the foyer to each bathroom for parents to check. Staff will be aware to maintain privacy when toileting and dressing.

Nappy changing will be carried out by staff members, however at times students are required to carry out this as part of their practical requirements. Students will be under the supervision of a staff member. Should a parent be in the bathroom helping their child a staff member must accompany any other children needing to use the bathroom at the same time.

At all times appropriate hygiene practices must be maintained and procedures followed to minimise any risk of infection. Staff will always promote healthy hygiene practices and hand washing procedures; taking over these with the children and encouraging the children to follow these practices

### Toileting Procedure

Toileting occurs at any time of the day and is specific to individual needs. Staff will communicate with parents to develop consistency with their child's toileting habits. Staff must be aware of and consider any special requirements related to culture, religion or privacy needs. Names of children who are toileting will be placed on the nappy checklist

Encourage parents to bring along clean supplies of clothes - easy for the child to pull down and up themselves - limit fasteners

encourage and assist the child to sit on the potty or toilet at intervals throughout the day staff will help the child to remove their clothing if needed encourage the child to be independent in their toileting habits and provide assistance as and when needed help the child to wipe themselves, encouraging them to wipe from front to back

encourage the child to flush the toilet encourage and assist the child to wash their hands, then dry their hands on a clean washer and dispose in the correct bin.

**If the child has soiled or wet their clothing:**

Clean and dry the child

Assist the child to get dressed

Encourage and assist the child to wash and dry their hands

Ask the child to leave the bathroom and ask a staff member to resettle the child back into the program

Disinfect the potty / toilet and clean any spills (following the procedure for cleaning spills of body fluids)

Place any wet or soiled clothes in a plastic bag and place in the child's home bag - rinse out any wet and soiled clothes

Remove and dispose of your gloves and wash and dry your hands.

### Nappy Changing Procedure

All children are to have their nappy changed or checked each 2 hours or as required following the below procedure if the child is old enough, assist the child to use the steps to get onto the change table. If the child is unable to do this and you are unable to lift them place the change mat on the floor at all times keep one hand on the child to prevent them falling from the change table wipe the change table down (it will already have vinegar on it)

always wear gloves for a soiled nappy change the child into our nappy on arrival, rinsing the child's own cloth nappy, putting it in a plastic bag (tie the bag) and placing it in their bag (unless the parent is supplying their own disposable nappies) remove the dirty nappy: ensure the nappy pin is closed (do not leave an unopened pin on the change bench), place soiled nappy in the relevant bin clean the child's bottom, wiping from front to back remove your gloves now,

before you touch the child's clean clothes. Remove gloves by peeling them back from your wrists. Do not let your skin touch the outer contaminated surface of the glove. Put the gloves in the bin

spray vinegar onto the change mat ready for the next person to wipe down (vinegar is required to be left on the change mat for two minutes after every nappy change) dress the child, wash and dry the child's hands, wash and dry your hands then take the child back to the playroom and settle into an activity

**NB:**

Soiled cloth nappies are emptied into the toilet and flushed, then place the cloth nappy into the relevant bin.

Use nappy changing time to have one on one interaction with the children eg. Singing

Gloves should be worn when changing dirty nappies because there are always millions of germs in faeces. Wearing gloves for wet nappies is not essential, although you may choose to use them. Because germs are not always found in urine. However, you should always wear gloves for all nappy changes if your hands have any cuts or cracked skin. It is also wise to wear gloves for all nappy changes if you are pregnant.

## 11. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
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161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
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		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

#### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019

- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## ROAD SAFETY POLICY

### TRANSPORT AND TRAFFIC

Safety of children must be the principal consideration in the choice of route and mode of transport.

- Vehicles must be registered and road worthy.
- Drivers must hold a current and appropriate licence.
- Any vehicles capable of seating up to and including 9 children used to transport children on excursions need to be fitted with child restraints approved by the Roads and Traffic Authority.
- All child restraints are fastened while vehicle is in motion,
- And children must never be left unattended in a car.

## 12. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### **Related Federal Legislation**

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### **RELATED STATE LEGISTALTION**

#### **Related Policies**

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

# SUPERVISION POLICY

## 1. Introduction

The service defines „supervision“ as the act of watching, listening and instructing children within the service to ensure their safe, engaged and learning about the world in which they live.

The service’s Supervision Policy is committed to: o complying with the Child Care Regulations 2002 and Act 2003 adult/child ratios; o ensuring that children are supervised at all times; o considering the design and arrangement of children’s environments to support active supervision; o using supervision skills to reduce or prevent injury or incident to children and adults; o guiding educators to make decisions about when children’s play needs to be interrupted and redirected; o supporting educators and their caregiving strategies; o providing consistent supervision strategies when the service requires relief educators; and o acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.

It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service’s Supervision Policy, procedures and practices.

The service also complies with Workplace Health and Safety Act 1995 and best practice recommendations from recognised authorities.

The procedures relating to the Supervision Policy are laminated clearly labelled and displayed in the service for all stakeholders to read. Twinkle Family Day care Pty Ltd child Care strives to provide an environment where children are in sight or sound of a educators at all times. Educators will endeavour to ensure that are aware of all children’s movements both during indoor and outdoors. Strategies and practices Principles of active supervision Supervision is one of the most important care giving strategies and skills required by educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play. It is also crucial that educators are aware of the different ages, personalities, behaviors and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children’s play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children’s safety and ability to play free from harm or injury. Positioning of educators in the environment

When supervising children educators need to consider how they position themselves both in the outdoor and indoor environment. Educators need to consider: -Do I have my back to any of the group? - Are new or high risk experiences being introduced and where will I stand / sit during these experiences? -Is their a student / volunteer to be considered? -Are there corners or areas which children may play in that pose a risk? Scanning the environment and knowing the number of children Scanning is vitally important when supervising children. Educators are required to regularly scan when children sleeping, especially outdoors and babies in cot rooms; regular checking of older children in outside school hours care who may not be being directly supervised.

Educators need to develop a system of regular head counts marking each child's arrival and departure to ensure that they are fully aware of where each child is at all times.

Educators should also have a list of people who are authorized to pick up each child from the service and information regarding those people not allowed to collect a child. Educators need to ensure that this documentation remain confidential. Listening when children play

Listening is also important educators need to be aware of children and the noises they make. For example, water splashing; crying; choking or gasping; offensive or aggressive language; or silence. Setting up the environment

During playground set-up please be aware where children will be and how they will use the equipment for supervision. Grouping equipment together such as easels and water troughs makes supervision much easier. Knowledge of the children in care and understanding how groups of children interact and play together.

Educators need to be reflecting of the age groups being supervised. Observing children's play and anticipating what may happen next will assist children when difficult situations arise and to intervene where there is potential danger to children.

Children with early signs of illness or atypical behaviours should be monitored closely, this is extremely important when supervising children who known medical conditions.

Keep children's developmental records up to date so that as a educators you are aware of a child's capabilities and the appropriate level of challenge can be made to the playground to enhance their development. Transitioning groups of children

Supervision during transitions is vitally important and often complex, there may be many things needy to be ready and organisation is the key. Educators need to reflect: o When and where are children transitioned throughout the day? o What can organize early so children are not left waiting? o Are there potential risks when transitioning children? How can the service develop risk management strategies to eliminate or reduce the potential risks? For example, transitioning children from the parked car or bus to the service's entrance. Promoting play and learning experiences

Effective supervision includes educators participating with children in planned experiences, busy and active children carefully supervised will not only benefit life time learning but also minimise the risk of harm and injury. Services should consider the following reflective questions: o What types of experiences require educators to be constantly supervising? How do play and learning plans indicate this requirement to educators? Do the plans indicate who is responsible for supervision? o How does the service support active supervision and ensure that experiences meet the service's health and safety practices? Limit setting with school age children

School children and also preschool children can be actively involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the consequences when limits are not adhered to. This supports supervision because it allows educators to give reasons to children that explain why supervision is important.

School age children can range from five to twelve years of age, which reflects various levels of play behaviour. Educators should assess each play scenario in accordance with children's development and

adapt supervision strategies to meet individual needs. For example, younger children require more active supervision throughout the care period than older children do.

Educators need be reflective that older children require, at times, privacy and the space to be independent. Educators should develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit setting. Nappy changes and toileting children in the service's bathroom

Educators should never leave a child on a change table under any circumstances having everything organised on the surrounding bench / shelf will prevent this from happening. Please refer to nappy changing procedure in the Hygiene Policy. Excursions and transportation

When planning excursions the service will comply with the ratios set by the Office of Early Childhood Education and Care, extra diligence is required whilst children are out of the service. Careful advanced planning of destinations, supervision, toilets, meals will help identify potential risks and hazards. Should additional carers or parents be required they will be fully briefed before leaving the service of the supervision and safety requirements. Specific groups of children will be allocated to each adult for the duration of the excursion. Children will be closely monitored by regular head counts and rolls calls, adults will remain in close proximity to children throughout the excursion. The service may consider the following: o Who will be responsible for maintaining supervision ratios on an excursion? o How will educators ensure active supervision throughout the entire excursion, which includes supervision strategies when leaving and returning to the service? o Is there an action plan when an incident occurs on an excursion, affecting the adult/child ratios? For example, a child requires medical attention and an ambulance is telephoned. Which educators accompanies the child? How does the service maintain adequate supervision ratios?

Excursions that include swimming or water play will have a higher child / educator ratio.

No child is to be left in a bus unattended children are expected to remain in their seats until the vehicle has come to a complete stop. Communication with different stakeholders Children

Children should be encouraged to share their ideas for staying safe with educators and their peers. Documentation of these ideas are to be recorded. Photographs are a wonderful way of showing children where to play and how to follow the rules of safe play. Families

### 13. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3

		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

#### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator's policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant's policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019

Water safety policy and procedures V10.02.2019

# ADMINISTRATION OF FIRST AID POLICY STATEMENT

## 1. Introduction

The administration of first aid assists in the treatment of minor injuries and illnesses through to life saving first aid treatment following an accident causing injury or risk to life.

It is vital when being responsible for children in an education and care service, educators be trained, prepared and rehearsed in the administration of first aid and maintain an accessible fully stocked first aid kit.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to providing a safe and healthy environment for children attending our service.

We acknowledge our responsibility and our educator's duty of care in providing first aid for the immediate and appropriate treatment of injuries and illnesses. We achieve this by ensuring all our educators hold a current and approved first aid qualification in accordance with Regulation 136, are familiar with all procedures including documentation processes and commit to risk management strategies to reduce the risk of injury and illness while children are attending care.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 167, 169, 173, 175	85, 86, 87, 89, 90, 91, 92, 93,94, 95, 97, 98, 136, 137, 168	2	2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3
		3	3.1.2
		4	4.2.2
		5	5.1.2, 5.2.2

		6	6.1.1, 6.1.3, 6.2.2
		7	7.1.2, 7.1.3, 7.2.1, 7.2.3

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014

### RELATED STATE LEGISLATION

### RELATED POLICIES AND PROCEDURES

- Assessment of educators, educator assistant's and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educators and educator assistant's policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions policy and procedures V10.02.2019
- Incident, Illness, injury and trauma policy and procedures V10.02.2019
- Infectious diseases policy and procedures V10.02.2019
- Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Nutrition policy and procedures V10.02.2019
- Provision of information training and assistance to family day care educator's policy and procedures V10.02.2019
- Sun protection policy and procedures V10.02.2019

- Water safety policy and procedures V10.02.2019

#### 4. References and resources

- Australian Government Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- Staying Healthy, Preventing infectious diseases in early childhood education and care services (5th Edition)  
<https://www.nhmrc.gov.au/guidelines-publications/ch55>
- Asthma Australia  
<http://www.asthmaaustralia.org.au/vic/home>
- Australasian Society of clinical immunology and allergy  
<http://www.allergy.org.au/patients/about-allergy/anaphylaxis>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Immunisations Australian government <https://beta.health.gov.au>

#### USEFUL RESOURCES

- Work safe NSW- First Aid Kit Requirements  
<https://www.safework.nsw.gov.au>

## ADMINISTRATION OF FIRST AID POLICY PROCEDURES

### Approved Provider and delegates are responsible for:

- Ensuring educators hold current first aid qualifications in accordance with Education and Care Services National Regulations 2011 r.136. by maintaining a database of expiry dates of certifications (First Aid, CPR, Anaphylaxis, Asthma and Food Safety)
- Ensuring the educator maintains children's files in accordance with the National Education and Care Regulations 2011 including requirements for incident, illness, injury, and trauma record regulation 87. and ensuring required authorisations are signed by authorised persons on the child's enrolment form
- Providing the approved home or venue with record templates, including incident reports, medication, record, attendance records etc.
- Providing Medical Management Plans prior to commencing care and reviewing quarterly with any changes or amendments to be updated and communicated to the child's educator immediately - within 24 hours in accordance with Medical conditions policy and procedures V10.02.2019
- Requiring educators take every reasonable precaution to protect children from harm and hazards that are likely to cause injury, by implementing the home safety check list quarterly and ensuring areas accessible to children are safe prior to children arriving, utilising the daily checklist and ensuring educators to have a suitably equipped, readily accessible and recognisable first aid kit that complies with Education and Care Services National Regulations 2011 r.89
- Ensuring that educators are conducting a risk assessment prior to any excursion or regular outing in accordance with the Excursion policy and procedures V10.02.2019
- Being contactable by telephone whilst children are in attendance at the service
- Monitoring, maintaining and *storing* all legislated and required records confidentiality
- Notifying Department of Education and Training within 24 hours of a serious incident or a complaint alleging legislation was breached (State and Federal Departments)
- Conducting a safety and performance review within 24 hours of a serious incident

### Educators and assistants are responsible for:

- Ensuring a resuscitation flow chart (CPR) is displayed in a prominent position in the indoor and outdoor environments of the home

- Ensuring all children's Medical Management Plans (MMP) are up to date and displayed in accordance with Medical conditions policy and procedures V10.02.2019
- Ensuring attendance records are fully completed on arrival and departure
- Ensuring a suitably equipped, readily accessible and recognisable first aid kit that complies with Education and Care Services National Regulations 2011 r.89 including a portable suitably equipped first aid kit that can be taken offsite for excursions and regular outings
- Ensuring that the environment is safe and that other children are not in danger of becoming ill or injured including conducting a risk assessment prior to any excursion in accordance with Excursion policy and procedures V10.02.2019
- Ensuring records are stored in a safe secure location maintaining confidentiality
- Being contactable by telephone whilst children are in attendance at the service
- Supervising children at all times
- Ensuring that families are notified within 24 hours if their child is involved in an incident, illness, injury or trauma at service and record details (including the administration of first aid) on the Incident, illness, injury or trauma record
- Notifying the approved provider or Nominated Supervisor immediately of any serious or notifiable incident
- If ill or injured child requires further medical attention or hospitalisation (transferrable to hospital) continue to ensure that all children in care are adequately supervised. This can be achieved by;
  - Contacting ill/injured child's family to arrange for them to travel from educators' home to the hospital in ambulance with child
  - Immediately arrange for assistance (contact approved provider to advise and support you) to care for children in care while you travel with ill/injured child in ambulance.
  - If unable to provide alternative supervision for attending children signing injured child into paramedic's care to be met at hospital by family or approved provider
- Ensuring near miss incidents are documented and communicated to the approved provider
- Debriefing with children after any incident, illness or trauma to support their understanding of the events and provide a chance for questions and answers
- Discussing with children the importance of staying healthy and playing safe in the context of accidents and injuries

**Families are required to:**

- Notify the service, upon enrolment or diagnosis, of any medical conditions and/or needs, and any management procedures to be followed with respect to that condition or need
- Ensure documentation/authorisations are completed and signed
- Provide written consent (via child's enrolment form) for the educator to administer first aid and call an ambulance, if required
- Ensure all records are completed, acknowledged and signed (accident, illness and incident records)
- Ensure any changes to children's health status is communicated promptly to the educator or approved provider
- Provide medication directly to educator (do not leave in child's bag)
- Engage with your child's educator daily to discuss your child's health and wellbeing
- Being contactable, either directly or through emergency contact details listed on child's enrolment form, in the event of an incident that requires the administration of first aid
- Fund all expenses payable for medical/dental treatment or ambulance trip incurred

### Appendix 1

#### Administration of First Aid, Injury, Accident, Injury and Trauma Record



# APPROVAL AND REASSESSMENT OF APPROVED FAMILY DAY CARE HOMES/ VENUES POLICY STATEMENT

## 14. Introduction

An approved provider is obligated to ensure the family day care home is compliant with the National Quality Framework (NQF).

In order to ensure homes/venues are compliant and safe for children and other stakeholders, the approved provider is required to establish methods and processes that ensure educators, educational leaders, coordinators and staff meet their obligations in accordance with:

- Legislation
- quality standards
- statement of philosophy
- service policies and procedures
- relevant individual arrangements, contracts and/or agreements

Ensuring compliance can be particularly challenging for family day care provider as educators are remotely located and this requires approved provider to possess skills, abilities and processes to assess homes and venues initially and ongoing for safety, suitability and legitimacy.

## 15. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to ensuring family day care homes and venues are checked thoroughly and are suitable for the care of children and young people. We achieve this by auditing the home prior to children commencing care and at least annually with regular reviews for home safety. Non-compliances will be recorded on the educator's record and a period of 48 hours for rectification will be imposed – imminent threats to children are rectified immediately or children are removed. Educators with consistent non-compliances may be required to undergo further training, be closely monitored and mentored or have their contract suspended or even cancelled. Cancellation of agreement will take place for continual non-compliances where children's health and safety is deemed at risk or fraudulent Child Care Subsidy claims have been substantiated.

## 16. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 167, 172, 174,	30, 103, 104, 105, 106, 109, 110, 116, 117, 169	1	1.1.3, 1.3.1
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2,
		6	6.1.2, 6.2.1
		7	7.1.1, 7.1.2, 7.2.1

### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

#### Related Policies

- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019

- Emergency and evacuation policy and procedures V10.02.2019
- Engagement and registration of family day care educator’s policy and procedures V10.02.2019
- Mentoring support and supervision of educators and educator assistant’s policy and procedures V10.02.2019
- Providing a child safe environment V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## 17. References and Resources

- Australian Government Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- Red Nose <https://rednose.com.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Edition) available at <http://www.nhmrc.gov.au/guidelines-publications/ch55>

## APPROVAL AND REASSESSMENT OF APPROVED FAMILY DAY CARE HOMES PROCEDURES

### Approved Provider and/or Nominated Supervisor are responsible for:

Carrying out an initial 'Home Safety Check' for suitability of home or venue to provide education and care programs to children and young people prior to registration or commencement and at least annually by visiting and undertaking an assessment at the proposed education and care location.

Attend the proposed home to conduct the check in accordance with the attached checklist and make a judgment for allocation of children with considerations to the home and its capacity to meet the needs and abilities of children and their families.

The home safety check will be undertaken in accordance with the following Regulations:

- r.103 Premises, furniture and equipment to be safe, clean and in good repair
- r.104 Fencing
- r.105 Sufficient Furniture, materials and equipment
- r.106 Laundry and hygiene facilities
- r.109 Toilet and hygiene facilities
- r.110 Ventilation and natural light
- r. 117 Glass

To ensure children being cared for and educated are exposed to a clean well ventilated environment, that has sufficient equipment (toys, activities, art and craft etc), space and safety measures allowing for children to move freely and independently throughout the approved home or venue whilst maintaining their own hygiene needs where appropriate and respect to their individual needs for rest, sleep and privacy.

### Outcomes of home safety check

1. Home with identified unacceptable risks in accordance with the safety matrix will not be accepted into the service;

### Unacceptable risks will include (but not limited to):

- Backyard pool or spa in accordance with *Water safety policy and procedures V10.02.2019*
- A yard with no or incomplete fencing

- Door and gates that do not latch
  - A recognised dangerous breed of dog without a secure dog friendly location for the dog to be placed (dog run) whilst children are in attendance. and (consideration of other animals)
  - A resident of the home with convictions relating to children and/or assault in accordance with Providing a child safe environment policy and procedures V10.02.2019
  - A home where the physical layout may impede appropriate supervision of children (bedrooms/sleep area located too far away from activity/play/outdoor area)
  - Unprotected glass accessible to children
2. Homes/venues with identified moderate to low risks in accordance with the safety matrix will not be approved for the care and education of children until; a risk identification and risk management plan is developed in conjunction with the approved provider, however the approved provider holds the right to refuse home approval if more than 3 moderate risks are identified. Dependant on moderate risks educators may be allocated smaller groups of children, children with developmental capabilities ie. Walking or older children.

**Moderate to low risks may include:**

- Glass door and windows (locations 1 meter or above– requires safety glass or anti-shatter treatment or a barrier preventing a child from striking or falling against the glass) will require rectification before the home can be approved
- Accessibility to bathroom - how can children access bathroom facilities whilst the educator remains in adequate supervision for all children? This may require the development of a management plan, modifications to home (if possible)
- Physical layout to allow children to move freely through the approved home, remain under the supervision of the educator or educator assistant and choose rest or sleep
- Physical layout impedes adequate of supervision of sleeping babies and children
- Animals – consideration to breeds, age and temperaments and children’s accessibility to animals
- The likelihood of a successful evacuation ages and abilities (eg. all non-walkers may not be allocated to a person in high rise accommodation)
- The environment for the child, including: Nappy changing arrangements - Considerations around if children in nappies are to be accommodated how this will take place in relation to:
  - Age, social and emotional development of child
  - Ability of child
  - Privacy and modesty of the child
  - Supervision of the individual child and other children

- Ability of educator to cater for older or larger children requiring nappy changing facilities

### **Home approval /risk management plans**

In accordance with the above, low to medium risks – homes/venues **will not** be approved until the approved provider in conjunction with the educator undertakes:

- A Risk Analysis that is documented in accordance with (appendix 2.)
- Risk Management plan is developed in conjunction with the approved provider and educator in consideration of individual home identified risks prior to children commencing
- The risk management plan must be displayed and easily implemented by families, educators, educator assistant's, staff, students and volunteers
- Copies of risk management plans are to remain on the educator's file
- Any changes to risk management plans are to be approved by the approved provider
- Risk management plans updates or changes are to be communicated to the service, families, staff, volunteers and students within 24 hours

### **Certificates of Currency / approval to operate family day care business**

- Obtain a copy of certificates of currency of insurances to remain on the educator's file
- Create a database of expiry dates of certificates of currency for the management and leadership team to access and monitor
- Ensuring educator's residing in a rental property, provide a written permission from the landlord or agent allowing the operation family day care service – copy to remain on the educator's file

### **Conducting annual reassessment of each home in accordance with 'Home Safety Checklist'**

- Carry out an annual safety audit within 4 weeks of anniversary date in accordance with 'Home Safety Checklist' and in accordance with any risk management plans the educator may have in place
- Breaches to established risk management plans will have 24 hours to rectify
- Repeated breaches to established risk management plans will result in home approval being revoked

### **Non-compliances at annual review are to be rectified:**

1. High risk – 24 hours
2. Moderate risk – 48 hours
3. Low risk – 7 days

Rectifications not adhered to in allocated time frames may result in home approval being revoked or cancelled (children not being allocated, or children being delegated to another educator).

- All and/or any non-rectifications/non compliances will be recorded on the educator's file
- Continual non-compliances (repeated or 3 per annum) will result in permanent loss of home approval
- Educators with risk management plans will attract a minimum of 6 unannounced visits annually two of the visits will be conducted by the approved provider or nominated supervisor
- Maintain home safety checklists on educator's file

**The approved provider requires Educators to:**

Provide information of any proposed renovations to the home relating to the home which may have an impact on:

- Suitability of nappy changing facilities
- Water hazards
- Animals (children's accessibility)
- Ability and ages of children attending or likely to attend
- Appropriate, safe sleep and rest practices and spaces
- Glass requirements in accordance with Education and Care Services National Regulations 2011 r.117

**Operate in accordance with developed risk management plan at all times by:**

- Conducting independent safety audits quarterly and providing a copy to the approved provider
- Implement daily safety checks, water hazards (buckets), gates and doors in working order, bathroom and meals preparation clean and hygienic, safe from clutter, exits clearly labelled etc.
- Being contactable by telephone whilst children are scheduled to be in attendance at the service
- Undertaking professional development if continual non-compliance is identified (3 or more non-compliances per annum) at own cost
- Ensuring that the home is maintained in a safe and hygienic manner in accordance with the *Staying Healthy: Preventing infectious diseases in early childhood education and care services*

**Appendix 2**

Risk Assessment Template

**Appendix 3**

Home Assessment Checklist

**Appendix 4**

Assessment of Family Day Care Findings Summary

**Appendix 5**

Assessment of Family Day Care Summary of Identified Issues

**Appendix 6**

Risk Matrix

# ASSESSMENT OF EDUCATORS, EDUCATOR ASSISTANTS AND PERSONS RESIDING AT THE FAMILY DAY CARE HOME POLICY STATEMENT

## 1. Introduction

Family day care education and care services differ from centre-based services in that they are operating from a home where family members and residents in the home of the educator are also required to be considered when establishing and maintaining compliance. Educator assistants and residents are required to hold prescribed credentials to illustrate being fit and proper to be in the presence of children in accordance with r.163.

Family day care also differs in that educators are contracted to the family day care service and maintain their own budget and business operations including completing time sheets and attendances in direct relation to the Child Care Subsidy System. It is the Service's responsibility to ensure that all claims being submitted to the family assistance office (The Secretary) are verified for accuracy to ensure the claim is in accordance with the Family Activity Statement and agreed care arrangements.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to ensuring the health and safety of children and the protection of Commonwealth funds. We make all attempts to ensure educators, educator assistant's, employees and people residing at educator's homes are fit and proper to be in the company of children and educators document and submit accurate claims for commonwealth funding. We achieve this by, screening and ensuring those who are working or residing with children obtain the required clearances prior to the commencement of care and education to children.

We also require educators to alert us to any changes within the home. We will undertake regular and unannounced checks of each educator's home to ensure we are aware of any. The service will also undertake an audit of claims submitted at least annually to ensure accuracy. We require educators be prepared for an audit at all times as we randomly audit four educators claims against corresponding internal documents monthly. Educators not prepared for audit may result in termination of contract.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standards
161, 162, 163, 167, 168, 169, 170, 171, 172, 174, 175	116, 117, 119, 136, 163-166, 169	4	4.1.1, 4.1.2
		7	7.1.1, 7.1.2, 7.1.3, 7.2.1

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Engagement and registration of family day care educators, educator assistant's and coordinators policy and procedures V10.02.2019
- Interactions with children policy and procedures V10.02.2019
- Maintaining a register of family day care educators, educator assistant's and coordinators policy and procedures V10.02.2019
- Mentoring, supporting and supervising educators and educator assistant's policy and procedures V10.02.2019
- Participation of volunteers and student's policy and procedures V10.02.2019

- Providing a child safe environment policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Payment of fees policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>  
My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Department of Employment, Australia’s National Workplace Relations System  
<https://www.employment.gov.au/australias-national-workplace-relations-system>

## ASSESSMENT OF EDUCATORS, EDUCATOR ASSISTANTS AND PERSONS RESIDING AT THE FAMILY DAY CARE HOME PROCEDURES

### Approved Provider or the Nominated Supervisor is responsible for:

- Assessing the suitability of educators, educator assistants and persons residing at the family day care home upon registration (prior to children's commencement) and annually (within 4 weeks of anniversary date) to determine fit and proper in accordance with Education and Care Services National Regulations 2011 r.163
- Consider educator, educator assistant and residents over the age of 18 years, history of compliance with the National Law and other relevant laws (any decision under the law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person) findings may require the development and implementation of a risk management plan or the educator may not be approved to operate an education and care service whilst the risk remains
- Ensuring the educator has or is actively working toward a minimum Certificate III level in Early Childhood Education and Care recognised qualification, checking qualifications and certifications meet the ACECQA approved qualifications list
- Ensuring the educator and educator assistant is at least 18 years of age
- Ensuring the educator and educator assistant hold a current, recognised first aid certificate, anaphylaxis and asthma training
- Ensuring the educator, educator assistant, residents over 18 years hold a current working with children screening, national police check and sign in agreement to the Code of conduct policy and procedures V10.02.2019 (to remain on file)
- Implement the induction program to educators and educator assistants over a four-week period (minimum) ensuring the educator and educator assistant is displaying knowledge and commitment to the National Quality Framework, statement of philosophy and policies and procedures
- In accordance with Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019, educators, educator assistants, coordinators and residents will be included in The Register in accordance with Education and Care Services National Regulations 2011 r.153
- Ensuring educational leader/family day care coordinator visit each educator's home within one week of registration and weekly thereafter during the induction period for support and

monitoring (check for new or changed residents at each visit, consistency of children's attendance in accordance with Activity Statement and Care agreement and home safety and professional practice)

- Consider induction outcomes when determining ongoing suitability, repeat induction if necessary or terminate the educator and/or educator assistants' contract if not suitable to deliver an education and care program in accordance with the National Quality Framework and policies and procedures
- Ensure educators are provided with information of The Family Assistance Legislation prior to commencing and during the induction program
- Complete induction checklist, to remain on educator's file (copy to be provided to educator)
- Ensuring educators are informed of their obligation to notify the approved provider within 24 hours if any person aged over 18 years of age (includes those turning 18 years) is residing in the family day care home are determined 'Fit and Proper' in accordance with the Education and Care Services National Regulations 2011 r.163.
- Take reasonable steps to ensure that each educator and educator assistant maintain adequate knowledge and understanding of the provision of education and care to children through regular training (4 per year), including but not limited to Child Safety Standards and Child Protection Legislation, developing educational programs etc.
- Implementing the grievance procedure or taking disciplinary action in the event of a breach to the Code of conduct policy and procedures V10.02.2019 or policies related to children's health and safety
- Providing an annual information session for residents (over 18 years) '*Residing in a Home That Is an Approved Education and Care Service – a 2-hour information session – in accordance with Providing a child safe environment policy and procedures V10.02.2019*
- Re-allocating children elsewhere within the service if a person or persons residing at the family day care residence, over 18 years of age does NOT meet or continue to meet the fit and proper (initial assessment or reassessment) requirements after which time a full safety check may be conducted in accordance with Providing a child safe environment policy and procedures V10.02.2019 and Code of Conduct V10.02.2019
- Educators and educator assistants found to be no longer fit and proper will NOT be approved to carry out the care and education of children in accordance Providing a child safe environment policy and procedures V10.02.2019
- Ensuring educators are aware of their ongoing responsibilities under The Family Assistance Legislation by holding a minimum of 2 information sessions per year in relation to completing claims for Child Care Subsidy in accordance with Engagement and registration and re-

registration of educators, educator assistants and coordinators policy and procedures  
V10.02.2019

- Educators found to have repeated 'false, misleading or incorrect claims' in the year leading into reassessment will be considered high risk and a risk management plan will be developed and implemented (may include increased monitoring, coordinator completing claim forms, grievance procedure being implemented and documented on educators file or; termination of contract)

**Educators are responsible for:**

- Holding current insurance of Public Liability – minimum \$10 million and displaying certificate of currency whilst operating the education and care program
- Attending information sessions in relation to Family Assistance Legislation annually
- Completing documentation for claims for Child Care Subsidy accurately in accordance with Payment of fees policy and procedures V10.02.2019
- Advising the approved provider of any persons aged over 18 years that are currently (or commenced – including turning 18 years of age) residing at the family day care residence
- Ensuring residents over 18 years of age to hold a current working with children screening and National Police Check, notify the approved provider immediately if a person residing at the home or venue or educator assistant no longer meets the fit and proper determination

**Educators are responsible for:**

- Actively working towards or hold a minimum Certificate III in Early Childhood Education and Care (must provide evidence monthly of activity toward gaining qualification)
- Maintaining current certifications including First Aid, Asthma, Anaphylaxis, Child Safety and Child Protection awareness and Food safety
- Maintain a current working with children screening and National Police Check

**Educator Assistants are responsible for:**

- Maintaining current certifications including First Aid, Asthma, Anaphylaxis, Child Safety and Child Protection awareness and Food safety
- Maintain a current working with children screening and National Police Check

**Residents are responsible for:**

- Maintain a current working with children screening and National Police Check

- Residents aged over 18 years are required to attend an information session 'Residing In A Home that is approved for education and care annually
- Follow the directions of the educator or educator assistant whilst present during the delivery of the education and care program

# AUTHORISATIONS - ACCEPTANCE AND REFUSAL POLICY STATEMENT

## 1. Introduction

Working with families has its challenges and without authorisations services would be unsure of what to do in certain situations or circumstances and families may not be aware of the requirements and standards educators are obligated to meet ie. discipline, safe sleeping etc. Authorisations are for a range of reasons to ensure families and educators have a shared understanding of the education and care program being provided.

Authorisations play a vital role in guiding service delivery, behaviours and expectations for both families and the service. Authorisations are one of the cornerstones to safety and professional practices in early childhood education and care.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we recognise the importance of ensuring authorisations are discussed, negotiated and have agreed outcomes including signatures on the child's file prior to the child commencing care.

We guide and assist educators to ensure authorisations are current by regularly reminding families to check authorisations for currency and accuracy.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
167, 170, 171	92-94, 96, 99, 102, 160-161, 163, 168, 172	2	2.1.2, 2.2.1, 2.2.2, 2.2.3
		4	4.2.2
		5	5.2.2

		6	6.1.1, 6.1.2, 6.1.3, 6.2.2
		7	7.1.2, 7.1.3

#### **RELATED FEDERAL LEGISLATION**

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### **RELATED STATE LEGISLATION**

#### **RELATED POLICIES**

- Administration of first aid policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Monitoring, support and supervision of family day care educators and educator assistant's policy and procedures V10.02.2019
- Nutrition policy and procedures V10.02.2019
- Providing a child safe environment policy and procedures V10.02.2019
- Provision of information, training and assistance to family day care educators and educator assistant's policy and procedures V10.02.2019

- Sleep and rest policy and procedures V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks> Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia. <http://www.earlychildhoodaustralia.org.au/>
- Red Nose <https://rednose.com.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists) <http://www.jpsadvisers.com.au/>

#### USEFUL RESOURCES

- Acceptance and refusal of authorisations policy <https://education.nsw.gov.au/teaching-and-learning/curriculum/preschool/policies-and-procedures/acceptance-and-refusal-of-authorisations>

## AUTHORISATIONS - ACCEPTANCE AND REFUSAL POLICY PROCEDURES

**Approved Provider, Nominated Supervisor, Educators and Educator Assistants are responsible for:**

- Ensuring parents/guardians are informed of their requirement to complete and sign the authorised nominee section of their child's enrolment form in accordance with the Enrolment and orientation policy and procedures V10.02.2019 prior to commencing care and education as to who can collect the child, authorise the administrations of first aid or whom to notify in the event of an emergency etc.
- Gaining written permission for the use of an educator assistant in the education and care program prior to children attending or upon the engagement or registration of an educator assistant
- Ensuring that, children who require medication to be administered by an educator; administration of medication is authorised in writing, signed and dated by parent/guardian or authorised nominee on the child's medication record in accordance with Medical conditions policy and procedures V10.02.2019. Medication will not be administered by an educator or educator assistant if medication is not in its original container or passed expiry date in accordance with the Education and Care Services National Regulations 2011 r.95, the parent/guardian or authorised nominee may be contacted to replace or administer the medication or to collect the child
- Ensuring that, children requiring medication that can be self-administered; authorisation for the self-administration of medication is obtained in writing, signed and dated by parent/guardian or authorised nominee on child's medication record in accordance with the Medical condition policy and procedures V10.02.2019. If the educator is unsure of the child's ability to self-administer, an authority from a medical practitioner may be required in accordance with Education and Care Services National Regulations 2011 r.96 or the parent/guardian or authorised nominee may be contacted to supervise the administration of medication
- If additional training is required for an educator or educator assistant to administer or supervise the administration of medication, training costs will be covered by the parent/guardian or authorised nominee
- Ensuring that parents/guardians or authorised nominees are informed; complete and sign consent to the medical treatment on the child's file to enable treatment from a registered medical practitioner, hospital or ambulance service, if required. This may also include

transportation of the child by an ambulance service in accordance with the, Medical condition policy and procedures V10.02.2019; Incident, injury, illness and trauma policy and procedures V10.02.2019 and Emergency and evacuation policy and procedures V10.02.2019

- Requiring educator's provide information and permission forms to parents/guardians or authorised nominees for excursions and regular outings prior to excursion or regular outing taking place and are completed and signed in accordance with the Excursion policy and procedures V10.02.2019. A parent/guardian or authorised nominee can provide authorisation or not for a child to participate in an excursion or regular outing in accordance with Excursion policy and procedures V10.02.2019. If an excursion or regular outing is refused, alternative care may be offered or the child may be requested to remain at home, fees may still apply in accordance with the Payment of fees policy and procedures V10.02.2019
- Allowing a child to depart from the service with a person who is a parent/guardian or authorised nominee, or with authorisation of one of these, except in the case of a medical or other emergency in accordance with Delivery and collection of children policy and procedures V10.02.2019 *and* Emergency and evacuation policy and procedures V10.02.2019
- Refusing the removal of a child by a parent/guardian or authorised person from the service if the service feels, in accordance with Education and Care Services National Regulations 2011 r.99 (another parent/guardian or authorised person will be contacted to collect the child) if:
  - the person is unfit (e.g. inebriated)
  - not capable of caring for the child or
  - the authorised person gives permission for the child to walk home and the service feels the child is not capable or the environment they will be alone in is considered unsafe
  - The siblings or older children to take the child outside the service does not appear to be capable
- Ensuring families are informed of their right to refuse authorisations and the impacts of a refusal (alternate care, attending the service or collecting the child)
- Ensuring that educators are aware of the authorisation requirements in accordance with Engagement and Registration of family day care educators, educator assistant's and coordinators policy and procedures V10.02.2019 and Provision of information, training and assistance to family day care educators and educator assistant's policy and procedures V10.02.2019
- Be contactable by telephone whilst children are in attendance at the service (this includes whilst on excursions and outings and out of nominated office hours)
- Ensuring any received updates to authorisations are communicated to the child's educator and/or service (approved provider) within 24 hours with a signed acknowledgement form – to be placed on the child's file

- Reviewing Medical Management Plans (MMP's) quarterly with any changes or amendments to be updated and communicated to the child's educator and/or service (approved provider) within 24 hours with a signed acknowledgement form - to be placed on the child's file
- Reminding parents twice per year to review authorisations for currency and update accordingly
- Requiring attendance records are accurately maintained to account for all children attending the service in accordance with Delivery and collection of children policy and procedures V10.02.2019
- Monitoring, maintaining and storing all legislated and required records confidentiality

**Families are required to:**

- Ensure care agreement is entered into between the service and family, NOT educator and family, with all required authorisations fully completed, signed and dated for the treatment of medical needs, delivery and collection, excursions etc. prior to commencing care in accordance with Enrolment and orientation policy and procedures V10.02.2019
- Ensure any changes to children's information or status is communicated promptly to the educator or approved provider within 24 hours or as soon as practicable
- Ensure all daily or required records are completed (attendance / illness, accident / medication etc.)
- Provide medication in its original container, not surpassed its expiration date and handed directly to the educator
- Contact the approved provider or nominated supervisor if you feel they educator has not adhered to the signed authorisations on your child's file

**Appendix 7**

**Acceptance of Child's Record Acknowledgement Form**



# CODE OF CONDUCT POLICY STATEMENT

## 1. Introduction

The way in which people conduct themselves has a direct impact on the family day care service and although it is accepted that people come from a range of backgrounds and experiences that contribute to their values, standards, ideas and communication, a code of conduct will guide behaviours for building effective and cohesive working relationships for all stakeholders of the education and care service.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we understand that management, educators, staff and families in most cases work very effectively together for the care and education of children, although sometimes we can communicate or behave with differences which may lead to misunderstandings.

In our commitment to ensuring stakeholders are informed of their expected behaviours and communication styles whilst representing the service, this code of conduct will assist stakeholders to work collaboratively together.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 166, 167, 169, 170, 173, 174	83, 155, 156, 157, 168, 175	1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.1.2, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2, 5.2.1, 5.2.2

		6	6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3
		7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

All family day care service policies and procedures

### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Child Safety Standards <https://dhhs.vic.gov.au/publications/child-safe-standards>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

- Red Nose <https://rednose.com.au/>

#### **USEFUL RESOURCES**

- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>

# CODE OF CONDUCT POLICY PROCEDURES

## RELATES TO ALL STAKEHOLDERS

### In relation to children:

- UNDER NO CIRCUMSTANCES – ignore or disregard suspected or disclosed abuse by notifying any reasonable belief to the regulatory authority
- UNDER NO CIRCUMSTANCES - will a child be smacked, physically restrained or degraded
- UNDER NO CIRCUMSTANCES - will a child be made to feel scared, humiliated or isolated (including time out) as a behavioural management strategy
- UNDER NO CIRCUMSTANCES - Enter into a care arrangement directly between educator and family without explicit service approval
- UNDER NO CIRCUMSTANCES – falsify records and documentation
- UNDER NO CIRCUMSTANCES – provide false or misleading information
- UNDER NO CIRCUMSTANCES - are children not enrolled into the service to remain on the premises without a parent or guardian present
- Ensure the environment is safe at all times
- Not discriminate against a child or their family due to race, religious beliefs, sexual orientation, job or disability
- Regard children equally with respect and dignity, encourage children’s efforts, show empathy if they are hurt, sad, angry, jealous etc.
- Respect the confidential nature of information gained, or observed while participating or attending the program
- Not engage in on-line relationships with children outside of the family day care service without the explicit consent, knowledge and written approval of the family and approved provider - including electronic such as social media (eg.Facebook)
- Not enter into relationships or have contact with children and families outside of the service without the approved provider’s knowledge
- Implement safe sleeping practices (develop a safe sleep plan for children under 3years of age)
- Inform children if physical contact from you is required (self-help, hygiene, first aid) seek permission, understanding each child’s non-verbal abilities
- Never do things of a personal nature for a child that they can do themselves; ie. helping them go to the toilet or changing their clothes

- Speak to children respectfully, avoid using labels (darling, sweetheart - and especially negative labels – lazy, naughty etc)
- Always speak in an encouraging and positive manner, get down to the child's level as often as possible, listen (to their opinions, views, ideas and suggestions) and answer accordingly to extend their knowledge and understanding and make them feel respected, welcomed and appreciated
- Engage with non-verbal children's body language - make them feel understood (pointing, laughing, grunting, smiling) respond accordingly
- Seek children's input and suggestions into the program and what they would like, accommodate where appropriate – explain to children if not appropriate – why it is not possible
- Undertake professional development at least annually to ensure currency of skills and knowledge
- Never be affected by drugs or alcohol whilst children are being educated and cared for
- Respect children's right for privacy
- Be a positive role model at all times

**In relation to other adults:**

- UNDER NO CIRCUMSTANCES should a child, parent/guardian or member of staff be approached directly in a confrontational manner - raised voices or aggressive verbal or body language is not acceptable in an education and care service
- UNDER NO CIRCUMSTANCES should a parent raise an issue with another parent, they should seek guidance from the educator or implement the grievance procedure with the support of the approved provider
- Approved Provider will consider educators history of compliance with the National Law and other relevant laws, any decision under the law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws) this relates to any findings of fraud or dishonest behaviours. Educators will not be registered if there are findings of non-compliance
- Educators will ensure; educator assistants, students, volunteers and house guests are informed and sign agreement to adhere to the behaviours outlined in the Code of conduct policy and procedures V10.02.2019 to remain on file
- Assist families to better understand early childhood development and the education and care framework including Practice Principles and Learning Outcomes
- Always use courteous, respectful and encouraging verbal and non-verbal communication

- Respect the rights of others as individuals and their opinions and choices
- Refrain from the use of profane, insulting, harassing, aggressive or otherwise offensive language
- Refrain, at all times from gossiping (talking negatively behind their back) or public criticism about any stakeholder or the service. If an issue occurs seek to debrief with your immediate supervisor or implement the grievance procedure
- Be aware of routines and guidelines for children within the service (hand washing, sunscreen, risky play etc.) seek advice and guidance from the educator (or person responsible for the program)
- Give encouraging and constructive feedback rather than negative criticism
- Managing and guiding children's behaviour is the responsibility of allocated educators, matters or concerns related to children's behaviour should be referred directly to the educator and concerns relating to the educator's management of children should be raised immediately with the approved provider or nominated supervisor
- Smoking is prohibited on the service's property at all times children are being cared and educated (this includes approved residences outdoor and indoor spaces)
- Smoking indoors at the home is prohibited at ALL times you are registered with an approved education and care service
- The home will remain alcohol and drug free whilst children are being cared for and educated
- Take reasonable steps to ensure that each educator maintains adequate knowledge and understanding of the provision of education and care to children
- Avoid approaching the educator to discuss a child whilst other children are in attendance. Seek an alternative time and make an appointment for a time when the educator is free from supervisory duties
- Be aware of emergency evacuation procedures, follow directions if implemented

**In general:**

- This code of conduct will be verbally communicated during induction and orientation and signed copy will remain on:
  - The educators file
  - The staff members file
  - The approved providers file
  - The student's file
  - The volunteer's file

- The family's file
  - Educators are required to notify approved provider of: a serious incident, any complaint alleging a serious incident has occurred or is occurring at the service, any complaint alleging the National Law or National Regulations or Family Assistance Legislation have been contravened; or is being contravened; any new person aged 18 and over residing at the residence; any circumstance that may affect whether a person residing at the home continues to be fit and proper to be in the company of children; any renovations or other changes to the family day care home that create a serious risk to the health, safety and wellbeing of children attending or likely to attend
  - The approved provider will notify the Department of Education and Training (DET) if a serious incident including the death of a child; a child cannot be located; or has left the service with an unauthorised person; a child requires medical attention or any requirements in accordance with the Education and Care Services National Law 2010 and Education and Care Services National Regulations 2011 and the Family Assistance Law 1999
  - The service will welcome the regulatory authority and respond to requests for further information or responses within the allocated timeframes
  - Educators will ensure they are fully informed of their obligations to ensure legislation is adhered to at all times by participating in induction and other training programs as well as reading of regular newsletters and subscriptions circulated by the service

**In relation to Claiming Commonwealth Funding:**

- Educators will ensure documentation relating to federal funding is accurate and completed appropriately
- Family members will only sign for claims for federal funding for care that has actually taken place
- Educators and families are to notify the service of absences of children (sick, holiday etc) monitor claims and notify the approved provider of any discrepancies
- Coordinators will monitor claims for federal funding at all times for accuracy against enrolment and other supporting documentation, discrepancies will be reported to the approved provider or nominated supervisor for investigation
- Approved Providers will monitor and ensure accuracy of claims at all times through regular monitoring, audits and comparisons between documentation and software reports at least annually (false or misleading claims will result in the implementation of the grievance procedure – and may result in termination of contract)

- Repeat false or misleading claims (minimum 3) will be reported to the Department of Education and Training Fraud tip-off line upon termination of contract

\*\*Raise any issues or grievances in accordance with the Complaints and grievances policy and procedures V10.02.2019.



Code of Conduct signed agreement

I, \_\_\_\_\_ (name)  
of \_\_\_\_\_  
\_\_\_\_\_ (address)  
\_\_\_\_\_

being a

- | Tick | Position                         |
|------|----------------------------------|
|      | Coordinator / Educational Leader |
|      | Educator                         |
|      | Parent or Guardian               |
|      | Educator assistant               |
|      | Resident (over 18 years)         |
|      | Volunteer                        |
|      | Student                          |
|      | Houseguest                       |

Agree to; behave in accordance with this Code of Conduct at all times.

I am aware and breaches to this 'Code of Conduct' claimed or otherwise will result in an internal investigation, the implementation of the grievance procedure and may lead to disciplinary action including either, termination of educator agreement, termination of the care agreement, placement hours for students being revoked and/or termination of volunteer hours.

Note: Please return signed code of conduct to the approved provider prior to completion of induction or orientation period.

Date: ...../...../.....

Signed .....



# COMPLAINTS AND GRIEVANCES POLICY STATEMENT

## 1. Introduction

People, working together bring a range of benefits, celebrations, challenges and sometimes, disappointments, not everyone sees situations the same or may feel they have been treated unfairly in some manner.

In almost all of cases, issues can be resolved through willingness to work together, backed with honest communication. However, in some cases the parties involved may need tools and/or assistance to resolve complaints and grievances.

There are also times and/or incidents where people feel the need to complain either about someone, or something. In the interest of children's health and safety, we encourage stakeholders to raise concerns with the educator or approved provider in accordance with the Code of Conduct.

Complaints and grievances, if dealt with professionally and timely and with appropriate strategies and communication techniques, such as putting the child first, listening and seeking resolution for all involved, are opportunities for services to improve.

**Grievance:** two or more parties are unable or unwilling to come to a conclusion.

**Complaint:** (written or verbal) that something is unacceptable, children's health, safety and/or wellbeing may be at risk, or as a client you did not get what you agreed to.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we understand and recognise that ALL stakeholders have a duty of care to ensure the safety of each other, particularly children.

We recognise that at times there may be reasons and circumstances that lead to grievances and the need to express concerns and/or complaints.

We aim to treat any and all concerns or complaints with respect, fairness and acceptance and will aim to seek a resolution to suit all parties involved and implement procedures outlined in this document to ensure fairness and equity.

Training and support will be offered to educators in the management and handling of complaints and grievances annually.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
162, 171, 172, 173, 174	168, 171, 173, 175, 176	7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.3

#### Related Federal Legislation

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION NSW

- Anti-Discrimination Act 1977
- Child Protection (Working with Children) Amendment (statutory Review) Act 2018
- Children and Young Persons (Care and Protection) Act 1998

#### RELATED STATE LEGISLATION

#### Related Policies

All service policies and procedures

### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA) <http://www.cecqa.gov.au/>

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

#### **USEFUL RESOURCES**

- Incidents and complaints  
[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

## COMPLAINTS AND GRIEVANCES POLICY PROCEDURES

### Approved Provider and delegates are responsible for:

- Ensuring the name and telephone number of the person at the service to whom complaints and grievances should be addressed is displayed in the registered office and at each educator's home r.173 (2)(b)
- Ensuring that the address and telephone number of the Authorised Officer at the primary office of Department of Education and Training regional office is displayed for stakeholders at the primary office and the educator's home
- Where the complaint is in relation to a child protection issue, the complaint must be directed to the approved provider and procedures followed in accordance with Code of conduct policy and procedures V10.02.2019 and Providing a Child Safe Environment V10.02.2019
- Notify the Regulatory authority of a complaint that alleges a serious incident has occurred or is occurring whilst a child is in care in accordance with r.175(2)(d) (e)
- Notifying Department of Education and Training within 24 hours of a serious incident or a complaint alleging legislation was breached in accordance with Education and Care or the Approved Provider becoming aware of the incident in accordance with r.176 (2)(b) Notify the regulatory authority of suspected fraud is taking place through the National Tip Off Line
- Responding to all complaints and grievances (even anonymous ones) raised in the most appropriate manner and at the earliest opportunity (fair, with an open mind) and treat each party equal until investigated and substantiated
- Conduct a review and or investigation of the details of the complaint, findings may include:
  - Training recommendations for the educator
  - Review of services policies and procedures
  - A change in care arrangements
  - A review and change to any recording and/or reporting processes for Federal funds
- Ensuring any incidences are followed-up with a phone call from either the approved provider, educational leader/coordinator or educator within 48 hours (Serious incidents - as soon as practicable) and will be recorded on the appropriate file (child's / educator / employee /family or approved provider)
- Ensuring the grievance and complaints procedure (attached) is followed and implemented by stakeholders raising or dealing with complaints

- Providing all educators with a Complaints and Grievances Register for the recording of complaints - to remain on file (any complaints should be communicated with the approved provider)
- Monitor and audit claims for federal funding – ensuring all claims are accurate, any suggestions or suspicions of false or misleading claims will be fully investigated and may result in care being suspended
- Identifying, preventing and addressing potential concerns before they become formal complaints or grievances
- Maintain a register of absences and errors in reporting to be cross-referenced with claims submitted and form part of either the annual audit or random audit. Errors or anomalies will be raised in accordance with this policy
- Implementing this policy in collaboration with the Confidentiality policy and procedures V10.02.2019 and Code of conduct policy procedures V10.02.2019
- Support the educator and parent to re-negotiate care and education outcomes after a grievance or complaint is managed
- Providing all stakeholders with regular opportunities (i.e. surveys, dropbox, meetings) to identify any areas of concern or proposed strategies so the service may implement improvements
- Working co-operatively with the approved provider/nominated supervisor and Department of Education and Training (DET) in any investigations related to grievances or complaints

**Educators are required to:**

- Notifying the approved provider if a family member suggests a care arrangement outside of the service's knowledge and approval
- Educators are required to notify approved provider of: a serious incident, any complaint alleging a serious incident has occurred or is occurring at the service, any complaint alleging the National Law, National Regulations or Family Assistance Legislation have been contravened; any new person aged 18 and over residing at the residence; any circumstance that may affect whether a person residing at the home continues to be fit and proper to be in the company of children; any renovations or other changes to the family day care home that create a serious risk to the health, safety and wellbeing of children attending or likely to attend.

**Families are required to:**

- Raise any complaints, directly with the person involved, in an attempt to resolve the concerns without matter escalating further
- Raise any unresolved issues or concerns with approved provider or nominated supervisor

- Maintaining confidentiality at all times when dealing with a complaint or grievance
- Cooperating with requests to meet with the educator, approved provider/nominated supervisor and/or provide relevant information when requested in relation to complaints and grievances (attached)
- Ensure all claims for federal funding are accurate
- Notify the approved provider if an educator suggests the entering into a care arrangement outside of the service's knowledge and approval or if the educator makes a request for approving care that did not take place

### Appendix 8

Complaints and Compliments Register

### Appendix 9

Complaints and Grievance Procedure



# CONFIDENTIALITY POLICY STATEMENT

## 1. Introduction

Enrolling into an approved early childhood education and care service requires providing personal details and information ranging from names and addresses, to personal sensitive information like parenting arrangements, medical conditions and financials etc. This sharing of information places parents in a vulnerable position, which family day care services have the obligation to protect.

Information and details provided is essential for the service to meet their obligations under the education and care, family assistance and other related legislation such as privacy.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we treat personal information with the highest of regard and are aware of the legislation and ethical practices that guide our obligation to children and families.

It is our expectation that ALL stakeholders, particularly representatives of the service, ensure families and children's privacy is protected at all times. We achieve this by ensuring stakeholders are aware of their role in maintaining confidentiality and privacy through regular provision of information and training coupled with regular reviews of how family day care service representatives are conducting themselves in relation to protecting family's privacy.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	168, 177, 178, 181, 182, 183	7	7.1.2, 7.2.3

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009

- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### RELATED POLICIES

Relates to all family day care service policies

## 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Guidelines to the Information Privacy Principles <http://www.privacy.gov.au/law/apply/guidance>
- Family Assistance Legislation 1999 <https://www.education.gov.au/family-assistance-law-0>
- JPS Family Day Care Advisers (Family Day Care Specialist) <http://www.jpsadvisers.com.au/>



## CONFIDENTIALITY POLICY PROCEDURES

### Approved Provider and nominated supervisor are responsible for:

- Providing storage systems that ensure records are not accessible or visible by unauthorised persons
- Monitoring, maintaining and storing all legislated and required records confidentiality and for the appropriated timeframes in accordance with Education and Care Services National Regulations 2011 r.177, r.178, r.181, r.182 and r.183
- Maintain records for Child Care Subsidy (CCS and ACCS) ensuring care arrangements, eligibility, authorised persons for payment liability is readily accessible to approved provider, nominated supervisor and persons with day to day management of control to carry out job responsibilities
- Ensure timesheets are treated confidentially, not to be discussed with others, other than the purpose of ensuring appropriate governance, claiming and monitoring
- Ensuring that any photographs of children are used appropriately, and respecting family's requests for their child's photograph not to be taken or used - signed authority is required prior to publishing photos or children's work, including the use of photos by a student on a placement
- Ensuring the task of filing is conducted every three days, documents awaiting filing will be kept out of view of visitors to the primary office
- Maintain a register of files removed and replaced from the primary office. Approved provider or nominated supervisor are to approve the copying or removing of any records or files, any removed records or files must be returned within 48 hours, logged into the register and destroyed or replaced in the file
- Maintaining and storing documentation in a manner that keeps records safe (back-up electronic record data daily) archive boxes to be clean, dry and free from rodents or insects
- Only persons with management and control can authorise claims for Commonwealth funding

### Educators and Educator Assistants are responsible for:

- Monitoring, maintaining and storing all legislated and required records confidentiality (not accessible or visible to anyone other than authorised persons) and for the appropriate timeframes in accordance with Education and Care Services National Regulations 2011, r.178, r.179, r.182 and r.183
- Documentation relating to Additional Child Care Subsidy should remain on the child's file

- Parenting Plans should be kept out of view of other families and parenting arrangements should not be discussed with other families and only with approved persons such as the approved provider or authorised officers from the regulatory authority
- Place records and documentation, immediately or as soon as practicable on the child's file
- Ensuring families understand that information they provide may be requested and/or viewed by representatives of Regulatory Authority or family day care service during a Rating and Assessment visit, Compliance visit, or home visit by the service
- Ensuring that any sensitive information relating to a child is communicated with the family confidentially and in private, arrange appropriate times to conduct sensitive conversations when children are not present or can be supervised by the coordinator or educator assistant
- Respecting family's choices about their child being photographed or videoed, and children's choices about being photographed or videoed, do not share or display children's photos without the written authorisation recorded on the child's file
- Ensuring students remove any identifiers from children's records or prior to using or copying as supporting documentation for written assignments required to complete training requirements and signed approval from the parent

**Families are required to:**

- Ensure documentation/authorisations are completed and signed in accordance with *'Enrolment and Orientation Policies and Procedures V10.02.2019'* and *Authorisations – 'Acceptance and Refusal Policy and Procedures V10.02.2019'*
- Ensuring all records are completed (attendance/medication etc) daily, as required or as soon as practicable
- Ensuring any changes to children's information, authorisation or status is communicated promptly to the educator or approved provider and required signatures are completed as soon as practicable
- Raise issues or conduct sensitive conversations when children are not present, cannot overhear the conversation or if children can be supervised by the coordinator or educator assistant

**Appendix 10**

**ACECQA Record Keeping Guide**

# DELIVERY AND COLLECTION OF CHILDREN POLICY STATEMENT

## 1. Introduction

Delivery and collection of children into care can be one of the most hectic periods of the day it is a time where children's level of excitement or distress combined with the need for educators and families to communicate can create a challenging balance.

Delivery and collection is vital to the effective operation and handover of information on children, it contributes to the building of relationships, partnerships and program development.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we recognise the importance of the processes to ensure children are accepted into the educator's home safely and released strictly to authorised and safe adults. During the induction period educators will be provided with adequate training to ensure children are accepted into and released from the education and care service in a manner that protects children from harm and hazard.

This is achieved through, sound procedures, underpinned by risk management and communication strategies to ensure the safety of children at all times.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 167, 170, 171, 173, 175	99, 116, 157, 158, 159, 160, 161, 168	2	2.1.1, 2.2.1, 2.2.2, 2.2.3
		4	4.2.2
		6	6.1.1
		7	7.1.2, 7.2.3

**RELATED FEDERAL LEGISLATION**

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

**RELATED STATE LEGISLATION****RELATED POLICIES**

- Authorisations acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Participation of students and volunteer's policy and procedures V10.02.2019
- Providing a child safe environment policy and procedures V10.02.2019

**4. References and Resources**

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

- Early Childhood Australia.  
<http://www.earlychildhoodaustralia.org.au/>
- Victorian Legal Aid and DHS 1999, *Legal Aspects of Child Care: A Guide for Workers in Child Care Centres, Preschools and Parents* (6th edition)  
<http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-17-1-2011/can-collect-child-child-care-legal-issues-child-care/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Early Childhood Australia - Who can collect a child from child care? Legal issues in child care  
<http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-17-1-2011/can-collect-child-child-care-legal-issues-child-care/>

#### USEFUL RESOURCES

- Car safety  
<https://www.education.nsw.gov.au/parents/safety/Pages/car-safety.aspx>
- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>

## DELIVERY AND COLLECTION OF CHILDREN POLICY PROCEDURES

### Approved Provider and Nominated Supervisor are responsible for:

- Checking all authorisations are completed, signed and dated prior to children commencing care
- Providing current telephone contact details of approved provider, educational leader/coordinators to educators and families
- Remaining contactable by telephone whilst children are in attendance at the service
- Ensuring custody orders and/or parenting plans are reviewed for currency at least twice per year with any changes to be updated and provided to the educator immediately within 24 hours
- Ensuring a child does NOT LEAVE the education and care service premises without the written permission of:
  - A parent of the child; or
  - An authorised nominee named in the child enrolment record; or
  - A person authorised by a parents or authorised nominee named in the child's enrolment record to collect the child from the premises; or
  - On an excursion in accordance with Excursion policy and procedures V10.02.2019
  - Is given into the care of a person or taken outside of the premises because the child requires medical, hospital or ambulance care or treatment; or
  - Because of another emergency
- Provide information in relation to family's eligibility for Child Care Subsidy to educators to monitor attendance and usage
- Ensuring educators understand the requirement of maintaining and keeping attendance records r.159 and the Family Assistance Legislation in accordance with the Engagement and registration of educators, educator assistant's and coordinators policy and procedures V10.02.2019 and Provision of information, training and assistance policy and procedures V10.02.2019
- Monitoring, maintaining and storing all legislated and required records confidentiality r.177, r.178, r.181, r.182 and r.183
- Monitoring the attendance record of children attending care at the educator's home ensuing enrolment and attendance records are consistent with enrolment and educator register

- Notifying Department of Education and Training (DET) within 24 hours of a serious incident or a complaint alleging legislation was breached in accordance with the Education and Care Services National Regulations 2011 r.176

**Educator and Educator Assistants are responsible for:**

- Monitoring, maintaining and storing all legislated and required records in accordance with r.177, r.178, r.181, r.182 and r.183
- Ensuring families have completed the authorised nominee section of their child's enrolment form prior to children commencing
- Ensuring details of any court orders, parenting orders or parenting plans are provided and recorded on the child's enrolment form prior to the child commencing and this is communicated to the educator assistant
- Ensuring the attendance record is fully completed with the full name, date and time each child arrives and departs the service and signed by person collecting and dropping off, the educator can sign if authorised person does not - this will need to be initialled by an authorised person upon their return to the service
- Ensuring all gates and locks are in working order daily prior to children's attendance
- Supervising children at all times
- Conducting immediate headcount after each drop off or pick up of any child - initial the attendance record after each count
- Notifying the Approved Provider or Nominated Supervisor if a child is absent from care and record on the attendance record as soon as practicable after notification within 24 hours
- Preparing children for any known change of collection, either timing or person collecting
- Implementing procedures contained of unauthorised attempt to collect child and ensure parent/guardian or authorised person is contacted immediately for notification
- Implementing procedures if person collecting a child is displaying unsafe behaviour (such as appearing under the influence of drugs and/or alcohol) and contained procedures are followed for the safety and protection of children
- In the event that family fail to collect their child at the end of the day and after the service has closed ensure that contained procedures are followed and notify the approved provider/nominated supervisor
- Regular late collection (4 times in a one-month period), regularly absences or neglect to complete required records and documentation will be notified to the approved provider to discuss care agreements in accordance with Enrolment and orientation policy and procedures V10.02.2019

- Being contactable by telephone whilst children are in attendance at the service
- Notifying approved provider/nominated supervisor within 24 hours of a serious incident in accordance with the Education and Care Services Regulations 2011 r.176

### **Families are responsible for:**

- Ensuring documentation/authorisations are completed and signed prior to commencing care in accordance with Authorisations, acceptance and refusal policies and procedures  
V10.02.2019
- Ensuring the attendance record is fully completed with the full name, date and time each child arrives and departs the service and signed by person collecting and dropping off, the educator can sign if authorised person does not - this will need to be initialled by an authorised person upon their return to the service
- Ensuring any changes to children's information or status is communicated promptly to the educator or Approved Provider within 24 hours
- Informing the educator if the child is going to be absent for a booked session of care
- Notifying the Approved Provider of any absences with 24 hours
- Ensuring doors are closed upon entering and exiting
- Notifying the educator of any changes to normal routine as soon as practicable
- Sharing and exchanging daily information with the educator about their child, during arrival and departure times
- Supervising child or other children you may have with you at all times whilst present at the service
- Delivering and collecting children within nominated and agreed collection time unless otherwise negotiated with educator
- Notifying educator as soon as practicable if running late to collect child or if an unauthorised person is collecting the child from service (implement procedure to authorise new nominee)

### **Appendix 11**

Unauthorised Persons Collecting – Telephone Consent

### **Appendix 12**

Provide Consent for Unauthorised Person to Collect Child

### **Appendix 13**

Procedures for Late or Uncollected Child

### **Appendix 14**

Procedures to Ensure Safe Collection of Children



# DETERMINING A RESPONSIBLE PERSON POLICY STATEMENT

## 1. Introduction

In accordance with the Education and Care legislation and Family Assistance Legislation there is a requirement to determine an appropriate person to have the day to day management and control of the service.

The responsible person/s ensure children remain safe and cared for at all times, respond to family's queries and/or needs and provide support to educators. They are also responsible for ensuring claims for federal funding are accurate. The person/s that fills this role will vary dependant on availability and operation hours and may change daily.

A family day care approved provider has the task to establish a process or system to determine who will be the responsible person on any given day to exercise control over the delivery of the service in accordance with Education and Care and Family Assistance Legislation.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to children, families and educators and want to ensure we are placing a person or persons in a responsible position only if they hold the skills, attributes and abilities to exercise control over the service.

We achieve this by ensuring people that are given that responsibility are equipped and supported with skills, knowledge and qualifications. Each person undertakes an assessment to ensure they hold the skills and attributes to ensure the smooth, compliant operation of the service at all times.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161, 162, 163, 169	46-49, 146, 150, 168, 173, 177	4	4.2.2
			7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Code of conduct policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Engagement and registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Monitoring, support and supervision of family day care educator and educator assistant's policy and procedures V10.02.2019
- Provision of information training and assistance to family day care educator and educator assistant's policy and procedures V10.02.2019
- Payment of fees policy and procedures V10.02.2019

## 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- ACECQA - Nominated Supervisor Fact Sheet  
<http://files.acecqa.gov.au/files/Information%20sheets/ACECQA%20Information%20Sheet%20-%20Nominated%20Supervisors.pdf>
- Compliance History Statement  
<http://files.acecqa.gov.au/files/Templates/ComplianceHistoryStatement.pdf>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Family Assistance Legislation 1999 <https://www.education.gov.au/family-assistance-law-0>

## DETERMINING A RESPONSIBLE PERSON POLICY PROCEDURES

### Approved Provider or the Nominated Supervisor are responsible for:

- Ensuring there is a supervisor available at all times the family day care service is delivering education and care programs to children
- Ensuring that the person eligible to be nominated as a responsible person meets the requirements under the Education and Care Services National Regulations r.47
- Ensure Nominated Supervisors are checked for appropriateness to full-fill the role by considering the following their:
  - Qualifications
  - Experience
  - Skills
  - History in relation to the education and care regulations
- Ensure Nominated Supervisor or Person In Day To Day Charge (PIDTDC) is over 18 years of age, has adequate knowledge and understanding of the provision of education and care to children with the ability to effectively supervise and manage an education and care service
- Ensuring persons with management and control are assessed and remain eligible by considering their:
  - National Police Check and working with children safety screening
  - National personal insolvency index check provided by the Australian Financial Security Authority (persons with management and control)
  - Current and historical personal name extract record from the Australian Securities Investments Commission (persons with management and control)
  - History of noncompliance with criminal and civil law (related to children or indicating dishonesty)
  - History of court proceedings related to children or acts of dishonesty
  - History in managing public funds, any past and current debts to the Commonwealth
  - History of financial management, including instances of bankruptcy, insolvency or external administration
  - Potential conflicts of interest between managing or delivering a child care service and any other business or financial interests of the person

- Matters relating to the suitability of the person
- Notifying the Department of Education and Training in writing if there is a change of person in the role of Nominated Supervisor or Person In Day To Day Charge (PIDTDC) within 7 days
- Ensuring Nominated Supervisor or Person In Day To Day Charge (PIDTDC) provide written consent in acceptance of this role at the family day care service
- Ensuring that the name and position of the Nominated Supervisor or Person In Day To Day Charge (PIDTDC) of the family day care service is displayed in the service office and in the educator's home daily in accordance with Education and Care Services National Regulations 2011 r.173(2)(c) by notifying educators daily

**Persons accepting the role of Nominated Supervisor are responsible for:**

- Providing written consent in acceptance of the role of Nominated Supervisor or Person In Day To Day Charge (PIDTDC) at the family day care service (to remain on file)

**Educators are responsible for:**

- Ensuring the name and position of the Nominated Supervisor/s or Person In Day To Day Charge (PIDTDC) of the family day care service is displayed in their home in accordance with Education and Care Services National Regulations 2011 r.173(2)(c)

# EMERGENCY AND EVACUATION POLICY STATEMENT

## 1. Introduction

Emergencies can happen, and if, in the unlikely event it should, securing children's safety is and will always be the first priority. Family day care services are required to undertake risk minimisation precautions and plans to deal with and manage emergencies and evacuations to ensure children's health and safety.

Emergency drills play an integral role in the health and safety of children and should be practiced regularly to ensure children and adults alike are familiar with practices, roles, duties and expectations to secure children's and other stakeholder's safety. Children can make inappropriate decisions if panicked, like hiding from danger and inadvertently, safety. Children that have practiced emergency situations are more likely to react in a manner that will remove them from harm or better follow instructions if a real threat or emergency should present itself.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we hold children's safety as our *primary* concern, we have a range of strategies including risk minimisation, authorisations, safety screening etc. in place but we are also committed to ensuring children and educators are well equipped in the unlikely event of emergencies and evacuations in an attempt to condition appropriate behaviours to either remove, eliminate or escape the danger.

We aim to achieve this by ensuring educators practice regular evacuation drills and role-play all types of emergency situations with children in our care.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165,167,172, 173, 174, 175	97, 98, 99, 168, 176	2	2.1.2, 2.2.1, 2.2.2, 2.2.3
		3	3.1.2
		4	4.2.2

		7	7.1.2, 7.2.1
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#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

All family day care service policies

## 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- Red Nose <https://rednose.com.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists) <http://www.jpsadvisers.com.au/>

**USEFUL RESOURCES**

- -NSW Fire Brigade  
<https://www.fire.nsw.gov.au/>
- Work Safe NSW  
[www.worksafe.nsw.gov.au](http://www.worksafe.nsw.gov.au)

## EMERGENCY AND EVACUATION POLICY PROCEDURES

In order to comply with the requirements of these procedures the **'Emergency Management Plan Template for Early Childhood Services'** will need to be completed for each educator's residence.

This can be downloaded via

<http://www.education.nsw.gov.au/childhood/providers/support/Pages/emergency.aspx>

### **Approved Provider or Nominated Supervisor is responsible for:**

- Requiring educators have an operating telephone to enable immediate communication to and from parents, the service and emergency services
- Ensuring educators design and place a copy of the emergency and evacuation floor plan, emergency contact numbers and instructions which are displayed in a prominent position near each exit
- Requiring educators to have ready access to emergency equipment such as fire extinguishers and fire blankets, and are adequately trained in their use
- Requiring educators have working and sufficient smoke detectors positioned throughout the home/venue and they are tested monthly and batteries changed at daylight savings time – March each year
- Requiring educators have a fully equipped first aid kit that meets Australian standards in accordance with the Education and Care Services National Regulations 2011 r.89
- Requiring educators have an evacuation kit, including contact numbers for each child, required medication, water, snacks, nappies (if required) a mobile telephone etc.
- Ensuring educators have completed the 'Emergency Management Plan Template of Early Childhood Services' including the identification and completion of potential risks relevant to the individual educator's home/venue, i.e. If identified in high risk bushfire, home/venue backing onto a creek etc.
- Ensuring a current database is maintained of educators living in a location identified as a risk of bushfire to be recorded in the Register of educators, educator assistants and coordinators register to be reviewed and updated by September each year
- Ensuring regular monitoring of the Bureau of Meteorology and Country Fire Authority websites on days where there is a high or declared risk of bushfire (Daily during high fire season)
- Ensuring that educators and families are notified by telephone that no education and care will be provided by educators living in a location identified of bushfire on a declared Code Red day in accordance with Bureau of Meteorology and Country Fire Authority (CFA)

- Ensuring that educators are rehearsing emergency evacuation and management practices at least once every three months at various times, and ensure all children are involved, or in accordance with any individual risk management plans ie. more frequent for new or young children and also include 'lock down' situations such as intruder or wild weather
- Ensuring educators document the rehearsals of the emergency and evacuation procedures with the date, time and names of children and educators (or others) present and any notable outcomes (times, strategies that worked well, required improvements etc.)
- Ensuring there are induction procedures including emergency management in place to inform new educators, educator assistants, students and volunteers
- Attend the home (if appropriate and safe to do so) in the event of an emergency
- Ensuring educators are offered support and debriefing following a serious incident, emergency or evacuation

**Educators and Educator Assistants are responsible for:**

- Developing emergency management plans in accordance with the home/venue and in conjunction with the approved provider – a copy is to be provided to the service
- Ensure there is a copy of the emergency and evacuation floor plan and instructions displayed in a prominent position near each exit and that all children, families and visitors are briefed and aware of the emergency procedures
- Ensuring all available exits out of the home/venue have an exit sign displayed with no obstructions preventing access to any exit or access path, including secured bars or fly screens
- Being contactable whilst children are in attendance at the service for emergency alerts – ensure your contact details remain current
- Having ready access to emergency equipment such as fire extinguishers and fire blankets, and be adequately trained in their use
- Having working and sufficient smoke detectors positioned throughout the home/venue and ensure they are tested monthly and batteries changed at daylight savings time – March each year
- Maintaining a fully equipped first aid kit that meets Australian standards in accordance with the Education and Care Services National Regulations 2011 r.89
- Maintaining an evacuation kit, including contact numbers for each child, required medication, water, snacks, nappies (if required) a mobile telephone etc.
- Rehearsing and documenting emergency evacuation procedures with the children every three months and document the events - ensuring all children are involved (more regular if children are young or new to the service)

- Providing awareness and support to children before, during and after emergencies and drills
- Evaluating the effectiveness of the evacuation drill and consult with approved provider or Nominated Supervisor of any modifications that may be required
- Monitor the Bureau of Meteorology and Country Fire Authority websites on days where there is a high or declared risk of bushfire (Daily during high fire season)
- Contact emergency services immediately in the event of an emergency and follow instructions
- Contact the approved provider as soon as practicable in the event of an emergency
- Ensuring the sign-in book is fully completed as per the requirements of the 'Delivery and collection of children policy and procedures V10.02.2019
- Keeping a written record of all visitors to the service, including time of arrival and departure in accordance with the Visitors to a family day care residence policy and procedures V10.02.2019 ensuring they are accounted for in the event of an emergency
- Ensuring there are induction procedures including emergency management in place to inform new educator assistants, students and volunteers
- Ensuring 'Near Miss' incidents are documented and communicated to the Approved Provider
- Ensuring records are stored in a safe secure location maintaining confidentiality

## PROCEDURES

- Our FDC Service will maintain an up-to-date register of emergency telephone numbers. A copy of the current list will always be available in the emergency evacuation bag.
- Emergency telephone numbers will be displayed prominently throughout the Service in the kitchen, office, staff room and each room that occupies children.
- National Regulations state that Evacuation rehearsals are to be practiced every 3 months: However, to ensure best practice our FDC Service will conduct emergency evacuation drills in a weekly block once a term so that all children experience an evacuation on a regular basis.
- A record will be kept ensuring that all children participate in the emergency evacuation rehearsal at least 4 times per year.
- Each time an emergency evacuation drill is performed it is to be timed and documented in the *Emergency Evacuation Rehearsal Record*.
- After reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss with the Approved Provider/Nominated Supervisor and implement strategies to make continuous improvement to procedures which will be documented in the Service's Quality Improvement Plan.

- In the event of a fire within the service resulting in damaged phone lines, the Educator may take the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan.
- All fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the service will be inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851: *Maintenance of Fire Protection Systems and Equipment*.
- Extinguishers will be emptied, pressure tested, and refilled every five years.
- All tests performed on emergency equipment and the date on which it was tested will be recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed.

**Families are responsible for:**

- Following the directions of educator or educator assistant in the event of an emergency or if present during rehearsal
- Following emergency services instructions in case of emergency

NEW SOUTH WALES (NSW)
<ul style="list-style-type: none"> <li>- NSW Police: <a href="http://www.police.nsw.gov.au">www.police.nsw.gov.au</a></li> <li>- NSW Rural Fire Service: <a href="http://www.rfs.nsw.gov.au">www.rfs.nsw.gov.au</a></li> <li>- NSW State Emergency Services: <a href="http://www.ses.nsw.gov.au">www.ses.nsw.gov.au</a></li> </ul>



To ensure compliance with National Regulations, our FDC Service will ensure that:

- Emergency evacuation plans are displayed in prominent positions near each exit and in rooms occupied by the children.
- The plan includes a floor plan for ease of reference.
- Emergency evacuation rehearsals (drills) will be practiced every three months by the educator, educator assistant, students, volunteers, and children present on the day.
- Each drill will be documented.
- The Approved Provider and Educator will conduct a risk assessment to identify potential emergencies that are relevant to the service.
- Our emergency telephone list (located next to the telephone) includes the numbers for:

- Local fire station,
- Rural Fire Service,
- State Emergency Services.

### Appendix 15

Emergency Management Plan

### Appendix 16

Contacting Emergency Services

## BUSHFIRE POLICY

Bushfires are an inherent part of Australia’s environment. Bushfires can significantly impact on lives, property and the environment. The basic factors that determine whether a bushfire will occur include the presence of fuel, oxygen, and an ignition source. The intensity and speed the bushfire will spread depends on the current temperature, fuel load (fallen bark, leaf litter, small branches), fuel moisture (dry fuel will burn quickly, damp or wet fuel may not burn at all), wind speed, and slope angle.

Emergency management arrangements for fire safety differ within each state and territory and are determined by the State Emergency Services or combined emergency service agencies.

Regulations 97 and 168 (2) of the Education and Care Services National Regulations require that every early childhood education and care service in Australia, including Out of School Hours Care Services has an emergency and evacuation policy and procedure which includes:

- a risk assessment to identify the potential emergencies that are relevant to the service;
- instructions for what must be done in the event of an emergency and evacuation procedures;
- an emergency and evacuation floor plan, and
- the rehearsal of emergency and evacuation procedures every 3 months.

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.2/div5/reg97>

This policy outlines the strategies and procedures the Service will adhere to in the event of a bush fire, including information about Service closure during an emergency evacuation, and forms part of our Service’s **Emergency Management Plan (EMP)**. The EMP records the emergency management

arrangements to ensure every reasonable precaution to protect children, staff, and visitors from harm and hazard is maintained at all times.

## PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including potential injury from bushfires. The potential for extreme fire conditions varies greatly throughout Australia, both in frequency and severity. Each state and territory have varying mandatory regulations for implementing policies and procedures for being safe in areas where bushfires occur. Our OSHC Service will adhere to the regulations outlined by our Regulatory Authority within our state or territory and be familiar with relevant legislation and other special requirements such as building regulations, traffic restrictions or emergency announcements that may apply to the area our service is located.

## SCOPE

This policy applies to children, families, staff, management, and visitors of the OSHC Service.

## IMPLEMENTATION

It is vital for the OSHC Service to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity. This policy is to be implemented should a bush fire threaten our Service. During peak bush fire season, the nominated supervisor will monitor fire ratings through relevant authorities on a daily or hourly basis and communicate with all stakeholders as required. We are aware of our Fire Danger Rating and have appropriate fire safety equipment installed and maintained at all times. Our Emergency Management Plan ensures all staff are trained to use fire safety equipment and through regular training, understand evacuation procedures in case of an emergency.

## DEFINITIONS

The Australian climate is frequently hot, dry, and susceptible to drought. The widely varied fire seasons are reflected in the continent's different weather patterns. For most of southern Australia, the danger period is summer and autumn. For New South Wales and southern Queensland, the peak risk usually occurs in spring and early summer. The Northern Territory experiences most of its fires in winter and spring.

A '**Bush fire prone area**' is an area of land that can support a bushfire or is likely to be subject to bushfire attack. Bush fire prone maps are prepared by local councils and governments within each state and territory. Baseline data for bushfire prone areas is referred to as Bushfire Attack Level (BAL). (see additional information for each State or Territory's contacts)

**Bushfire at-risk register (BARR):** a register listing schools, kindergartens and childcare facilities within Victoria. This register is managed through the Department's emergency and natural disasters area.

**Fire danger rating (FDR):** provides an indication of the possible consequences of a fire. This rating is standardised across all Australian states and territories. The higher the fire danger rating, the more dangerous the conditions. Ratings range from *Low* to *Moderate*, to *Catastrophic*. FDR are maintained and updated by emergency services in each state or territory.

**Emergency Management Plan (EMP):** identifies the nature and range of possible emergencies and hazards to which children and staff may be exposed and the response and procedure in the event of an emergency. Effective planning and preparation of the EMP within the workplace ensures optimal response to emergencies should they occur. A risk assessment to identify potential emergencies that impact the service form the basis of the EMP.

#### **Management/Nominated Supervisor will:**

- Ensure the Emergency Management Plan (EMP) is updated regularly inclusive of Emergency and Evacuation policies and procedures (see appendix for further information about inclusions).
- Establish an Incident Management Team (IMT) to lead the implementation of the Emergency and Evacuation Plan- (e.g. Chief Warden, Planning officer, communications officer, operations officer) or in smaller services, assign multiple roles for educators/staff.
- Conduct a risk assessment to identify a potential bush fire risk to the Service.
- Contact the local council *or* use a program (such as that available at <https://www.rfs.nsw.gov.au/plan-and-prepare/building-in-a-bush-fire-area/planning-for-bush-fire-protection/bush-fire-prone-land/check-bfpl> for NSW) to determine if you are in a bush fire prone area.
- Ensure a current emergency and evacuation floor plan of the OSHC Service is clearly displayed near each exit of the service.
- Ensure emergency drills, including a bush fire drill are practiced with Educators and children every 3 months.
- Ensure a record is kept of each emergency evacuation drill practiced.

- Ensure the Service and Educators are prepared for bush fire conditions and prepared to respond quickly and appropriately during high fire danger periods.
- Ensure all fire safety equipment is installed and maintained regularly- (fire extinguishers, fire panels, smoke detectors, long hoses with nozzles, buckets etc.).
- Communicate with staff, Educators, and families about bush fire preparation information and provisions.
- Discuss bush fire response procedures at team meetings.
- Ensure local emergency services have current contact details, including mobile number for emergency contact after hours.
- Ensure a clear and effective communication procedure during an emergency is implemented.
- Organise and communicate with off-site evacuation sites about emergency arrangements.
- Ensure the Fire Danger Rating (FDR) is checked daily through **Australian Government Bureau of Meteorology** <http://www.bom.gov.au/?ref=hdr> or specific State/Territory sites (*see appendix*).
- Ensure gutters are cleaned out and free from dry leaves and other debris.
- Trim trees to 2m from the Service building.
- Ensure flammable items are removed from the Service.
- Ensure all emergency exits are clear and accessible at all times.
- Conduct an 'emergency first aid kit / backpack audit' to ensure emergency contact information and supplies are current- (*see appendix for inclusions*).
- Ensure all records of attendance of children, staff and volunteers is accurate each morning.
- Ensure current emergency phone numbers are near the phone, including emergency services and the Department of Education *and* in the contacts of designated mobile phones.
- Monitor the bush fire situation when the rating is above **High** through internet or radio.
- Ensure the *Fires Near Me* app (NSW Rural Fire Service); or *VicEmergency* app (CFA emergency services) is installed on designated Service mobile phones (NSW& ACT or Victoria).
- Be prepared for **Code Red Days** and consequent closure of the service if listed on the BARR in **Victoria**.
- Be prepared for **Catastrophic fire days** and consequent closures of the service if located on the BAL as R1 or R2 in **South Australia**.

### Educators will:

- Examine the Service grounds during their daily indoor and outdoor safety checks to ensure flammable and/or combustible materials (e.g. dead leaves and bark, chemicals) have been removed.
- Ensure they are familiar with the daily Fire Danger Rating (FDR).
- Ensure the emergency first aid kit / backpack is organised and stored in an area that is easily accessible.
- Become familiar and confident with the Service's emergency evacuation policies and procedures.
- Become familiar with the Service's emergency exits.
- Be aware of the designated assembly area.
- Eliminate all papers around the Service, including artwork, posters, displays and emptying garbage bins if advised that bush fires are in the local district.
- Keep up to date with professional development and training about bush fires and emergency evacuation.
- Be familiar with their role and responsibilities in the event of a bush fire.

### Lock-Down Emergencies (gas leaks, chemical spills)

A lock-down emergency can be as a result of a:

- ☐ Leak or chemical spill
- ☐ Nearby threatening intruder
- ☐ Natural disaster.

This may require educators to keep all children indoors in one room or in individual children's rooms until advised otherwise by emergency services staff.

### Emergencies that require first aid

These may result from fires, building damage, burglary, intruders, and animals.

The educator's house must be equipped with a full first aid kit kept in the secure place and accessed in the event that first aid needs to be given inside the house. First Aid will be administered by the educator holding a First Aid Certificate in a quiet area away from the group of children to ensure everyone remains calm.

**Emergencies that require us to stay inside the house**

These may include: intruders, suspicious people outside the house, animals, natural disasters and storms. The educator will be involved in the decision making process. In some cases it may be enough to simply stay inside the house – as in natural disasters and storms whilst in other scenarios – intruders or suspicious persons outside the house it may be necessary to lock doors and windows to the house to prevent access whilst also calling the Police to attend the service stating in detail our concerns for the safety of children whilst giving clear directions and our contact number. A mobile phone number may also be necessary.

In the situation where we had a human intruder Educator would ensure to the best of their ability that the children were kept in a room away from the intruder. Educators are to approach the situation calmly and follow the emergency procedures as displayed in the house.

The Police would be contacted and attendance requested. Families would be contacted by the educator to inform them of the situation. The safety of children is paramount at all times and Educator will act with their best interests in mind.

# ENGAGEMENT AND REGISTRATION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS POLICY STATEMENT

## 1. Introduction

Family day care, like all education and care services require a 'Statement of Philosophy' which is *THE* cornerstone to service delivery, underpinning and guiding every aspect of operation.

In order to achieve a shared belief that will provide a consistent approach, it is imperative that anyone representing the family day care service is aligned with that statement of philosophy and knowledgeable in their obligations. The first step in unifying the service to a set of goals, values, beliefs and practices is ultimately the shared understanding of philosophy.

A robust recruitment process is crucial to ensure educators, assistants and staff are screened and orientated with a consistent approach, ensuring all information and expectations are clearly communicated and only reputable educators and staff that share your philosophy are employed or engaged.

Sound induction and orientation processes will assist in the longevity of educators, satisfaction of families and approved provider and the minimisation of misunderstandings and confusion, but above all, the safe delivery of quality, compliant education and care programs to children that consistently meet both Education and Care and Family Assistance Legislation.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are passionate about keeping children safe and protecting our service's integrity, we recognise early childhood is a time of great vulnerability, wonder, learning and exploration.

We are committed to children and families and endeavour to recruit and screen educators and staff through sound recruitment processes including:

- Aligning educators and educator assistants with our philosophy and policies and procedures
- Engaging educators that hold Certificate III in Education and Care or above with a minimum 1-2 years' experience in the education and care sector (preferably in a supportive reputable education and care service)
- A commitment to induction, training and mentoring of educators and educator assistants
- Sound record keeping and filing systems and processes

- Monitoring and supervisory systems and processes
- Choosing and working with quality training providers for accredited training and professional development
- Regularly checking educator homes to ensure they are fulfilling their contractual arrangements ie. Safety, working hours /claims etc

Our leadership team (approved provider, coordinator and educational leaders) will be trained and supported to interview each candidate with a set of pre-established questions and scenarios to ensure fairness and equity.

Each successful candidate will then undergo a safety audit of the home prior to children commencing, any identified alterations or rectifications will need to be completed prior to children commencing care.

An induction period of three months will consist of additional site visits and telephone support offering guidance, reassurance and mentoring. The purpose of the induction period is to determine the suitability of the educator in both providing education and care for children and administering claims in relation to government funding.

We are committed to ensuring an annual appraisal system is implemented in March and will aim to identify the educator's strengths, desires and needs for further development.

**Educators and educator assistants engaged with our family day care service will be:**

Self- employed (Contracted using own ABN)

Our family day care service will maintain a register of all educators, coordinators and educator assistants in accordance with the Education and Care Services National Regulations 2011 r.153 and r. 154 and Maintaining a register of family day care educators and assistant's policy and procedures V10.02.2019.

**Educator Assistants will only be used in the following circumstances r.144;**

- Whilst the educator is transporting children to and from an educational facility or the child's home (with parent's permission)
- In emergency situations (parents to be notified)
- Absences of less than 4 hours to attend appointments (notice of absence given to parents)
- Attendance at appointments must be approved by the family day care service
- While the educator is educating and caring for children

### 3. Links to legislation and related policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
51, 163, 170, 171, 172, 175	10, 30, 119, 127, 128, 136, 144, 153, 154, 163, 164, 169	4	4.1.1, 4.2.1
		7	7.1.3, 7.2.2

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Approval, and reassessment of approved family day care homes and venues policies and procedures V10.02.2019
- Payment of fees policies and procedures V10.02.2019
- Providing a child safe environment policies and procedures V10.02.2019

### 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>

- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- Department of Justice - Working With Children Card  
<http://www.workingwithchildren.vic.gov.au/>
- Food Safety  
<https://www2.health.vic.gov.au/public-health/food-safety>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Department of Education and Training tip off line [tipoffline@education.gov.au](mailto:tipoffline@education.gov.au)
- Department of Employment, Australia’s National Workplace Relations System  
<https://www.employment.gov.au/australias-national-workplace-relations-system>

#### USEFUL RESOURCES

- Running A Service  
<https://www.education.nsw.gov.au/childhood/providers/Pages/default.aspx>
- Applying for service approval  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqfserviceapproval.aspx>
- National quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqf.aspx>
- Changes to the national quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/pages/nqa.aspx>
- Assessment and rating  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/assessrating.aspx>
- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>
- Policies and procedures  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/policiesprocedures.aspx>





## ENGAGEMENT AND REGISTRATION OF FAMILY DAY CARE EDUCATORS AND ASSISTANTS POLICY PROCEDURES

### Approved Provider or the Nominated Supervisor is responsible for:

- Implementing a selection criterion, consisting of a set of questions and scenarios to gain and measure applicants' understanding of the Education and Care Services National Quality Framework (Staffing, qualifications, fit and proper, child safety standards and minimum age requirements of 18 years) and Family Assistance Legislation
- Conducting interviews and screening of potential educators and educator assistants for suitability within selection criteria and include confirmation of; currency and quality of qualifications, certifications and accreditations, validate experience and character references by contacting referees and ensuring results from referee checks remain on the persons file (any crimes, bankruptcy, insolvency, attitude to authority etc.)
- Consider potential educators' history in complying with legislation including but not limited to education and care legislation and family assistance legislation, name check, insolvency check etc. checks and outcomes to remain on the educators file
- Ensure educators and educator assistants are 18 years and over by requiring a copy of Driver's License or other photo identification verifying age
- Ensuring all educators hold a Current Police Check (granted within 6 months) and current working with children check
- Ensuring the candidate has level 3 English (minimum) may conduct Language, Literacy and Numeracy (LLN) assessment of applicant – results to remain on the educators file
- Ensure the educator participates in the induction program upon commencement, provide service policies and procedures, fact sheets in relation to the completion of records, the current related quality standards and the child care handbook
- Establishing, and maintaining a register of successful educators and educator assistants in accordance with, Maintaining a register of family day care educators, coordinators and assistant's policy and procedures V10.02.2019. Allowing the register to be accessed by the approved provider and delegates for monitoring and currency (originals to remain at primary office)
- Ensuring educators sign an agreement outlining conditions in accordance with the service's policy and procedures, the agreement will contain schedule of fees and services

- Identifying areas that require improvement and develop strategies prior to commencement in accordance with Approval and reassessment of approved family day care venues policy and procedures V10.02.2019
- Coordinating educational leader/family day care coordinator initial visits - minimum of two visits within first month of operation (induction) to discuss practices, policies, National Quality Framework and administration requirements of federal funding and accountability – to be documented and remain on the educators file (copy to be provided to educator)
- Working with children checks are verified for no new offences every quarter through the Department of Justice Working with Children Check on-line system, findings will be recorded on the educator or staff member's file and reported to The Australian Department of Education and Training (DoET) within 24 hours
- Maintain, review and utilise home visit progress notes to monitor and guide improvement and ongoing suitability of educators, educator assistants and staff, document topics discussed with educators to monitor professional development and accountability
- Require educators to develop a budget based on enrolments in consultation with approved provider – copy to be provided to approved provider (to be cross-referenced against claims quarterly)
- Ensure educators caring for their own child (or other children as identified by Family Assistance Law in accordance with the Payment of fees policy and procedures V10.02.2019 do not attract Child Care Subsidy (CCS)
- Ensuring educators caring for family members (conduct a name search, seek evidence in the home such as photos, observe relationships seek Facebook or other public social media posts to monitor) do not breach ratio or claiming restrictions and registers remain current
- Ensuring any families, the educator introduces to the service are enrolled by the service and not the educator. Families are not guaranteed a position with that educator – allocating children will be based on the needs of the family, educator and service, all efforts will be made to ensure children and family needs are met
- Ensure parents have provided written consent for an educator assistant to be used in the educational program in accordance the education and care regulations prior to assistant being used in the education and care program
- Ensuring educators only engage educator assistants in accordance with The Education and Care National Regulations 2011 r. 144
- Implement an ongoing appraisal system annually March, to inform the annual training plan
- Implement and engage stakeholders in the quality improvement plan for the service through open communication, regular newsletter updates and invitations for feedback and suggestions

- Ensuring educators remain current in the provision of education and care programs and financial accountability through the requirements to participate in professional development (minimum four per annum) educators with incomplete or inaccurate claims and other documentation may require additional training to eliminate inaccuracies (ongoing inaccuracies or suspicion of fraud may lead to cancellation of contract)
- Ensuring the educator is aware of the Service's obligation to report fraudulent claims
- Ensure educators are aware of and remain prepared for an audit of claims (at least annually)

### Appendix 17

Engagement or Registration of Family Day Care Educators and Educator Assistant's Coordinator Checklist

### Appendix 18

Educators Induction Checklist



# ENROLMENT AND ORIENTATION POLICY STATEMENT

## 1. Introduction

Enrolment and orientation is one of the cornerstones in building a quality education and care service. First and foremost, for the children as it allows the service and the family to negotiate outcomes, discuss expectations and prepare for a professional working relationship with the child/ren as central.

The enrolment and orientation period can be a time of distress for the child and family; however, a quality enrolment and orientation experience will lead to clarity of expectations from both families and the service in meeting the child's needs.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we recognise the importance of a robust enrolment and orientation process and aim to implement practices to establish a shared understanding between the service and families.

Sound orientation processes protect the family and the service by providing information that may eliminate and/or clarify misunderstandings and address expectations for short- and long-term outcomes and benefits.

Sound enrolment and orientation allow the family to identify and discuss how they would like their child's early childhood experiences to be; we want families to express their long-term goals and aspirations and allow the service to inform and discuss this with families in the context of the Education and Care National Quality Framework, forming the foundations for a successful partnership.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	77, 78, 79, 80, 88, 90, 92, 93, 96, 97, 99, 100, 101, 102, 157, 160-162, 168, 173, 177, 181, 183	6	6.1.1
		7	7.1.1, 7.1.2, 7.1.3, 7.2.1

**RELATED FEDERAL LEGISLATION**

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

**RELATED STATE LEGISLATION****RELATED POLICIES**

All family day care service policies

**4. References and Resources**

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Government Department of Education and Training (DoET)  
<https://www.education.gov.au/ChildCarePackage>
- Australian Children's Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.education.gov.au/>
- My Time, Our Place - Framework for school age care in Australia <https://www.education.gov.au/>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>
- Red Nose (Safe Sleeping Practices) <https://rednose.com.au/>





## ENROLMENT AND ORIENTATION POLICY PROCEDURES

### Approved Provider and Nominated Supervisor are responsible for:

- Enrolling families into the service (entering into a Care Agreement) in accordance with the Education and Care Services National Regulations r.160-162 and Family Assistance Legislation 1999, ensuring priority of access guidelines are adhered to, giving priority to children at risk
- Determining access needs and requirements for children with additional needs in consultation with stakeholders and according to priority of access guidelines
- Endeavouring to match families with educator's homes (accessibility and developmental considerations) and in accordance with Assessment and approval and reassessment of approved family day care venue policy and procedures V10.02.2019
- Aim to meet the family's preference of carers NOT GUARANTEED, based on the needs of the child, family, educator and service
- Provide opportunities for enrolling families to attend the educator's home during operational hours to observe the program and become familiar with the service prior to commencing
- Ensuring enrolment records contain all the details as outlined in Education and Care Services National Regulations 2011 r.160-162 prior to child/ren commencing care and education in accordance with the Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Ensuring families are aware of the service's fees and payment requirements in accordance with Payments of fees policy and procedures V10.02.2019 Provide families with a fee schedule as per care agreement (to remain on child's file)
- Families comply with 'No Jab No Play' Victorian legislation, by verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
  - The child is up to date with vaccines, or;
  - is on a recognised vaccine catch-up schedule; or
  - has a medical condition preventing them from being fully vaccinated
  - The family is informed of the circumstances of the event of a confirmed communicable disease. Children fitting the recognised immunisation catch up schedule or having a medical reason for non-immunisation will be excluded in accordance with the exclusion table
- Medical Management Plans (MMP) if required, is provided, prior to commencement

- Ensuring the orientation program is implemented in conjunction with the coordinator and educator to ensure families are fully informed of the services operations, expectations and responsibilities, orientation completion record to remain on the child's file
- Verify the family's Activity Statement, including eligibility for Child Care Subsidy CCS
- Ensuring families agree on care arrangements or raise dispute if incorrect. Care agreements must be accepted through the families Centrelink log-in before Child Care Subsidy CCS can be applied. Provide assistance if required for families to access information and eligibility requirements for Child Care Subsidy
- Monitoring, maintaining and storing all legislated and required records confidentiality, in accordance with the Payment of fees policy and procedures V10.02.2019 and Confidentially Policy and Procedures V10.02.2019
- Ensuring that enrolment records are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service

#### **Educators are responsible for:**

- Seeking support from approved provider, nominated supervisor and/or coordinator to ensure compliance in relation to education and care and family assistance legislation adhering to service's policies and procedures at all times
- Referring families seeking care to the service (Educators are NOT PERMITTED to enter into care arrangements with families) for enrolment. Enrolments through educators will not be recognised by the service or attract Child Care Subsidy CCS
- Introducing each family to the program areas including, play, sleeping, outdoor, toileting/nappy changing and any other areas that children will have access to during the education and care program. Encourage families to ask questions and provide information in relation to the Education and Care National Quality Framework
- Check enrolment forms are completed prior to the child commencing care and monitor regularly for currency (any changes are to be communicated with the service immediately) ensuring enrolment form is in accordance with r.160 (3) r161, r.162
- Agree on sleeping arrangements in accordance with the Red Nose recommendations. Assist families understanding if requests fall outside of Red Nose recommendations. Document sleeping agreements for children under 3 years of age, to be signed by authorised person listed on the child's enrolment form and the educator
- Encourage a separation routine in collaboration with the family, for example will the child need to wave goodbye at the window, become involved in a favourite activity or cuddle their comfort item or any other requirement or ritual the child may require to separate securely.

Encourage parents/guardians to stay with their child as long as the child requires. Educators should be providing comfort and reassurance to children who are showing signs of distress when separating from family members, remind families they can call to check on the wellbeing of their child and that you will contact them if the child does not settle.

- Gather information from parents in relation to children's choices, interests and strengths - to implement an initial program to engage the child. Share with the family the child's prominent interests and/or activities from throughout the day. Monitor and inform the family as to how the child is settling and engaging in the program
- Supporting families to complete and maintain records and documentation accurately in relation to care arrangements and claims for federal funding
- Encourage the family to nominate an approximate time they will collect their child from the service, prepare the child and their belongings for collection, remind the person collecting to sign the attendance register and inform them of the child's day. Any other documentation requiring signatures must be presented to the person collecting the child prior to leaving the premises ie. Medication, accident etc.
- Ensuring that parents/guardians of a child attending the service understand that they can enter the service premises at any time their child is in attendance
- Ensuring educators are available to the family to answer any questions, or discuss the child's day whilst ensuring adequate supervision of other children and maintaining confidentiality
- Referring family member to coordinator, educational leader, approved provider or nominated supervisor if unable or unsure to answer or provide resources and information

#### **Families are required to:**

- Negotiate the care agreement with the service based on the needs of the child and family (families are NOT PERMITTED to enter into any agreements in relation to care arrangements without the knowledge and approval of the service)
- Acknowledge the service is obligated to adhere to legislation in accordance with Family Assistance Legislation and Education and Care Services National Legislation and are obligated to report suspicions child abuse and neglect and of fraud to the regulatory authorities
- Acknowledge the service is obligated to adhere to certain behaviours and standards ie. Safe sleeping practices in accordance with Red Nose, discipline and educational requirements
- Understanding that the child cannot be left at the educator's service until they have formally commenced at the service ie. All required documentation, medication etc.
- Provide all required documentation to secure enrolment (Immunisation History Statement from Australian Immunisation Register, authorisations etc.)

- Ensuring documentation/authorisations are completed and signed prior to your child commencing
- Ensure ALL records and documentation are completed and are true and correct
- Under no circumstances sign for care that did not take place, the service is lawfully bound to report any suspected fraudulent claims and behaviours
- Notifying the service of any non-attendances within 24 hours of occurrence by telephone or email
- Engaging with your child's educator daily to discuss your child's health, wellbeing and the educational program, ensuring the educator is fully informed of your child's needs, interests and preferences
- Collaborating with the educator and service to support your child's entry and engagement into the service through an orientation program
- Providing a fully stocked bag for your child which may include (according to child's age); spare change of clothing, sunhat, comfort items, bottles, lunch and snack (if requested by service)
- Remaining responsible for the supervision of any non-enrolled children in your presence during delivery and collection of enrolled child/ren or whilst visiting the service

## Appendix 19

### Enrolment Form

## Appendix 19.1

### Orientation Checklist

# EXCURSIONS POLICY STATEMENT

## 1. Introduction

Excursions are integral to children’s learning and in many cases the family day care provider is better positioned to incorporate excursions into the educational program than centre-based providers. Excursions can enhance children’s learning by providing hands-on experiences to build on their knowledge and experience and embed learning. For many families, excursions are one of the primary attractions to family day care as the child, whilst in care, can experience local communities and everyday socialisation.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we believe children should be exposed to a broad range of activities and life experiences to support and enhance learning. We believe that by providing children with everyday ‘home-life’ experiences within their community, coupled with intentional teaching strategies and quality resources, we are able to achieve optimal social development.

Optimal social development includes exposure to a range of people and experiences. Excursions, including regular outings, provide valuable opportunities for children to explore the wider community and extend the educational program and support children’s attendance at playgroups or other external activities such as libraries to enhance children’s learning.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 167, 172, 173, 174, 175	99-102, 144, 161, 168	1	1.1.1, 1.3.1, 1.3.2
		2	2.1.1, 2.1.3, 2.2.3
		7	7.3.5

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992

- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## **RELATED STATE LEGISLATION**

### **RELATED POLICIES**

- Administration of first aid policy and procedures V10.02.2019
- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Interactions with children policy and procedures V10.02.2019
- Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Monitoring, support and supervision of family day care educators and educator assistant's policy and procedures V10.02.2019
- Nutrition policy and procedures V10.02.2019
- Participation of students and volunteer's policy and procedures V10.02.2019
- Provision of information training and assistance to family day care educator's policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## **4. References and Resources**

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- Education Department - Excursions and Routine Outings <http://www.education.nsw.gov.au/Documents/childhood/providers/regulation/pracnotesexcursions.pdf>
- Department of Education and Training - Transporting Children in Family Day Care <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.asp>
- NSWRoads - Seat Belt and Child Restraints Information <https://www.nswroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/seat-belts-and-child-restraints>
- Start Out Safety - Victoria’s early childhood road safety education program <http://www.childroadsafety.org.au/>
- Child Car Seats - Make the safest choice <https://www.childcarseats.com.au/>
- Child Restraint Evaluation Program <http://www.vic.gov.au/news/child-restraint-evaluation-program.html>
- JPS Family Day Care Advisers (Family Day Care Specialist) <http://www.jpsadvisers.com.au/>

## USEFUL RESOURCES

- Car safety <https://www.education.nsw.gov.au/parents/safety/Pages/car-safety.aspx>
- Acceptance and refusal of authorisations policy <https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/authorisationspolicy.aspx>
- Policies and procedures <https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/policiesprocedures.aspx>

– **Incidents and complaints**

[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

## EXCURSION POLICY PROCEDURES

### Approved Provider and Nominated Supervisor are responsible for:

- Ensuring that educators transporting children by car hold a valid and current Australian Driver's License
- Providing up to date current information on each child including authorisations and contact details
- Ensuring that educators complete a written risk assessment prior to conducting excursions and regular outings in accordance with information contained in Education and Care Services National Regulations 2011 r.100 – 101 and is approved by the service prior to conducting the regular outing or excursion
- Ensuring that family's provide authorisation for their child to participate in 'regular outings' which are updated every 12 months and kept with the child's enrolment record in accordance with the National Education and Care Regulations r. 102 and Authorisations, acceptance and refusal policy and procedures V10.02.2019
- Ensuring that educators only allow a child to participate in an excursion with the written authorisation of a parent/guardian or authorised nominee and in accordance with information contained in Education and Care Services National Regulations 2011 r. 102 (4) and Authorisations, acceptance and refusal policy and procedures V10.02.2019
- Ensuring that educators adequately supervise and monitor children in attendance during all excursions and regular outings to ensure they are accounted for at all times and checked against an accurate attendance record
- Ensuring educators and assistants comply with the legal requirement of using child restraints and booster seats appropriate for child's age when transporting children by motor vehicle and restraints and booster seats achieve at least a four-star safety rating under the Child Restraint Evaluation Program and assessed annually
- Conduct risk assessment training with educators and educator assistant's regularly to include vehicle (breakdown on highway/country rd etc.)
- Ensuring that educators and assistants are aware that they are not to leave children unattended in a vehicle at any time, including when refuelling
- Monitoring, maintaining and storing all legislated and required records confidentiality
- Be contactable whilst children are in attendance at the service
- Notifying Department of Education and Training (DET) within 24 hours of a serious incident

**Educators and Educator Assistants are responsible for:**

- Holding a current Australian Driver's License if intending to drive with children in motor vehicle during an excursion or regular outing
- Being contactable by telephone whilst children are in attendance at the service (including whilst on an excursion)
- Ensuring any motor vehicle/s used to transport children during excursions or regular outings is suitably maintained, roadworthy, safe for children, registered and adequately insured
- Notifying the approved provider of each or any motor vehicle that will be used to transport children, educators license details and any changes to these, including any driving offences
- Keeping vehicle/s locked and inaccessible to children when not in use
- Performing a risk assessment prior to any proposed excursion or regular outing in accordance with Education and Care Services National Regulations 2011 r.100-101 and in accordance with Water Safety policy and procedures V10.02.2019 by attending the proposed venue without children or contacting the venue to discuss risks like water, heights, animals etc.
- Reviewing and Identifying routine outing requirements and gain permission from the approved provider every 3 months and parents/guardians annually in accordance with the Education and Care Regulations 2011 r.100
- Obtaining written authorisation from parent/guardian or authorised prior to a child attending an excursion in accordance with Education and Care Services National Regulations 2011 r.102 (4)
- Ensuring that risk assessments are available at the service for families to view prior to excursion or regular outings
- Ensuring that risk assessments for excursions and regular outings that involve motor vehicle travel includes details of each child's restraint needs which, may need to be assessed more frequently than every 12 months r.102
- Adhering to national and state laws and safety standards regarding motor vehicle safety (including .05 blood alcohol requirements, speeding and parking)
- Taking all necessary items on excursions or regular outings such as evacuation bag and first aid kit, contact details for each child, nappies, bottles, snacks and water, Medical Management Plans and any required medication
- Arranging excursions based on the educational program
- Ensuring Sun protection measures are implemented on excursions and regular outings in accordance with Sun protection policy and procedures V10.02.2019
- In the event of an accident, breakdown or emergency situation the Emergency and evacuation policy and procedures V10.02.2019 should be followed

- Providing adequate supervision of all children during regular outings and excursions – ensuring enough adults are present
- Ensuring that parents/guardians, volunteers or students participating in an excursion are adequately supervised at all times and are not left with sole supervision of children
- Displaying a notice at the service indicating that children are on an excursion, and including the location of the excursion and expected time of return to the service
- Contact Police if child missing for 5 minutes and follow their instructions
- Notifying the approved provider or Nominated Supervisor immediately of any serious or notifiable incident (child injured, missing)

**Families are responsible for:**

- Providing written authorisation every 12 months (minimum) for the educator to take child on regular outings
- Sighting copies of risk assessment prior to authorising their child to attend excursion or regular outing
- Providing written authorisation for their child to attend an excursion and/or regular outings
- Understanding that if they participate in an excursion or regular outing as a volunteer, they will be under the immediate supervision of the educator and educator assistant at all times
- Informing the educator or educator assistant immediately if a child appears to be missing from the group while on excursion

**Appendix 20**

**Excursion Risk Management Plan with Matrix**



# GOVERNANCE AND MANAGEMENT OF THE SERVICE POLICY STATEMENT

## 1. Introduction

The governance and management of the service sets the standard for its operation and creates the culture.

Governance is the processes, systems, attitudes and leadership that guide and protect the organisation and its stakeholders. Sound governance will see the development and delivery of management and operational foundations, such as a statement of philosophy and set of policies and procedures that will set and dictate the operations of a family day care education and care service. Family Day Care Services are required to operate a minimum of 48 weeks of the year.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to setting a high standard of operation and strive to achieve excellence, compliance and quality practices in family day care service delivery.

We achieve this by having a sound business plan, understanding the legislation in which we are required to operate and embrace the quality standards that continually drive us to improve the education and care that children experience.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	47, 168, 173, 177, 178, 179, 181, 182, 183, 184	7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014

- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### RELATED POLICIES

All service policies

## 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Government Department of Education and Training (DoET) <https://www.education.gov.au/ChildCarePackage>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists) <http://www.jpsadvisers.com.au/>
- Australian Government - Child care information <http://www.australia.gov.au/information-and-services/family-and-community/child-care>
- Family Assistance Legislation 1999 <https://www.education.gov.au/family-assistance-law-0>

### USEFUL RESOURCES

- Running A Service <https://www.education.nsw.gov.au/childhood/providers/Pages/default.aspx>

- National quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqf.aspx>
- Changes to the national quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/pages/nqa.aspx>
- Assessment and rating  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/assesrating.aspx>
- Policies and procedures  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/policiesprocedures.aspx>

## GOVERNANCE AND MANAGEMENT OF THE SERVICE POLICY PROCEDURES

### Approved Provider and Nominated Supervisor are responsible for:

- Protecting children from harm or hazards at all times
- Maintaining all required insurances (including Public Liability, Professional Indemnity, Worker Compensation) are available for inspection by the regulatory authorities upon request
- Ensuring educators hold current insurance against public liability with a minimum cover of \$10,000,000
- Maintain copies and remain informed of any and all service agreements in relation to the receipt and administration of government funding and other service agreements
- Ensure contact details remain current for the regulatory authority's
- Ensure the family day care Statement of Philosophy is communicated to all stakeholders with changes or updates to the Statement of Philosophy to be communicated electronically via email, with an attachment provided for the educator to print and display within 7 days of any changes being accepted by the approved provider
  - An electronic copy is to be provided to the educator upon commencement, this is required to be printed and displayed at the home
  - Families are to be provided a with a hard copy of the Statement of Philosophy upon commencement
- Ensure all policies are current and meet the needs of the service in accordance with Education and Care Services National Regulations 2011 r.168 and r.169 – any updates or changes are communicated to stakeholders via newsletter, email or post within 7 days of changes being accepted by the approved provider and policies are accessible to educators, families, students, volunteers and visitors at all times the service is operating either by providing an e-copy that can be accessed via an accessible tablet, i-pad or computer or hard copy, including child safety standards policy and code of conduct for all stakeholders
- Providing current telephone contact details of approved provider, educational leader/coordinators, and educator upon enrolment, returning call, if missed, as a priority, as soon as practicable – be available whilst children are registered to be in care
- Providing a monitored email address for; the approved provider; educational leader/coordinators; and/or educator - emails will be responded to within 48 hours of receipt

- Displaying prescribed information in accordance with the Education and Care Services National Regulations 2011 and is accessible to families, students, volunteers and visitors
- Processes are in place for determining fit and proper persons to be around children and hold leadership and administrative roles in the service in accordance with Staffing policy and procedures V10.02.2019 and ensuring persons with management and control have access to files to conduct their role and ensure the compliant operation of the service
- Maintaining a database of each educator's qualifications (including working towards) evidence of working towards ie. Progression reports issued from RTO every 3 months and expiry dates of certifications (First Aid, CPR, Anaphylaxis, Asthma and Food Safety) are entered into a database that alerts the service prior to expiration
- Ensuring qualifications and certifications meet the ACECQA approved qualifications list, to be checked against list prior to commencement, are certified and remain on the staff member's or educators file
- Maintain a minimum ratio of coordinators to educators in accordance with the education and care regulations or conditions on Service Approval at all times and meet any other conditions as stated
- Ensuring staff are aware of the 'Educator to child' ratios in accordance with r. 169 and 124. and if above ratio, meets the requirements of 'exceptional circumstances' (children are all siblings in the same family / the child being cared for and educated is at risk under child protection law / the service is in remote or rural area and no other care and education alternative is available)
- Ensuring staff that are recruited to perform management duties meet the qualification, experience and management capability in accordance with the Education and Care Services National Regulations 2011 r.47 – and in accordance with Family Assistance Legislation (persons with management and control to have insolvency, name check, criminal and child safety screenings) and the Staffing policy and procedures V10.02.2019 to remain on the staff member's file
- Ensure administration staff are trained, supported and monitored when entering data in relation to claiming Child Care Subsidy; applying the Child Care Subsidy eligibility percentage; providing accurate statements fortnightly. Administration staff must undertake, at commencement, the available on-line training offered by the Department of Education and Training and the chosen software provider (minimum of 5 hours on-line training)
- Develop risk management plans for educators, may include increased monitoring, training, counselling, grievance in the first instance of a non-compliance to ensure the Family Assistance Legislation and National Quality Framework is adhered to at all times. Risk assessments will be based on incidents of:

- Accuracy of claims
  - Educator availability to approved provider
  - Quality of educational program
  - Quality of resources and equipment
  - Operating outside of services policies and procedures
- Ensure ALL stakeholders are informed and sign a code of conduct to remain on their file
  - Ensuring each educator receives a soft copy of the National Quality Framework and Child Care Service Handbook and other related documents upon commencement in accordance with engagement and registration of educators and educator assistant’s policy and procedures V10.02.2019
  - Maintain accurate educator, coordinator and educator assistants register in accordance with Maintaining a register or educators, coordinators and educator assistant’s policy and procedures V10.02.2019
  - Ensuring educators display prescribed information on a notice board accessible and visible during the delivery of the education and care program
  - Allocate enrolments in accordance with Activity Statements and Care Agreements, meet with families individually to determine and negotiate arrangements in accordance with Enrolment and orientation policy and procedures V10.02.2019
  - Ensuring all required enrolment and other documentation is gathered, recorded, updated and stored in a safe and secure place in accordance with Education and Care Services National Regulations 2011 r.177 and r.178 and Family Assistance Law – ensuring all authorisations are signed prior to children commencing care
  - Ensure information contained in records is not divulged or communicated to any other person other than in conditions stated in Education and Care Services National Regulations 2011 r.181 and r.182 r. 183 – place files in their place after use, do not leave around on desks
  - Ensuring any received updates are communicated to the child’s educator within 24 hours and files are updated accordingly
  - Implement annual training schedule using reputable providers that hold the appropriate skills, experience and qualifications in the related topic
  - Ensuring criminal history checks are considered in a fair and equitable manner where people are not discriminated against and appropriate risk management strategies, if required are applied to meet the needs of the service
  - Providing information and training in relation to child abuse and child safety through the engagement of external training providers or through internal meetings and newsletters etc.

External training providers will have the relevant qualifications, experience and skills to deliver the course topic

- Providing information and training on inclusion and inclusive practices (additional needs, welfare, Aboriginal and Torres Strait Islanders) –through the engagement of external training providers and through internal meetings and newsletters etc.
- Providing training and support in relation to safe sleeping practices (Red Nose) by a reputable provider. Children under three years of age require a documented sleep agreement signed by authorised person from child’s enrolment form and educator
- Receiving and reviewing reports from educational leader/coordinators, in relation to outcomes from each home visit and utilise this information to inform performance, suitability, training and professional development
- Assisting educators to utilise the *Quality Improvement Plan* to identify and measure current practice and areas that may require improvement. Monitoring the input and contributions to the Quality Improvement Plan through educator/coordinator/educational leader visits and meetings
- Preparing for assessment and rating visits through the provision of training, advising, guidance, support and resources
- Ensuring the educator is implementing an approved learning framework (practice principles, links and outcomes). Programs will be reviewed for at each home visit. The educational Leader will work with educators to consistently improve the educational program
- Ensuring the educator maintains children’s files in accordance with the National Education and Care Services Regulations 2011 through regular checks during spot visits
- Requiring the educator to engage in ongoing, respectful communication with families
- Requiring educator welcomes, supports, mentors and supervises students participating in the program
- Ensure each family receives a phone call from the educational leader quarterly to discuss their child’s learning and educational program, feedback is to be documented on the family’s file
- Ensure the family receives a phone call from the approved provider, coordinator or nominated supervisor in relation to the quality of service being offered half yearly feedback is to be documented on the family’s file
- Accessing external agencies if and when required for assistance in meeting children’s needs as required or determined by the educational leader. External assistance will be decided between the family, educator, educational leader
- Develop and maintain an operational budget for the service that caters for operations of the service, including training and supports

- Require educators to develop and maintain a budget based on enrolments to remain accessible to approved provider and nominated supervisor. Educator budget will be utilised to monitor expected claims. Educator budgets will assist the improvement of resources and equipment to enhance the educational program. Educators will be supported to maintain sound accounting and bookkeeping records (such as an electronic system, logbook, journal, receipts etc)
- Ensure any incident where a child may have been physically or sexually abused (suspected or disclosed) is notified to the regulatory authority in accordance with Providing a child safe environment policy and procedures V10.02.2019
- Notify the Department of Education and Training (State and Federal) if a serious incident occurs ie. Death, loss or medial requirements of a child in accordance with Education and Care and Family Assistance Legislation
- Rectify and respond to any non-compliances identified by the Authorised Officers in the time frame as set, document improvements and ensure educators are informed and supported to implement any required changes to ensure compliance
- Conducting a safety and performance review within 24 hours of a serious incident
- Respond to any correspondence from the regulatory authority's in accordance with time frames stated in the correspondence inclusive of any requested reports, documentation or other requested or supporting information
- Ensure coordinators document children present during a home visit and attendance record is accurate (randomly cross reference with claims being submitted and audits)
- Prior to submission of Child Care Subsidy CCS data undertake a review for accuracy, any identified anomalies are to be checked and verified for accuracy (suspicious claims will be investigated) accuracy is to be carried out by two nominated people in accordance with the Payment of fees policy and procedures V10.02.2019
- Ensure payments are received, receipted and accounted by the service (not the educator) utilising sound back-up systems (daily) for accounting and Child Care Subsidy CCS to protect accuracy, credibility and storage
- Ensure sound filing processes to include:
  - Filing every three days
  - Original files are to remain at the primary office with copies to be signed in a register and returned within 48 hours (for filing or destroying) with the written

permission of the approval provider, nominated supervisor or person with day to day management and control

- Ensuring absences are reported in accordance with Family Assistance Legislation (no absences prior to commencing care nor after ceasing care) and a register of absences is maintained
- Ensure educators records are audited at least annually – undertake random audits of educator and family claims 4 per month, comparing against error register, reported absences, care arrangements, home visit reports and any gathered feedback from phone calls or observations
- Maintain a register of errors in claims to be cross-referenced with other documentation in relation to attendances and Child Care Subsidy CCS in accordance with the Payment of fees policy and procedures V10.02.2019
- Implement counselling and/or grievance procedures if educator or family are not meeting their obligations under guiding legislation. Identified fraudulent claims will result in termination of contract and reported to the regulatory authority (3 non-compliances in 12 months)
- Implement annual appraisal systems to ensure educator’s and staff are monitored, skills and knowledge remain current and opportunities for improvement are identified, planned for and scheduled. Outcomes of appraisal interviews are gathered and used to develop the Quality Improvement Plan and inform Annual Service Training Plan
- Reminding families quarterly to ensure Medical Management Plans (MMP) are updated and current and communicated to the child’s educator immediately - within 24 hours – families will be reminded with an email, families not responding to email by due date will be contacted by the nominated supervisor to ensure the plan is current
- Remind educators and families to check child’s file twice per annum for accuracy and currency, reminders to be sent by email and in newsletters
- Provide updates and information (fact sheets, practice notes) to educators and families in relation to education and care service provision and early childhood development during orientation program and at regular intervals through newsletters and other communications
- Producing and distributing a quarterly newsletter to stakeholders based on the current needs and happenings of service
- Placing urgent or important information on notice boards and electronically circulate to all stakeholders
- Policies under review will be emailed to all stakeholders requesting feedback or suggestions
- Registering for notifications from Australian Children’s Education and Care Quality Authority (ACECQA), Department of Education and Training and other relevant peak bodies (Early

Childhood Australia) and circulate information via, newsletter, email or notice board to educators and families

- Requiring an educator ceasing engagement or registration with the service to return all required enrolment and other documentation in accordance with Education and Care Services National Regulations 2011 r.178 and Family Assistance Law within 7 days of ceasing
- Notify the Regulatory authority 14 days prior to moving the principle office and await approval  
Have provisions in place to store records for 36 months if operator may cease (sale of business)

### **Educators are responsible for:**

- Ensuring Public Liability insurance of minimum \$10,000,000 is maintained as current
- Maintain credentials prior to expiration (first aid, anaphylaxis CPR etc.) as required by the Education and Care National Quality Regulations, and be displayed or available for inspection from the regulatory authority or service
- Displaying and working within the family day care service's Statement of philosophy
- Being available to the approved provider or delegate at all times children are registered for care and education
- Ensuring that all required enrolment and other documentation is completed, properly maintained, updated and stored in a safe and secure place in accordance with Education and Care Services National Regulations 2011 r.178
- All enrolment and other documents are stored in a safe and secure place, not divulged or communicated to any other person in accordance with the Education and Care Services National Regulations 2011 r. 181, r.182 and r.183
- Support orientating families by delivering the orientation program in conjunction with the coordinator within specified time frames
- Seeking information from families to ensure accuracy of records and child's education and care program is reflective of family values and practices
- Informing families of any specific details of the child's health or wellbeing
- Develop budget based on enrolments in conjunction with approved provider, to be implemented for continual improvement and sound financial management to operate a small home business
- Report any disclosures of abuse to the approved provider and/or delegates for advice and support immediately, report any reasonable beliefs to child protection authorities

- Only making legitimate claims for Child Care Subsidy CCS usage (record children's ACTUAL attendances) in accordance with the Payment of fees policy and procedures V10.02.2019
- Maintaining records to inform the Child Care Management System in accordance with Australian Government Department of Education and Training (DoET) requirements notifying the service daily of any absences as they occur
- Providing information to approved provider/nominated supervisor upon request, ensuring documentation is maintained orderly and ready for inspection by the service at all times. Documentation found not orderly and up to date may result in counselling or eventual termination of agreement
- Working collaboratively with educational leader/coordinator at each visit to measure and improve standards of the educational program
- Conducting safety audits quarterly and provide a copy to the approved provider in accordance with Approval, assessment and reassessment of family day care venues policy and procedures V10.02.2019 (Home safety checklist)
- Participating and contributing to the Quality Improvement Plan (QIP) by implementing reflective practice principles as a way of identifying areas of strength and opportunities for improvement
- Participate in annual training and refresher courses in relation to the service's QIP and as identified in the Staff Appraisal system as per Approval and assessment of family day care educators and educator assistants policy and procedures V10.02.2019 by undertaking regular professional development (4 per annum 2 as indicated by the staff appraisal outcome and 2 as indicated by the services quality improvement plan). Attending regular educator or network meetings (minimum 6 per annum)
- Engaging children in community activities in agreement and authorisations of families and the approved provider ie. Library, bank, fruit shop, kindergarten, playgroups, homework groups etc.
- Develop ways for children's suggestions and input to be captured (suggestion boxes, training for educators) and implemented where appropriate throughout the service
- Notify approved provider/nominated supervisor within 24 hours of a serious incident in accordance with the National Education and Care Services Regulations 2011 r.174-176A
- Returning all required enrolment and other documentation in accordance with Education and Care Services National Regulations 2011 r.178 to the service upon ceasing engagement or registration

**Families are responsible for:**

- Notify the service if your child is accessing care elsewhere (long day care, kindergarten)
- Not be engaged as a family day care educator in another family day care service whilst your own children are accessing family day care in this service unless, you have the circumstances such as a child with a diagnosed condition and supporting documentation is on file in accordance with Family Assistance Legislation
- Ensuring documentation/authorisations are completed and signed prior to commencement and in the case of any changes, within 24 hours or as soon as practicable
- Engaging with your child's educator daily to discuss your child's health and wellbeing and to inform the educational program
- Ensuring all records are completed and signed, by signing your child in and out of the education and care program, completing medication and accident records as required etc. Families with ongoing missing or neglected signatures may risk the care arrangement being terminated as this places the service's approval at risk
- Notify the approved provider or educational leader if you believe or suspect your child's educational program is not meeting your child's needs
- Only verify legitimate claims for Child Care Subsidy CCS in accordance with Activity Statement and eligibility entitlements, do not sign for care that has not taken place, and notify the approved provider or nominated supervisor if approached by the educator to do so
- Notifying the service via telephone or email of any absences within 24 hours of the non-attendance these will be cross-referenced at random intervals for accuracy and compliance
- Ensuring any changes to children's information or status is communicated promptly to the educator or approved provider and documentation is updated to reflect any changes
- Provide a fully stocked bag based on your child's needs
- Notifying the approved provider immediately if you believe the educator or any other representative of the family day care service is not complying with this or any approved policy
- Notify the regulatory authority if you believe the service or any representatives of the service is contravening the Education and Care Legislation and/or the Family Assistance Legislation



# INCIDENT, ILLNESS, INJURY AND TRAUMA POLICY STATEMENT

## 1. Introduction

Although all precautions can be taken to prevent illness, injuries and accidents they can and do sometimes happen, but it is the preparation, communication and training that should occur to ensure the situation is contained or at least minimised.

Consistent strategies and processes including risk assessment and risk management combined with education, professional development and practice drills can minimise or eliminate altogether harm to children and other stakeholders.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we recognise the importance of keeping children safe and families informed. We undertake every reasonable precaution in accident and illness prevention through the implementation of risk assessments and risk management in accordance with Department of Education and Training we provide training and support to stakeholders on safe behaviours and choices. We stringently promote our policies and procedures and take every precaution to ensure they are being implemented in each educator's home.

In the unlikely situation where an accident or injury occurs every precaution is taken to; attend to, protect, ensure the health, safety and wellbeing of both, the injured or ill child or person and to care for the psychological wellbeing of children witnessing the incident.

We achieve this through screening and recruitment strategies, training, support and monitoring of all educators to ensure they are implementing recommended practices to ensure children's and other stakeholders' safety and wellbeing at all times.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 166, 167, 169, 170, 173, 175	12, 77, 85-89, 90, 103, 162, 168, 175, 176, 177-179, 181-183	2	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2

		3	3.1.2
		7	7.1.2, 7.1.3, 7.2.1, 7.2.3

#### **RELATED FEDERAL LEGISLATION**

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### **RELATED STATE LEGISLATION**

#### **RELATED POLICIES**

- Administration of first aid policy and procedures V10.02.2019
- Approval, and reassessment of approved family day care homes and venues V10.02.2019
- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Determining a responsible person policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement or registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions policy and procedures V10.02.2019

- Infectious diseases policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Monitoring, support and supervision of family day care educators and educator assistant's policy and procedures V10.02.2019
- nutrition policy and procedures V10.02.2019
- Participation of students and volunteers and student's policy and procedures V10.02.2019
- Payment of fees policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019
- Sun protection policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>
- NSW Government of Human Services <http://www.humanservices.gov.au/customer/subjects/immunising-your-children?gclid=COv28on-icoCFU4JvAodbMoPdA>
- DHS Communicable Diseases Unit on 1300 651 160 <https://www2.health.nsw.gov.au/public-health/infectious-diseases>
- DHS Communicable Diseases Exclusion Table <http://ideas.health.nsw.gov.au/guidelines/school-exclusion-table.asp>
- Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Edition)

[http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55\\_staying\\_healthy\\_childcare\\_5th\\_edition\\_0.pdf](http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf)

- Work safe NSW- First Aid Kit Requirements

[http://www.worksafe.nsw.gov.au/data/assets/pdf\\_file/0003/8706/First\\_aid\\_CC.pdf](http://www.worksafe.nsw.gov.au/data/assets/pdf_file/0003/8706/First_aid_CC.pdf)

- JPS Family Day Care Advisers (Family Day Care Specialists)

<http://www.ipsadvisers.com.au/>

## **USEFUL RESOURCES**

- Incidents and complaints

[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

- Code of conduct scheme

<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>



## INCIDENT, ILLNESS, INJURY AND TRAUMA POLICY PROCEDURES

**To be implemented in conjunction with Emergency and evacuation policy and procedures V10.02.2019 and the Administration of first aid policy and procedures V10.02.2019**

### **Approved Provider and Nominated Supervisor are responsible for:**

- Being contactable whilst children are in attendance at the service
- Maintaining a database of expiry dates of certifications (First Aid, CPR, Anaphylaxis, Asthma and Food Safety) ensuring all qualifications meet the ACECQA approved qualifications list
- Providing an overview and sound induction to new educators and educator assistants of their responsibilities in the event of an incident or medical emergency in accordance with Engagement and registration of a family day care educator, educator assistant and coordinator policy and procedures V10.02.2019
- Ensuring that educators have a suitably equipped first aid kit that meets Australian standards in accordance with the Education and Care Services National Regulations 2011 r.89
- Ensuring that educators have access to medication, incident, injury, trauma and illness forms
- Complying with 'No Jab No Play' legislation, including verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
  - The child is up to date with vaccines, or;
  - is on a recognised vaccine catch-up schedule; or
  - has a medical condition preventing them from being fully vaccinated
- Ensuring that children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service in accordance with Authorisations, refusal and acceptance policy and procedures V10.02.2019
- Monitoring, maintaining and storing all legislated and required records confidentiality including medication records, attendance records, Medical Management Plans
- Reviewing Medical Management Plans (MMP) quarterly with any changes or amendments to be updated and communicated to the child's educator immediately - within 24 hours
- Ensure that a parent/guardian or authorised nominee of the child is notified as soon as practicable, but not later than 24 hours after the occurrence if the child is involved in any incident, injury, trauma or illness while at the service
- The family is informed of the circumstances of the event of a confirmed communicable disease; children fitting the recognised immunisation catch up schedule or having a medical

reason for non-immunisation will be excluded in accordance with the exclusion table and in accordance with Infectious disease policy and procedures V10.02.2019

- Ensuring that completed medication records are kept until the end of 3 years after the child's last attendance
- Ensuring that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old
- Ensuring any incident is followed-up with a phone call from either the approved provider, educational leader/coordinators or educator within 48 hours and will be recorded on the child's file
- Notify the regulatory authority is notified within 24 hours of the death of a child or serious incident or compliant received r.176 (1) (2) (a) (b) (c) any other case within 7 days r. 176 (c)

**Educators and Educator Assistants are responsible for:**

- Ensuring there is a suitably equipped and maintained first aid kit that meets Australian standards in accordance with the Education and Care Services National Regulations 2011 r.89
- Maintaining a portable and suitably equipped first aid kit that can be taken offsite for excursions and regular outings
- Ensuring a resuscitation flow chart (CPR) is displayed in a prominent position in the indoor and outdoor environments of the home
- Conducting a risk assessment prior to any excursion or regular outing in accordance with Excursion policy and procedures V10.02.2019
- Implementing daily hygiene and infection control procedures in accordance with *Staying Healthy: Preventing infectious diseases in early childhood education and care services*
- Regularly checking equipment and resources both indoors and outdoors for hazards and taking the appropriate action to ensure the safety of children when a hazard is identified
- Supervise children at all times
- Observing signs and symptoms of children who may appear unwell and responding to any illness in accordance with Infectious disease policy and procedures V10.02.2019 *and* Administration of first aid policy and procedures V10.02.2019
- Provide a safe sleep and/or rest environment for the child if unwell
- Monitoring, maintaining and storing all legislated and required records including, incident, accident illness records, medication records, cleaning schedule, notifications of breakouts etc.

- Complying with 'No Jab No Play' Victorian legislation, including verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
  - The child is up to date with vaccines, or;
  - is on a recognised vaccine catch-up schedule; or
  - has a medical preventing them from being fully vaccinated
- Informing families of a suspected or confirmed communicable disease with children fitting the recognised immunisation catch up schedule or having a medical reason for non-immunisation, will be excluded in accordance with the exclusion table in accordance with Infectious disease policy and procedures V10.02.2019
- Requesting the parents/guardians or authorised nominees make arrangements for the child or children involved in an incident, illness injury to be collected from the service
- Contact emergency services if child deteriorates and notify parent/guardian or authorised nominee
- Ensuring that families are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at service and record details (including the administration of first aid) on the Incident, Injury, Trauma and Illness Record in accordance with Administration of first aid policy and procedures V10.02.2019 and Infectious disease policy and procedures V10.02.2019
- Notify the approved provider/nominated supervisor within 24 hours of a serious incident in accordance with the Education and Care Services Regulations 2011
- Reviewing the cause of any incident, injury or illness and taking appropriate action to remove the cause if required (nail in fence, split in wooden table, buckled leg of chair, bike wheel)
- Ensuring that completed medication records are kept until the end of 3 years after the child's last attendance
- Ensuring that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old

**When a child develops symptoms of illness while at the service, educators will:**

- Contact the parents/guardians or authorised emergency contact for the child to outline the signs and symptoms observed
- Request that the child is collected from the service if the child is not well enough to participate in the program
- Allow the child to rest in an appropriate sleep/rest environment under high supervision whilst waiting for collection

- If contagion is suspected, separated from other children as far as practicable whilst maintaining supervision of all children
- Contact the approved provider or delegate for additional supports in supervising children
- Call an ambulance if a child appears to be deteriorating rapidly or has an underlying medical condition
- Notify the Approved Provider and provide incident report as soon as practicable, within 24 hours

**Families are responsible for:**

- Ensuring documentation/authorisations are completed and signed including written consent for the educator to administer first aid and call an ambulance, if required
- Ensuring all records are completed and signed, including attendance
- Being contactable, either directly or through emergency contact details listed on child's enrolment form
- Ensuring any changes to children's information or status is communicated promptly to the educator or approved provider
- Collecting their child from the service as soon as practicable upon request
- Notifying the educator if child is suspected of or has a confirmed infectious disease
- Notifying the educator if there is a change in the condition of child/ren's health, or if there have been any recent accidents or incidents that may impact on the child's care e.g. any bruising or injuries
- Funding all expenses payable for medical/dental treatment or ambulance trip incurred
- Signing the Incident, Injury, Trauma and Illness Record, when required, acknowledging that they have been made aware of the incident

**Appendix 21**

**Incident, Injury, Trauma and Illness Record**

# INFECTIOUS DISEASE POLICY STATEMENT

## 1. Introduction

Children are at greater risk of infections mainly due to their developing immune systems and immature hygiene skills and practices.

Children attending group care settings such as family day care are at even greater risk to infection due simply to a greater exposure.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we recognise the importance of a safe and healthy environment with sound infection control strategies, knowledge, resources and support.

We are committed to all stakeholders' health and implement and promote healthy eating, physical exercise, cross infection minimisation strategies and immunisations for both adults and children.

We achieve this through training, information and advocacy for stakeholders, ensuring educators hold the skills and certifications that enhance their knowledge in minimizing infections, the safe handling of foods and medications, cleaning and sterilisation techniques and notifications and exclusion requirements.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 167, 172, 173, 174, 175	77, 85-88, 90, 162	2	2.1.1, 2.2.2, 2.2.1, 2.2.2

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009

- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### RELATED POLICIES

- Administration of first aid policy and procedures V10.02.2019
- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Engagement and registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Nutrition policy and procedures V10.02.2019
- Provision of information training and assistance to family day care educator's policy and procedures V10.02.2019

## 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>

- Victorian Department of Human Services, Communicable Diseases Exclusion Table  
[https://www2.health.vic.gov.au/getfile/?sc\\_itemid=%7B4D311051-EEBB-4BD4-A149-C0B81931B3C5%7D](https://www2.health.vic.gov.au/getfile/?sc_itemid=%7B4D311051-EEBB-4BD4-A149-C0B81931B3C5%7D)
- Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Edition) available at <http://www.nhmrc.gov.au/guidelines-publications/ch55>
- NHMRC 2010, *The Australian Immunisation Handbook*, 10th Edition  
<http://www.health.gov.au/internet/immunise/publishing.nsf/content/handbook10-home>
- Medicare Services  
<http://www.humanservices.gov.au/customer/subjects/medicare-services>
- Victorian Government of Human Services  
<http://www.humanservices.gov.au/customer/subjects/immunising-your-children?gclid=COv28on-icoCFU4JvAodbMoPdA>
- Department of Health - infection control in child care settings  
<http://www.health.gov.au/internet/main/publishing.nsf/content/cda-pubs-cdi-1997-cdi2122->
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Australian Childhood Immunisation Register (ACIR)  
<https://www.humanservices.gov.au/individuals/services/medicare/australian-immunisation-register>

## USEFUL RESOURCES

- NSW Department of Human Services 2011, *The Blue Book: Guidelines for the Control of Infectious Diseases* at  
<https://www.humanservices.gov.au/>
- Guidelines for Immunisation  
<http://www.health.nsw.gov.au/immunisation/resources/guidelines-local-gov.htm>
- DHS Communicable Diseases Unit on 1300 651 160  
<https://www2.health.nsw.gov.au/public-health/infectious-diseases>
- No Jab, No Play - Victorian Legislation <https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play>
- Better Health Victoria - Information for parents on 'No Jab, No Play'  
<https://www.betterhealth.nsw.gov.au/no-jab-no-play>
- Department of Health - notification procedures for infectious diseases  
<https://www2.health.nsw.gov.au/public-health/infectious-diseases/notification-procedures>  
<https://www2.health.nsw.gov.au/public-health/infectious-diseases/infection-control-guidelines>

- Emergency management requirements  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx>
- Incidents and complaints  
[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

## INFECTIOUS DISEASE POLICY PROCEDURES

### Approved Provider and Nominated Supervisor is responsible for:

- Establishing and maintaining a database of expiry dates of certifications of educators and educator assistants (First Aid, CPR, Anaphylaxis, Asthma and Food Safety)
- Monitoring and maintaining a database of children's immunisation status and provide an update to educators every 6 months
- Monitoring, maintaining and storing all legislated and required records confidentiality including injury, incident, accident and illness records
- Reminding families through newsletters and noticeboards, to update immunisation information on child's file twice per year
- Being contactable by telephone whilst children are in attendance at the service
- Ensuring that the Department of Health recommended minimum exclusion tables is displayed at each educator's home
- Ensuring that appropriate and current information and resources are provided to educators and families regarding the identification and management of infectious diseases, blood-borne viruses and infestations
- Complying with 'No Jab No Play' Victorian legislation, including verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
  - The child is up to date with vaccines, or;
  - is on a recognised vaccine catch-up schedule; or
  - has a medical preventing them from being fully vaccinated
- Ensuring that educators implement daily hygiene and infection control procedures in accordance with *Staying Healthy: Preventing infectious diseases in early childhood education and care services* – to minimise chances of cross infection
- Recommending and supporting educators to protect themselves against infectious diseases through immunisation in accordance with the *Immunise Australia Program* in accordance with Provision of information, training and assistance to family day care educators and educator assistant's policy and procedures V10.02.2019
- Ensuring families are notified of the circumstances of a confirmed communicable disease, children fitting the recognised immunisation catch up schedule or having a medical reason for non-immunisation will be excluded in accordance with the exclusion table

- Ensuring that the Department of Health is contacted for all 'Notifiable infectious diseases' in accordance with their notification table
- Ensuring educators take all reasonable steps to prevent the spread of an infectious disease if there is an occurrence of an infectious disease at their service- isolating the child, hand washing, excluding children etc.
- Supporting the educator in ongoing communication with families on protecting and safeguarding their children against preventable and infectious diseases through immunisation

### **Educators and educator assistants are responsible for:**

- Be contactable by telephone whilst children are in attendance at the service
- Monitoring, maintaining and storing all legislated and required records, including notifications of infectious diseases, medical records, illness, accident and injury records etc.
- Ensure children's enrolment record is completed in accordance with Education and Care National Regulations r.162
- Ensuring that information from the Department of Health about the recommended minimum exclusion periods is displayed and is available to stakeholders
- Implementing daily hygiene and infection control procedures to ensure all reasonable steps are taken to prevent the spread of infectious disease in accordance with *Staying Healthy: Preventing infectious diseases in early childhood education and care services*
- Providing information and resources to families to assist them in the identification and management of infectious diseases through newsletters
- Requiring families to notify the service if their child has been diagnosed with an infectious disease
- Complying with 'No Jab No Play' Victorian legislation, including verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
  - The child is up to date with vaccines, or;
  - is on a recognised vaccine catch-up schedule; or
  - has a medical preventing them from being fully vaccinated
- Observing signs and symptoms of children who may appear unwell and responding to any illness in accordance with Incident, illness, injury and trauma policy and procedures V10.02.2019 and Administration of first aid policy and procedures V10.02.2019

If an infectious disease is suspected responding to any symptoms in the following manner:

- Isolating the child from other children as far as practicable (whilst maintaining adequate supervision)
  - Ensuring the child is comfortable and appropriately supervised
  - Maintaining supervision for other children in attendance
  - Administer first aid if required and/or in accordance with the child's medical management plan MMP and Administration of first aid policy and procedures V10.02.2019, Medical conditions policy and procedures V10.02.2019 and Incident, injury, trauma and illness policy and procedures V10.02.2019
  - Contacting the child's parent/guardian or authorised nominee informing them of child's condition and ask for them to collect the child as soon as possible
  - Ensuring all bedding, towels and clothing which have been used by the child is laundered separately and disinfected
  - Ensure all/any toys, equipment and eating utensils used by the child are disinfected or sterilised
  - Inform approved provider and all families as soon as practicable of a suspected or confirmed of an infectious disease
  - Ensure confidentiality of any personal health related information relating to the child and their family
  - Exclude children not fully vaccinated in accordance with Education and Care National Regulations
- Notify approved provider/nominated supervisor within 24 hours of a suspected or confirmed infectious disease
  - Ensuring that an incident, illness, injury and trauma record is completed as soon as practicable, but no later than 24 hours of an illness occurring in accordance with Incident, illness, injury and trauma policy and procedures V10.02.2019
  - Requiring a clearance certificate from a registered medical practitioner prior to returning to the service if the child has been absent due to a confirmed infectious disease
  - Maintaining records to inform the Child Care Management System (Harmony) in accordance with Australian Government Department of Education and Training (DoET) requirements – including absences

**Families are responsible for:**

- Ensure documentation/authorisations are completed, signed and dated
- Engage with your child's educator daily to discuss your child's health and wellbeing

- Inform the service if their child has an infectious disease or has been in contact with a person with an infectious disease
- Provide evidence of child's immunisation status at enrolment in accordance with the 'No Jab No Play' Victorian legislation
- Provide updated evidence of child's immunisation after each new immunisation or upon request from approved provider
- Collect child upon request
- Ensure that children remain at home when diagnosed with an infectious disease in accordance with the exclusion periods
- If a child is diagnosed with an infectious illness/disease providing a doctor's certificate stating child is able to return to care prior to recommencement

## Appendix 22

### School Exclusion Table

## INTERACTIONS WITH CHILDREN POLICY STATEMENT

### 1. Introduction

The interactions children experience throughout their lives shape the person they become; positively or negatively. Studies show children who experience positive, reciprocal and respectful relationships also experience better life-long outcomes.

Interactions are *'THE'* cornerstone to children's emotional and psychological well-being and should never be underestimated or substandard.

### 2. Statement

At Twinkle Family Day Care Pty Ltd, we understand that the most powerful tool we have in caring for and educating children is the quality of all interactions they experience. Our commitment to ensuring each child is interacted with in the utmost professional and respectful manner ensuring their emotional and psychological well-being at all times.

We aim to achieve this through a range of approaches including screening and recruitment, training, professional development and the supervising and monitoring of educators.

Our goal is to ensure educators are aware of, and continually develop the skills and commitment to implement appropriate, quality engagement, teaching and behaviour management strategies.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
166, 167, 168	73, 74, 75, 76, 155, 156, 168	1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3
		4	4.1.1, 4.1.2, 4.2.2
		5	5.1.1, 5.1.2, 5.2.1, 5.2.2
		6	6.2.1

		7	7.1.1, 7.1.3, 7.2.1, 7.2.2, 7.2.3
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#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Code of conduct policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Engagement and registration of family day care educators and educator assistant's policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Participation of students and volunteer's policy and procedures V10.02.2019
- Providing a child safe environment policy and procedures V10.02.2019

## 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- Children’s Wellbeing Act 2005  
[http://www5.austlii.edu.au/au/legis/vic/consol\\_act/cwasa2005218/](http://www5.austlii.edu.au/au/legis/vic/consol_act/cwasa2005218/)
- United Nations Convention on the Rights of the Child  
[www.unicef.org/crc](http://www.unicef.org/crc)
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

### **USEFUL RESOURCES**

- Child Safety Standards  
<http://www.education.nsw.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx>
- Acceptance and refusal of authorisations policy  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/authorisationspolicy.aspx>
- National quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqf.aspx>
- Changes to the national quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/pages/nqa.aspx>
- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>
- Incidents and complaints  
[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

## INTERACTIONS WITH CHILDREN POLICY PROCEDURES

### Approved Provider and Nominated Supervisor are responsible for:

- Ensuring children and families are matched with educators with consideration of group sizes and composition and availability within the service
- Ensuring educators are providing the educational program in accordance with the Education and Care National Regulations 2011 r.155 that;
  - encourages children to express themselves and their opinions
  - allows the children to undertake experiences that develops self-reliance and self esteem
  - maintains at all times the dignity and rights of each child
  - gives each child positive guidance and encouragement toward acceptable behaviour
  - has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
- Ensuring educators are supporting children to develop relationships with each other, staff and volunteers in accordance with the Education and Care National Regulations 2011 r.156
- Assisting the educator to develop and implement intentional teaching, reflective practice and behaviour guidance strategies for children through training and professional development in accordance with the Provision of information, training and assistance policy and procedures V10.02.2019

### Educators and Educator Assistants are responsible for:

- Treating children with respect in accordance with the Code of conduct policy and procedures V10.02.2019
- Considering group sizes and composition of children already enrolled when introducing a new child into the program and support the child's transition through a negotiated orientation program in accordance with Enrolment and orientation policy and procedures V10.02.2019
- Ensuring the education and care program is inclusive and welcoming to children – keep clear documentation on children, speak with families and identify children's interests, consult with the educational leader to develop a program that is reflective of the children's needs, interests and abilities.
- Ensuring the educational program is contributes to the following outcomes for each child:
  - The child will have a strong sense of identity;
  - The child will be connected with and contribute to their world;
  - The child will have a strong sense of wellbeing;

- The child will be a confident and involved learner;
  - The child will be an effective communicator
- Providing an education and care program in accordance with the Education and Care National Regulations 2011 r.155 that;
    - encourages the children to express themselves and their opinions
    - allows the children to undertake experiences that develops self-reliance and self esteem
    - maintains at all times the dignity and rights of each child
    - gives each child positive guidance and encouragement toward acceptable behaviour
    - has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
  - Encouraging children to develop relationships with each other, staff, students and volunteers by supporting their relationships and facilitating their communication
  - Ensuring effective communication with families by sharing daily information about children's learning, development, interactions, behaviour and relationships and seek family's feedback and input, implement family's practices and beliefs into the program where possible
  - Developing positive strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others – assist them label their behaviours and feelings and provide strategies for dealing with each behaviour (how to deal with anger, jealousy etc)
  - Accessing external agencies if and when required to support children, families and/or program development – no external agency will be engaged for an individual child or family without their express consent of the family
  - Developing links and partnerships with other services and/or professionals to support children and their families, where required – research and contact support services around your area
  - Planning behaviour management plans in conjunction with the child (age and developmentally appropriate), families, the educator, the educational leader and any involved support agencies (if involved)
  - Ensuring when an individual behaviour guidance plan is required for children with a diagnosed condition, the plan is supportive of the child's behaviour – ie. Preparing a child for change, preparing the environment prior to the child's arrival etc. and is designed in conjunction with a medical practitioner, family and educational leader
  - Sourcing equipment and resources to enhance children's learning by either, purchasing quality products, utilising toy lending libraries or sharing toys and resources between educators etc.
  - Arranging excursions based on the educational program
  - Ensuring the education and care program is documented and displayed

**Families are responsible for:**

- Engage with your child's educator daily
- Ensure changes to your child's information or status is communicated promptly to the educator or approved provider
- Ensure the educator is fully informed of your child's needs, and preferences
- Alert the educator in changes or shifts in behaviours of your child
- Inform the educator of your child's likes and dislikes and ways, methods and strategies of communicating needs and desires



# MAINTAINING A REGISTER OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS AND COORDINATORS POLICY STATEMENT

## 1. Introduction

Maintaining a register allows a family day care service to access information of educator's and educator assistant's including their credentials, resident's in the home etc. The more comprehensive the register, the better an approved provider can access what is required and monitor educators and educator assistants the register must include the information as the Education and Care National Regulations per r.153.

The register will assist in maintaining compliance, including planning for professional development and training and, in some cases, identifying disciplinary needs for repeated non-compliance of an educator or educator assistant, it will also serve as a resource to ensure the service is aware of residents becoming 18 years of age.

The register will be managed by the approved provider and be accessible to the leadership team and authorised offices of the regulatory authority in our jurisdiction and the Australian Department of Education and Training.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to ensuring educators and assistants are compliant in accordance with the Education and Care National Quality Framework and Family Assistance Legislation.

We achieve this by ensuring educators are fully inducted into the service in accordance with the Engagement and registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
175	10, 30, 153, 163-167, 169	4	4.1.1

		7	7.1.2, 7.1.3, 7.2.1
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#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- 'Engagement and registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019'
- 'Approval and reassessment of approved family day care homes and venues policy and procedures V10.02.2019'
- 'Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019'
- 'Confidentiality policy and procedures V10.02.2019'

## 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

## USEFUL RESOURCES

- Department of Justice - Working With Children Card  
<http://www.workingwithchildren.vic.gov.au/>
- Victorian Police - National Police Record Check  
[http://www.police.nsw.gov.au/content.asp?Document\\_ID=274](http://www.police.nsw.gov.au/content.asp?Document_ID=274)
- Food Safety  
<https://www2.health.vic.gov.au/public-health/food-safety>
- Department of Justice, Working with Children Card , Status Check  
<https://online.justice.nsw.gov.au/wwccu/checkstatus.doj>
- Approvals and certificates  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqfapprovals.aspx>
- Acceptance and refusal of authorisations policy  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/authorisationspolicy.aspx>
- National quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqf.aspx>
- Changes to the national quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/pages/nqa.aspx>
- Assessment and rating  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/assessrating.aspx>
- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>
- Policies and procedures  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/policiesprocedures.aspx>

## MAINTAINING A REGISTER OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS AND COORDINATORS POLICY PROCEDURES

### **Approved Provider and Nominated Supervisor are responsible for:**

- Establishing, recording, updating and maintaining a register of educators, coordinators and educator assistants including information in accordance with the Education and Care Services National Regulations 2011 r.153 (1)
- Ensuring the register is at the primary family day care office and accessible to the service's approved provider, nominated supervisor, coordinator and educational leader
- Coordinating educational leader/family day care coordinator visits to each educator's home in accordance with Assessment of educators, educator assistants and person residing at the family day care home or venue policy and procedures V10.02.2019
- Maintain evidence of adequate monitoring and support ie. Any identified non-compliances are documented and stored with the educators register with any additional evidence such as risk management plan, minutes from counselling meeting or disciplinary meeting
- Store records for up to 3 years after the educator, educator assistant or coordinator has ceased at the service
- Provide the register to the regulatory authority within 24 hours upon request

### **Appendix 23**

#### **Register of Family Day Care Educators and Assistants**



# MEDICAL CONDITIONS POLICY STATEMENT

## 1. Introduction

Food allergies, asthma and anaphylaxis are amongst many medical condition's children are diagnosed with. But medical needs and conditions come with a range of diagnoses and a range of requirements.

Medical conditions can, and do contribute to the quality of life for children and their families with the need for special consideration and management of some diagnoses such as asthma, anaphylaxis or diabetes requiring an ongoing Medical Management Plan (MMP).

Medical management plans may be in place for either a short time or long term whilst the child receives treatment; others require regular modifications and changes whilst the child attends family day care.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to ensuring children's medical needs are accommodated; we recognise there are risks involved with a child diagnosed with a medical condition and we are committed to working with families to ensure that each child is protected from hazards that may cause risk or harm.

We can achieve this through open communication, training and support, negotiation of care arrangements with families and the implementation of Medical Management Plans (MMP) where required.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 167, 172, 173, 174, 175	90 - 96, 160, 161	2	2.1.1, 2.2, 2.2.1, 2.2.2,
		7	7.1.2, 7.1.3, 7.2.1, 7.2.3

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986

- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### RELATED POLICIES

All Family day care service policies

## 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>
- Royal Children’s Hospital  
<http://www.rch.org.au/home/>
- Allergy Australia  
<http://www.allergy.org.au/>
- The Australasian Society of Clinical Immunology and Allergy (ASCIA)  
<http://www.allergy.org.au/about-ascia>
- Diabetes Australia  
<https://www.diabetesaustralia.com.au>
- Children requiring enhanced transition to school  
<http://www.education.nsw.gov.au/Documents/childhood/providers/health/sharjourneypr.pdf>

- JPS Family Day Care Advisers (Family Day Care Specialists)

<http://www.jpsadvisers.com.au/>

#### **USEFUL RESOURCES**

- Approvals and certificates

<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqfapprovals.aspx>

- Emergency management requirements

<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx>

- Policies and procedures

<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/policiesprocedures.aspx>

- Incidents and complaints

[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

## MEDICAL CONDITIONS POLICY PROCEDURES

### Approved Provider and Nominated Supervisor is responsible for:

- Being contactable by telephone whilst children are in attendance at the service
- Requiring families provide information of their child's health, medications, allergies and also medical practitioner details prior to the child commencing at the service or upon diagnosis
- Ensuring families provide a Medical Management Plan (MMP) of a child diagnosed with a medical condition including, but not limited to, asthma, diabetes and at risk of anaphylaxis
- Establishing and maintaining a register of children with a Medical Management Plan (MMP) – available to approved provider, coordinator, educational leader and regulatory authority
- Requiring Medical Management Plan (MMP) to be implemented in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition
- Ensuring educators display Medical Management Plans (MMP) in a prominent position with a photograph for easy identification for educator assistant, visitors and/or students and ensure any risks are communicated
- **Ensuring children that require medication are in attendance with their medication – by requiring educators to check, on arrival, the child's medication is physically present, within expiry date and signed into the Medication Record in accordance with Administration of first aid policies and procedures V10.02.2019 Children will not be accepted into care without the required medication – families will be asked to find alternate care arrangements or return with the child and the child's medication**
- Ensuring educators are developing a risk minimisation plans including communication plans in consultation with families in accordance with the Education and Care National Regulations r.90 [www.allergy.org.au/images/scc/ASCIARisk\\_minimisation\\_strategies\\_table\\_030315.pdf](http://www.allergy.org.au/images/scc/ASCIARisk_minimisation_strategies_table_030315.pdf)
- Requiring communication plans to be updated at every attendance, can be sent home with the family for further communication between the service and the family (means of communication can include – written or verbal, email, log book)
- Any risk relating to a child is assessed and minimised ie. Checking of plants for pollen levels, latex alternative, minimising use of harmful chemicals and aerosols, removal of household pets etc.
- Requiring educators to implement practices and procedures in relation to safe handling, preparation, consumption and service of food in accordance Nutrition policy and procedures V10.02.2019

- Requiring educators to ensure children over preschool age able to self-administer medication has been authorised by a parent/guardian or authorised nominee in accordance with Authorisations, refusal and acceptance V10.02.2019 and;
  - this authorisation is recorded and kept with the child's enrolment documents
  - medication is self-administered in accordance with the child's Medical Management Plan (MMP)
  - the child is adequately supervised during the self-administration of medication or in accordance with the Medical Management Plan
  - once medication has been administered this is recorded in the Administration of medication record and countersigned by educator and parent/guardian or authorised nominee
- Ensuring all educators homes have suitable storage for medication that is accessible to them and out of children's reach
- Monitoring, maintaining and storing all legislated and required records confidentiality including, medication records, illness, accident and injury records, incident reports etc
- Complying with 'No Jab No Play' Victorian legislation, including verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
  - The child is up to date with vaccines, or;
  - is on a recognised vaccine catch-up schedule; or
  - has a medical condition preventing them from being fully vaccinated
- The family is informed of the circumstances of the event of a suspected or confirmed communicable disease, children fitting the recognised immunisation catch up schedule or having a medical reason for non-immunisation will be excluded in accordance with the exclusion table and Infectious disease policy and procedures V10.02.2019
- Providing any updated related medical information through newsletters, notice boards and emails including reminders for parents to check Medical Management Plan and required authorisations are current
- Remind educators through the development and distribution of monthly reminders (newsletter, email notice board) for educators and families to check expiry dates on ALL/ANY medications in accordance with the Provision of information, training and assistance to family day care educators and educator assistant's policy and procedures V10.02.2019
- Notifying the regulatory authority within 24 hours of a serious incident or a complaint alleging legislation was breached

### **Educator and Educator Assistants are responsible for:**

- Checking all authorisations are completed and signed prior to children commencing
- Ensuring any received updates in relation to the child's file, including Medical Management Plans (MMP) are communicated to the approved provider within 24 hours
- Ensuring a photo of the child is displayed along with their Medical Management Plan (MMP)
- Ensuring the implementation or risk and communication plans in accordance with the Medical Management Plans (MMP) for each child with specific medical conditions and the Education and Care National Regulations 2011 r.90
- Ensuring all visitors are aware of the presences and location of children's Medical Management Plan (MMP) and location of child's medication at the educator's residence
- Requiring a Medical Management Plans (MMP) to be communicated to stakeholders, of a child diagnosed with a specific medical condition including asthma, diabetes or at risk of anaphylaxis diagnosis
- Developing and implementing a communication plan and encouraging ongoing communication between families regarding the current status of the child's specific health care need, allergy or other relevant medical condition
- Communications plans are to be updated at every attendance and can be sent home with the family for further communication between the service and the family (means of communication can include – written or verbal, email, log book)
- Ensuring All children are monitored for anaphylaxis or allergic reactions
- Ensuring the implementation of risk minimisation strategies in accordance with the Medical Management Plan (MMP) for each child with specific medical conditions in conjunction with the Providing a child safe environment V10.02.2019 and Administration of first aid V10.02.2019
- Ensuring educators are developing a risk minimisation strategy in consultation with families, using this guide  
[www.allergy.org.au/images/scc/ASCIA\\_Risk\\_minimisation\\_strategies\\_table\\_030315.pdf](http://www.allergy.org.au/images/scc/ASCIA_Risk_minimisation_strategies_table_030315.pdf)
- Ensuring that children who are over preschool age who are able to self-administer medication have been, in accordance with the Authorisations, acceptance and refusal policy and procedures V10.02.2019;
  - authorised to do so by their parent/guardian or authorised nominee (educators may request further information from the child's medical practitioner)
  - this authorisation is recorded and kept with the child's enrolment documents and,
  - medication is self-administered in accordance with the child's Medical Management Plan (MMP)

- the child is adequately supervised during the self-administration of medication or in accordance with the Medical Management Plan
  - once medication has been administered this is recorded in the 'Administration of medication record' and countersigned by educator and parent/guardian or authorised nominee
- **Ensuring children that require medication are in attendance with their medication – by checking on arrival, the child's medication is physically present and within expiry, and signed into the Medication Record in accordance with Administration of first aid policies and procedures V10.02.2019. Children will not be accepted into care without the required medication – families will be asked to find alternate care arrangements or return with the child and their medication**
  - If needle, 'sharps' are used by a child attending the service, these will be disposed of in an approved sharps dispenser
  - Ensuring that emergency call information is displayed near all telephones
  - Ensuring the parent/guardian or authorised nominee of the child and approved as soon as is practicable when medication has been administered in an emergency
  - Complying with 'No Jab No Play' Victorian legislation, including verifying a child's Immunisation using History Statements from the Australian Immunisation Register to secure enrolment that states:
    - The child is up to date with vaccines, or;
    - is on a recognised vaccine catch-up schedule; or
    - has a medical preventing them from being fully vaccinated
  - The family is informed of the circumstances of the event of a suspected or confirmed communicable disease, children fitting the recognised immunisation catch up schedule or having a medical reason for non-immunisation, will be excluded in accordance with the exclusion table in accordance with Infectious disease policy and procedures V10.02.2019
  - Ensuring parents are notified of any known allergens that may cause harm and risk manage
  - Ensuring that practices and procedures in relation to safe handling, preparation, consumption and service of food are developed and implemented in accordance with the Nutrition policy and procedures V10.02.2019

#### **Families are responsible for:**

- Ensuring documentation/authorisations are completed and signed
- Provide medication directly to the educator (do not leave in child's bag), ensure child's medication is present with the child at ALL times, in expiry and original container

- Engage with your child's educator daily to discuss your child's health and wellbeing
- Ensure any changes to children's information or status is communicated promptly to the educator and/or approved provider
- Contribute to the development of risk and communication plans in accordance with the Medical Management Plans (MMP) for each child with specific medical conditions
- Ensure Management Plans (MMP) are up to date at all times and communicated back to the educator and approved provider
- Collaborate with educator and approved provider in implementing risk minimisation strategies in accordance with child's Medical Management Plans

#### Appendix 24

Asthma Medical Management Plan

#### Appendix 25

Allergy Medical Management Plan

#### Appendix 26

Anaphylaxis Medical Management Plan

#### Appendix 27

Diabetes Medical Management Plan

#### Appendix 28

Administration of Medication Record



# MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS POLICY STATEMENT

## 1. Introduction

All employees or engaged individuals require guidance and support from their leadership team with family day care educators being no exception.

Family day care educators bring a range of skills, knowledge and abilities to their role; however, operate in isolation in most cases. A family day care approved provider is responsible to mentor, support and supervise educators to not only ensure compliance, but to also continually improve skills and knowledge leading to enhanced and improved educational programs for children and effective service delivery for families. Educators that feel respected, included and a member of a team are more likely to contribute to the service, leading to increased retention of both educators and families.

A program that mentors and supports educators will improve service delivery and enhance professional practice. It will also provide the approved provider with information on practices at individual educator's homes to inform quality improvement and guide service delivery.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to assisting educators in their role in caring for and educating children and young people. We are committed to training and professional development, including mentoring and support, tailored to each educator's individual needs.

We are also acutely aware of our responsibility to ensure compliance in accordance with Education and Care National Quality Framework and Family Assistance Law. Supervising educators provides the opportunity to assess the environment and the educator in a range of situations at various times and provides opportunities for the leadership team to build relationships with children and families. We achieve this by ensuring our leadership team, including educational leaders and coordinators are suitably qualified in early childhood education and care and have the right skills and attributes to support, monitor and guide educators and educator assistants.

We will ensure we engage enough educational leaders and coordinators to ensure the visits and supports outlined in this policy are consistently met.

Our family day care service will only engage with remote educators if the conditions within this policy can be met consistently. The engagement of a suitably qualified, experienced coordinator, in accordance with Engagement and registration of family day care educators, educator assistant's and coordinators

policy and procedures V10.02.2019 may be entered into, a person that is accessible to the remotely located educator and can provide a regular physical presence and accessibility to and for the educator.

Approved provider will ensure educators are communicated with regularly and can access support from the leadership team if and when required; the leadership team will be available via telephone while children are in care and electronic means (email, facebook etc) will be utilised.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
51, 161, 162, 163, 164, 167, 169, 170, 171, 172, 175	74, 75, 76, 118, 127, 128, 153, 154, 155, 169	1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2
		2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
		4	4.1.1, 4.1.2, 4.2.1, 4.2.2
		5	5.1.1, 5.1.2, 5.2.1, 5.2.2
		6	6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3
		7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014

- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### RELATED POLICIES

All Family day care service policies

## 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

### USEFUL RESOURCES

- Guide for Family Day Care Educators  
<http://www.education.nsw.gov.au/Documents/childhood/providers/regulation/fdcguidejan15.pdf>
- Family Assistance Legislation 1999 <https://www.education.gov.au/family-assistance-law-0>
- Department of Education and Training Fact Sheets and Resources  
<http://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx>
- Running A Service <https://www.education.nsw.gov.au/childhood/providers/Pages/default.aspx>
- National quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqf.aspx>

- Changes to the national quality framework  
<https://www.education.nsw.gov.au/childhood/providers/regulation/pages/nqa.aspx>
- Assessment and rating  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/assessrating.aspx>
- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>

## MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS POLICY PROCEDURES

### Approved Provider and delegates are responsible for:

- Ensure policies and procedures are circulation and policies are reflected upon in all aspects of providing training, supports and mentoring in accordance with Provision of information, training and assistance policy and procedures V10.02.2019
- Implement supporting electronic communication measures such as facebook, email to engage and communicate with educators including remotely located educators
- Ensuring Coordinators hold a minimum Diploma of Early Childhood Education and Care and have the skills to ensure compliance across the service and there is one coordinator for every 15 educators
- Ensuring Educational Leaders are suitably experienced in the development and delivery of educational programs for children during induction and ongoing program delivery – maintain records of visits including;
  - Children present at each visit (cross reference with claims)
  - Condition (safety and hygiene standards) monitor for improvement
  - Links in the program present
  - Ensure the educational program is developed in accordance with Approved Learning Frameworks and reflect children’s learning and are achieving the stated learning outcomes
  - Needs, interests, abilities and children’s learning is present in the written program
  - Progress notes of discussion, resources provided and follow-up on previous discussion points (copies provided to educator upon request)
- Coordinating educational leader/family day care coordinator visits to each educator's home every four weeks, (including remote educators) to monitor practices and to support and guide improvements or monitor any current risk management plans that may be in place in accordance with Engagement and registration of educators and educator assistant’s policy and procedures V10.02.2019
- Ensure educators are recruited, screened and hold the appropriate qualifications, credentials and attributes through fair and equitable process in accordance with Engagement and registration of educators, educator assistants and coordinators policy and procedures V10.02.2019

- Consider educators history of compliance with the National Education and Care and Family Assistance Legislation and any other relevant laws (any decision under the law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws) prior to commencement to make a determination of suitability
- Ensuring induction programs are thorough, meet time frames as set out in induction checklist and remain on educators file
- Require educators to develop a budget based on enrolments – to remain on educator’s file and monitored by the service
- Being contactable by telephone AT ALL TIMES whilst children are registered to be in care respond to educator’s requests for assistance and or support (including weekends and overnight) return calls as soon as practicable to educators and respond to emails within 24 hours of receipt
- Audit each educator’s educational program at least twice per year to ensure evidence of intentional teaching, reciprocal relationships, learning outcomes etc. and provide feedback to the educator (progress notes to remain on educators file) including the quality and quantity of resources, furniture and equipment
- Ensure educators attend a minimum of 6 networking events per year
- If remote educators are located too far for ready access, a casual educational leader or coordinator will be engaged to undertake regular visits, minimum 4 per year and provide feedback and recommendations to both the educator and the approved provider (remote casual employees will be required to meet the Staffing policy and procedures V10.02.2019
- Approved Provider or nominated supervisor will attend remotely located educators home at least once annually and conduct a home safety audit
- Implementing an appraisal system to identify educators and staff’s areas of strength and opportunities for improvement, use this information to inform the annual training plan
- Take reasonable steps to ensure that each educator maintains adequate knowledge and understanding of the provision of education and care to children including requirements for developing and delivering an educational program, child safety and providing a healthy and safe environment in accordance with Provision of information, training and assistance policy and procedures V10.02.2019 through:
  - Quarterly newsletters containing professional development information
  - Identify educator needs during home visits and provide additional information and support as required (education and care national quality framework,

- behaviour management, completing documentation and developing an educational program etc.)
- Hosting regular network meetings (6 per annum)
  - Hosting professional development training sessions (4 per annum)
- Ensuring educators do not enter into care arrangements with families – care arrangements made between families and educators will not be recognised by the service
  - Ensuring the medication, accident, illness and other records is maintained and reflects the developmental needs of the children enrolled ie. Young children involved more frequently drills, accident records are consistent with early childhood behaviour and reflect the safety and challenges offered to children in the educational program
  - Develop and implement risk management plans for educators and educator assistants if:
    - Not present or available (according to register) during a routine unannounced visit
    - Risk management plans for excursions and regular outings not fully complete
    - A register indicates more than 50 hours contact with children
    - Children regularly not in attendance during routine unannounced visits
    - Absences not reported
    - Documentation not up to date and ready for inspection
    - Not meeting training or networking requirements or any breach to the Code of the conduct policy and procedures
  - Risk management plans for non-compliances can be guided by:
    - 1st instance (2 spot visits within one week) targeted training in relation to non-compliances
    - 2 instances (additional spot visit and repeat of induction program)
    - 3rd instance (compulsory meeting with Approved Provider or Nominated Supervisor) for counselling
    - 4<sup>th</sup> instance (termination of contract)
  - Educators will be invited to participate in compliance training annually in relation to the Education and Care National Quality Framework and Family Assistance Legislation. Educators with a risk management plan requiring monitoring will be required to attend in accordance with Assessment and reassessment of educators and educators' assistants policy and V10.02.2019

- Provide information from state and commonwealth Departments of Education and Training (or State equivalent) in relation to Child Care Subsidy and Education and Care Services National Quality Framework through the provision of regular newsletters
- Providing information through the provision of newsletters pertaining to child development and child rearing practices to support the educator in working with families and children including but not limited to:
  - the educational program
  - behaviour guidance strategies
  - intentional teaching strategies
  - reflective practice strategies
  - claiming federal funds
  - working with families and communities
- Supporting educators in the assessment and rating process through;
  - Sharing aspects of the QIP that relate to them
  - Encourage and support their input during home visits, network meetings and training
  - Maintain accurate QIP
- Host network meetings with all registered educators monitoring educator's attendance
- Educator claims will be audited annually against supporting documentation, care agreement, enrolment, attendance, budget, home safety, error and absence registers and anecdotal documentation for accuracy
- Instances of substantiated fraud or repeat errors in claims will result in termination of the agreement between the service and educator and findings will be reported to the Tip-off line at The Department of Education and Training

# NUTRITION POLICY STATEMENT

## 1. Introduction

Children develop at a rapid rate, their physical and psychological well-being is dependent on a number of important factors, nutrition and diet is one of those factors.

Nutrition has a direct impact on the overall development of the body and is vital for muscle, bone, immunity and psychological development. Communities and families vary greatly in their views and practices in relation to food, diet and nutrition. Communities working together to better understand food and its nutritional impact, cultural differences, individual preferences and early childhood development leads to children experiencing quality nutritional practices and educational programs that meet their individual physical, nutritional and cultural needs.

## 2. Statement

At Twinkle Day Care, we recognise the importance of healthy eating for optimal growth and development and are committed to providing healthy nutrition to children in our family day care services.

We achieve this through requiring our educators to provide healthy foods and drinks coupled with education and support for children and their families.

Our values and practices are guided and informed by *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood* resources and include the following messages:

- Less is best for screen time
- Water: a healthy and essential drink
- Learning through active play
- Finding new flavours

We recognise family's role in children's health, safety and nutrition and encourage participation in planning and implementing healthy eating plans through ongoing communication and negotiation aimed to best suit the child's individual needs.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	77, 78, 79, 80, 162, 168,173	2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
		7	7.1.1, 7.2.2, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Administration of first aid policy and procedures V10.02.2019
- Approval, and reassessment of approved family day care homes and venues V10.02.2019
- Authorisations, acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions and regular outings policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Infectious diseases policy and procedures V10.02.2019

- Interactions with children policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Monitoring, support and supervision of educators, educator assistants and coordinators policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood resources <http://www.health.gov.au/internet/main/publishing.nsf/content/phd-gug-staffcarers>
- The Australasian Society of Clinical Immunology and Allergy (ASCIA) <http://www.allergy.org.au/about-ascia>  
<http://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare>  
<http://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>
- Diabetes Australia <https://www.diabetesaustralia.com.au>
- Maternal and Child Health Service: Practice Guidelines <http://www.education.vic.gov.au/Documents/childhood/professionals/health/mchpracticeguidelines.pdf>
- JPS Advisers Family Day Care Advisers (Family Day Care Specialists) <http://www.jpoadvisers.com.au/>

## NUTRITION POLICY PROCEDURES

### Approved Provider and delegates are responsible for:

- Maintaining a database of expiry dates of certifications (First Aid, CPR, Anaphylaxis, Asthma and Food Safety)
- Requiring educators to be aware of and cater for individual children's food allergies, diseases and/or intolerances and provide nutrition accordingly, or request families to provide meals and snacks
- Ensuring educators providing meals do so in accordance Education and Care Services National Regulations 2011 r.79 and informed by the *Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents* and ensures;
- Food or beverage is nutritious and adequate in quantity;
  - Has regard to the dietary requirements of individual children
  - Consideration to each child's growth and developmental needs
  - Any specific cultural, religious or health requirements are taken into account and catered for
- Requiring educators have clean fresh drinking water available to children at all times in accordance with Education and Care Services National Regulations 2011 r.78
- Ensure educators offer snacks and drinks at regular intervals throughout the day in accordance with the child's dietary needs, cultural background and tastes and Medical Management Plans (MMP)
- Requiring educators display weekly food and drink menus that are accurate and accessible to children and families in accordance with Education and Care Services National Regulations 2011 r. 80
- Providing updated food related allergies, diseases and/or intolerances information through newsletters, notice board and emails in accordance with Provision of information, training and assistance to family day care educator and educator assistant policy and procedures V10.02.2019
- Providing regular training opportunities and updated information for educators to continue to develop their knowledge and skills on food preparation, food handling, hygiene, safety and storage

### **Educators and Educator Assistants are responsible for:**

- Being informed and aware of individual children's food related allergies, diseases and/or intolerances and cater accordingly or request families provide food and snacks for their child to cater for those needs
- Having the ability to read and understand food labels
- Having safe drinking water available to children at all times in accordance with Education and Care Services National Regulations 2011 r.78
- Preparing, handling and storing food in accordance with *Food Safety Training* and cross infection control methods
- Providing and promoting food and drinks in accordance with Education and Care Services National Regulations 2011 r.79 and based on the *Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents* and ensures;
- Food or beverage is offered at regular intervals throughout the day is nutritious and adequate in quantity;
  - Regards to the dietary requirement of individual children taking into account
  - Each child's growth and development needs
  - Any specific cultural, religious or health requirements
  - Medical Management Plans (MMP)
  - Offered at regular intervals
- Displaying weekly food and drink menus accurately and are accessible to families in accordance with Education and Care Services National Regulations 2011 r. 80
- Providing a positive eating environment which reflects and supports cultural and family values by supporting the child to eat in a manner they would at home (hands, chopsticks, fork, spoon) including foods that are familiar to the child
- Creating a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as interacting with educator and other children – use this time to converse and engage children to extend their knowledge
- Ensuring and providing children with opportunities to serve their own food and drink – allowing children the time and right utensils to serve themselves and clean after meals and snacks
- Ensuring that new foods will only be introduced in consultation with families
- When a child is not hungry respecting their decision and not insisting that they eat, offer food again later

- Minimising choking risks by providing appropriate foods and high supervision at meal and snack times
- Implementing cross-contamination practices at all times – not allowing children to share utensils etc. in accordance with Infectious diseases policy and procedures V10.02.2019
- Attending training opportunities to continue to develop knowledge and skills on food preparation, hygiene, safety, storage, cultural influences, allergies and intolerances
- Sourcing information and activities appropriate to children that assist in their understanding of nutrition and health and using mealtimes and food preparation and cooking times to extend children's knowledge of food and nutrition
- Role modelling healthy food and drink choices – consuming nutritional foods and water whilst children are in care
- Avoiding eggs and nuts or any other foods in accordance with the services risk management plan if providing child's lunch box
- Encouraging children to eat the more nutritious foods in their lunchbox (if required by the service), such as sandwiches, fruit, and yoghurt, before eating any less nutritious food such as sugary snacks etc.
- Celebrating special occasions and traditional holidays as appropriate and in consultation with families and educational leaders and using this time to introduce culturally appropriate foods and practices
- Providing a suitable place where mothers can breastfeed or express breast milk comfortably
- Ensuring safe handling of breast milk and infant formula including transporting, storing, thawing warming, preparing and bottle feeding – correct labelling to ensure that children are given their mother's breast milk.
- Bottle feeding babies by nursing them in a semi-upright position – no prop feeding (putting children with a bottle on a pillow or cushion)

**Families are responsible for:**

- Provide Medical Management Plans (MMP) for their child to the educator, signed by a medical practitioner if required
- Inform educator of child's food preferences and eating methods (ie - use hands to eat)
- Provide healthy snacks and meals in children's lunch box in consultation with educator (if required to do so)
- Avoid eggs and nuts or any other suggested foods in accordance with the services risk management plan if providing child's lunch box

- Share menu ideas with educator to include your family's tastes, perspectives and practices
- Provide infants with prepared daily requirement of formula or breast milk (requesting families to bring prepared formula or labelled breast milk to suit the child's daily needs)
- Provide an extra prepared bottle of formula or labelled breast milk as an emergency supply (family late collecting, bottle dropped or contaminated, child particularly hungry)
- Notify the approved provider if you feel your child's daily nutritional needs are not being met

# PARTICIPATION OF STUDENTS AND VOLUNTEERS POLICY STATEMENT

## 1. Introduction

Working with children has its challenges, many of which cannot be learnt from books alone, practicum is an integral aspect of student's learning and contribute greatly to the shaping of the broader education and care sector.

Early childhood professionals that assist, support, guide and teach students on practicum assist in professional learning and development, help shape the future of education and care and promote the value of not only early childhood, but family day care as a quality choice for families.

Volunteers and students contribute to services by bringing many diverse skills that can add value and depth to children's experiences and programs. Educators that welcome and support students and volunteers enrich children's experiences.

Students and volunteers in family day care are exposed to a particular set of challenges and benefits which will enhance and extend the student's and/or volunteers' skills and knowledge in the early childhood service delivery context.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we welcome and support students and volunteers, viewing it as an opportunity to showcase the benefits, challenges, considerations and skills required to successfully operate an education and care service from a home environment.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
167, 170, 171	145, 149, 154, 168	7	7.1.1, 7.1.2, 7.1.3

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992

- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## **RELATED STATE LEGISLATION**

### **RELATED POLICIES**

- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and Collection of children policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Excursions and regular outings policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Infectious diseases policy and procedures V10.02.2019
- Interactions with children policy and procedures V10.02.2019
- Medical conditions policy and procedures V10.02.2019
- Monitoring, support and supervision of educators, educator assistants and coordinators policy and procedures V10.02.2019
- Nutrition policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement or registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019

## **4. References and Resources**

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialist)  
<http://www.jpsadvisers.com.au/>



## PARTICIPATION OF STUDENTS AND VOLUNTEERS POLICY PROCEDURES

### Approved Provider and Nominated Supervisor are responsible for:

- Requiring students and volunteers are not left alone with children
- Engaging with training institutions to accept student placement
- Ensuring students have current mandatory safety checks including current working with children screening and National Police Check
- Completing the staff record in accordance with Education and Care Services National Regulations 2011 r.149 (1)(2), and 'Record of Staff, family day care coordinators and family day care educator assistants' in accordance with Education and Care Services National Regulations 2011 r.154
- Notifying the student's training institution if the student is not complying with regulations or service requirements
- Reviewing and signing any required placement documentation
- Requiring educators ensure students safety in accordance with Worksafe legislation
- Providing training to educators to supervise, support and mentor students in accordance with Provision of information, training and assistance policy and procedures V10.02.2019

### Educators are responsible for:

- Ensuring students have current mandatory safety checks including current working with children screening and National Police Check
- Ensuring the staff record in accordance with Education and Care Services National Regulations 2011 r.149 (1)(2), and r.154; Record of Staff, family day care educators, educator assistant's and coordinators is fully completed prior to the student or volunteer commencing in
- Introducing each family member to the student or volunteer
- Ensuring students and volunteers complete the visitor register daily upon arrival and departure
- **Ensuring NO visitor – including students and volunteers - is left alone with any child being cared for or educated by the family day care service**
- Ensuring children's developmental and educational information is recorded and stored safely and confidentiality in accordance with Confidentiality policy and procedures V10.02.2019
- Ensuring children are aware of the student and/or volunteers' role while at the service by explaining their role in the service

- Ensuring that student or volunteers do not remove records or personal details from the educator's home without having removed personal (identifying) information and with the written permission of the parent/guardian or authorised nominee
- Ensuring students and volunteers attending excursions or regular outings remain under the educator's or educator assistant's direct supervision in accordance with Excursion policy and procedures V10.02.2019
- Signing off student's practical workplace assessments upon completion of tasks and providing positive constructive feedback to enhance the student's learning
- Assisting the student to communicate with families of any 'Child Study' requirements in relation to their assessment tasks and studies

**Families are responsible for:**

- Ensure documentation/authorisations are completed for student to observe their child whilst on practical work placement and participate in conversations and respond to student's assessment work s required

**Students and Volunteers are responsible for:**

- Remaining under the direct supervision of the educator at all times
- Complete the staff record in accordance with Education and Care Services National Regulations 2011 r.149 (1) and r.154 (d) Record of Staff, family day care coordinators and family day care educator assistants' in accordance with Education and Care Services National Regulations 2011 r.154
- Completing the visitors register on arrival and departure in accordance with Visitors to family day care home policy and procedures V10.02.2019
- Maintaining confidentiality in relation to children, families and the family day care service
- Gathering information in relation to focus children with the approval of families and educator (students)
- Maintaining information relating to individual children in a confidential manner (remove identifiers)
- Not take photos of any child unless written authorisation from the family has been granted (student)

## PAYMENT OF FEES POLICY STATEMENT

### 1. Introduction

Family Day Care Education and Care Services, like all business' require appropriate business management to ensure the coverage of; expenses, liabilities and of course, growth.

However, there are strict guidelines on administering government funds as outlined under the Family Assistance Law.

It is imperative that under this legislation and guidelines robust governance including monitoring of claims and finances are in place to protect the service against fraud and to meet all obligations under the Service Agreement to be eligible to continue to administer Child Care Subsidy to families.

#### **Fraud Detection and Management.**

There have been many instances in family day care with families and educators colluding to gain federal funds without providing education and care services. Our service is committed to protecting federal funds; we have fraud detection measures in place to identify and manage suspicions and substantiated acts of fraud and deception. We implement a range of strategies to ensure records are monitored, educators and families are informed of their responsibilities through both induction and orientation programs.

Our monitoring systems include;

- Setting a selection criteria
- Recruitment processes
- Monitoring educators and families claims for subsidy
- Gathering and maintaining supporting documentation on each family's activity arrangements
- Random audits of monthly claims (4 per month)
- Risk management strategies, behaviourally based
- Training for coordinators in the detection of fraud
- Requiring educators to notify of absences immediately
- Requiring families to notify of absences within 24 hours
- Suspending care if fraud is suspected (conduct a full audit)
- Maintaining records of children's attendance during home visits

- Regularly monitoring educators register
- Ensuring children's attendance is in accordance with enrolment documentation and allowable hours
- Requiring educators to develop budgets based on enrolments

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to ensuring sound practices are in place and are in accordance with the Family Assistance Law to ensure that families receive the appropriate subsidy and the service's claims are in accordance with correct usage and attendances (Activity Statements and Agreed Care Arrangements).

We aim to ensure government funds are administered in a manner to support working and studying families with the continually growing cost of child care. We are committed to acting ethically and responsibly at all times in relation to claiming and accepting Government funds.

We conduct regular checks on educators to ensure they are actively ensuring their claims are accurate and legitimate. We cross reference attendances as well as other records pertaining to the attendance of children including regular random internal audits of educators to ensure accurate claims for the service and ensure the educator budget is developed and managed.

We train our leadership team to ensure they have the knowledge and skills to effectively monitor educators, and engage educators in initial training in accordance with The Engagement and re-engagement of educators policy and procedures V10.02.2019 and families are informed of their obligations under The Family Assistance Legislation in accordance with Enrolment and orientation policy and procedures V10.02.2019 .

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
172, 175	158, 159, 160, 168, 172, 177, 178	6	6.1.1, 6.1.2, 6.2.3
		7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Mentor, support and supervise educators and assistant's policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019

### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>

- Department of Education and Training - Child Care Service Handbook  
<https://www.education.gov.au/child-care-provider-handbook/legislative-framework>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>
- JPS Family Day Care Advisers\_(Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Department of Education and Training Tip Off Line [tipoffline@education.gov.au](mailto:tipoffline@education.gov.au)
- National framework for Protecting Australia’s Children 2009 - 2020 <https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/protecting-children-is-everyones-business>

## PAYMENT OF FEES POLICY PROCEDURES

### Approved Provider is responsible for:

- Remain eligible for Approval (including and conditions imposed by the Secretary in accordance with Family Assistance Law eligibility requirements)
- Ensure compliance with Family Assistance Law, Education and Care Services National Law 2010 and Education and Care Services National Regulations 2011 and any other applicable laws relating to operating a family day care service by remaining up to date through annual training and remaining informed of related legislation and best practice
- Ensuring postal and contact details remain current to receive relevant correspondence from regulatory authorities – circulate information to persons with management and control
- Maintain required insurance (Workcover \$10 million)
- Set the fees of the service including any additional subsidies or services such as food, late fees etc. to be applied fairly and equitably for all families enrolled in the service
- Nominate two responsible people for the accuracy of data submitted to the Department of Education and Training in relation to the administration of the Child Care Subsidy CCS
- Inform educators and families of fraud detection measures through induction and orientation programs ensure the orientation and induction signed agreement remains on file

- Maintain the following records (included but not limited to and ready for inspection by any Regulatory Authority)
  - Approved Provider Approval
  - Service Approval Certificate
  - Enrolment and prescribed documentation of individual's eligibility to access Child Care Subsidy CCS and compliance with the Education and Care Service National Regulations 2011 r.158-r.162
  - Weekly attendance records reports for every child provided care
  - Timesheet child must be present first day and last day
  - Bond must be paid to the educator
  - Documents relating to individual children (at risk or requiring 24-hour care)
  - Copies of receipts given to individuals who have paid fees indicating additional services (food, nappies)
  - Enrolment records containing required information in accordance with Education and Care National Law and Family Assistance Law
  - Statements or documentation relating to absences and additional absences
  - Forms completed and required by families in relation to Child Care Subsidy
- Ensuring accounting/financial records are reconciled by a registered Accountant at least annually
- Conducting weekly financial meetings with administration staff undertaking review of all reports for accuracy these will be held in the primary office weekly for 2 hours, reports of suspected or substantiated fraud will be addressed as a matter of priority and immediate action
- Ensure sound back-up systems are in-place and utilised daily to ensure integrity of data entered in the PRODA system
- Determining the suitability of persons with management and control (Nominated Supervisor) through a set selection criteria (outlining responsibilities) and supporting documentation to remain on the person's file (must have leadership and management experience for a minimum of 12 months) by taking into account and maintaining evidence of:
  - related non compliances, court proceedings, administrative decisions resulting in findings of guilt or non-suitability in relation to criminal or civil law relating to children or indicating dishonesty, violence or fraud
  - history of managing public funds and any past debts to the Commonwealth
  - Person's history of financial management including any instances of bankruptcy, insolvency or external administration
  - any potential conflicts of interest between managing or delivering a child care service and other business or financial interests of the person

- any other matters relevant
  - Current National Police Certificate
  - Current working with children check
  - Current and historical name extract (Australian Securities and Investments Commission)
- Determining suitability of Persons with responsibility for Day-to-day operation of the service through a set selection criteria (outlining responsibilities) including relevant experience and qualifications and:
- A current National Police Certificate
  - Current Working with Children Card (if required)
- All persons undertaking data entry responsibilities in Child Care Management System will undergo training and data entry will be monitored and supervised for three months (during the induction period) training and additional information will be provided as needed or as identified
- Ensure correspondence and resources is provided to all persons with management and control, including the legislation and child care service handbook and remain accessible by telephone at all times the service is operating
- Implement clear reporting systems and processes;
- **Administration personnel and auxiliary** to report directly to Person in day to day control, Nominated Supervisor or Approved Provider
  - **Coordinator** to report directly to Person in day to day control, Nominated Supervisor or Approved Provider
  - **Educational Leader** to report directly to Person in day to day control, Nominated Supervisor or Approved Provider
  - **Nominated Supervisor** to report directly to Approved Provider
  - **Approved Provider** to report directly State Regulatory Authority and/or Australian Government Department of Education and Training (DoET)
- Determine suitability and maintain a register of educators in accordance with Assessment of educators, educator assistants, and persons residing at the family day care residence policy and procedures V9.08.2011
- Inform educators and families they WILL be subjected to fraud audits (at least annually)
- Ensuring educators are not registered to provide care for more than 60 hours in a one-week period
- Ensure educators caring for their own child, their partner's child, (foster, adopted, kinship or otherwise legal responsibility) does not claim Child Care Subsidy for said children

- Ensure educators if caring for their or their partner's brother, sister, half-brother, half-sister, step brother or step sister does not attract Child Care Subsidy for said children if they are being cared for by the educator
- Ensuring educators do not provide care for kinship for more than 50% of enrolled children, educators are to sign a declaration informing of 'related' children, this be monitored through any means available to the approved provider, discussions with families, social media public access and spot visits during drop off and collection times
- Ensuring educator's children attending family day care the same day their eligible parent is providing care and education has an eligible disability, eligible Inclusion Support Program or lives in a remote area (documentation to remain on the educator and child file)
- Identify situations where fraud can take place, implement risk assessment using the risk matrix if risks identified develop strategies for minimisation and or elimination
- Review fee schedule annually in accordance with budget development, any changes to best practice, legislation or incidents within the service
- Ensuring fees for services such as food, nappies, mileage are charged at the same rate to all families regardless of eligibility
- Review and update policies and procedures annually or in the event of suspected or substantiated fraudulent behaviour or practices or any other incident related to payment of fees
- Ensure persons with management and control participate in the staff appraisal system to ensure opportunities for training are identified, agreed upon and implemented annually

## **ENROLMENT**

- Negotiate care arrangements with each family, giving priority of enrolment to children at risk of abuse or neglect and agree on schedule of fees. Written agreement of arrangements will include, and be maintained (separated parents will receive separate statements as per separate Child Care Subsidy requirements):
  - child of sole parent, or parents that satisfy the activity test through paid employment
  - Fee Schedule
  - Additional Child Care Subsidy Certificate (if applicable)
  - Expected hours of care
  - Date arrangement was entered into
  - Names of individuals entering into the agreement (identifying subsidy claimant)
  - Child Name
  - CRN Number
  - Child Date of Birth

- Service ID
  - Educator name
  - Individual name
  - Individual (claimant) CRN Number
  - Individuals (claimant) Date of Birth
  - Session Details and Liabilities for payment
  - Details of when enrolment was accepted by family
  - Parent drop and pick up arrangement must include
- Invoice and require two weeks payment in advance to secure their child's place within the service
  - Manage any disputed enrolments (if received) by:
    - Agree there was an error and re-submit enrolment with corrections
    - Contact the family and resolve the disagreement prior to resubmission
    - Can continue to provide care until resolved
    - Receive notification of enrolment outcome, to remain on the family's record (include casual and routine arrangements)
  - Ensure enrolments are updated in writing (within 7 days) if:
    - A disagreement in enrolment
    - Enrolment has varied due to change in circumstances
    - Information provided to the provider is incorrect or becomes out-date
    - An arrangement of care ceases
    - Cease enrolment if there is longer holidays( more than 2 weeks)
    - Supply written arrangement if child is absent but will be returning for 8 weeks or more

Re-establishment is required in agreement and writing

#### **ADMINISTRATION**

- Ensure attendances are submitted in PRODA under the parent with whom holds the liability for payment
- Maintaining the integrity and copies of reports under section 219N of the Administration Act by ensuring:
  - Any documentation is clearly labelled with the child or family name
  - Filing is to be maintained at all times by administration staff (every 3 days)
  - Access to files is limited to Persons in charge

- Original files are not to be removed from the service without written permission of the approved provider or nominated supervisor and recorded in a register
  - Files are not to be copied without the written permission of the approved provider and recorded in a register
  - Schedule of visits Conducted are to be submitted to primary office no later than 4pm Friday (of the same week) unless otherwise arranged in writing between person responsible and approved provider, coordinators seeking to not meet this deadline, must notify the approved provider in writing by 3pm on the due Friday
  - Home visit reports are to be submitted to the primary office no later than Friday 4 pm of the week in which they were carried out, unless without written permission of the approved provider; coordinators seeking to not meet this deadline must notify the approved provider in writing by 3pm on the due Friday
  - Copies removed from the service are required to be logged out and logged back in and destroyed or filed within 48 hours to be signed by the person removing the file and the person with management and control
  - All receipts and full accounts of incomings and outgoings are recorded in a recognised accounting system and provided to families as determined by the Family Assistance Law
- Maintaining records indicating families Activity Test and provide hours accordingly (no more than 100 hours per fortnight) to remain on family's file and shared with the educator
  - Families not meeting Activity Test or low income will be allocated no more than 24 hours subsidised care per fortnight
  - Provide enrolment notice for each child via PRODA within 7 days of agreement with family including details of:
    - Routine sessions (casual care permitted)
    - Casual Enrolment (not predictable or form a pattern)
    - Routine sessions (casual care not included)
    - Fee schedule including charges for additional services (food, nappies) applicable to care arrangement
    - Remain on child's file and communicated with educator within 24 hours by telephone and email

- Verify the amount of Child Care Subsidy payable to families through the Child Care Subsidy System CCS
- Ensure families are aware they need to enter into any agreements, including changes to days or times with the service, **NOT** the educator. Arrangements entered into by the educator with a family will not be recognised by the service and will not be lodged for payment
- Ineligible care including care that is predominantly transport, or care provided to a child in their own home or where their parent is present will not be reported as a care session
- Public holidays remain payable
- In the event of a Code Red Day being called, no care and education will be provided by an Educator whose home has been identified as being at increased risk in the declared area. Children who have a permanent booking for the day which has been declared as a Code Red Day, will be charged as an Absence and the normal fee will be payable
- Ensure regular monitoring of claims submitted through:
  - All persons with management and control are informed and have access to the Child Care Handbook
  - Randomly audit 4 submissions fortnightly for accuracy, cross referencing children's attendance with home visit reports (identifying children in attendance), parent activity statement, error and absence
  - Anomalies to be recorded in an error register and monitored for types of errors, consistency in errors, educators and or families regularly appearing in error report
  - Developing and offering training in relation to errors
  - Designing Risk Management plans which may include closer monitoring of documentation and children's attendance, further evidence of parent's activity, counselling, disciplinary or termination of agreement, documentation to remain on the educators and/or family file
- Ensure accurate attendance records (including absences) are maintained by educators through:
  - Providing training and support
  - Implementing the induction program
  - Auditing attendances regularly ensure each educator is subjected to an annual audit
  - Requiring coordinators and educational leader to document children's presence at each home visit, attendances on home safety checklist will be randomly checked against claims (minimum 4 home visit documentation will be checked to correspond to claims per fortnight)
  - Maintaining a register of any identified errors in attendance records

- Providing training to leadership team in accurate data and documentation requirements annually, or if a did not identify errors during regular home visit, or accepts a position of responsibility within the service
  - Ensuring attendances and family activity correlate prior to submitting claims
  - Develop and offer training based on errors in attendance recording, may lead to counselling and termination of agreement if errors in reporting attendances remains
- Accurate attendance Records will only be processed if they are completed fully and include:
    - the child's given and family name (Where the given and family name is the same for more than one child, the child's CRN must be listed as well);
    - the Educator's name;
    - the name of the family member whose Customer Reference Number (CRN) is being used for Child Care Subsidy;
    - the time the child entered and left service, along with the signature of the person delivering and/or collecting the child
    - any changes or alterations to sign in and out register is to be initialled the authorised family member, including casual bookings or casual extension of hours;
    - initial by an authorised family member for any 'extras' supplied (e.g. travel, meals, snacks);
    - a signature by the Educator acknowledging it to be a true and correct record; and
    - signature by an authorised family member acknowledging it to be a true and correct record
    - Checked and verified by the approved provider
  - Requiring educators to report absences as they occur whether through phone or email to be recorded in absence register
  - Requiring families to report absences within 24 hours to be recorded in the absence register
  - Maintain records for families eligible for Child Care Safety Net, to remain on the family's file
  - Provide families Statements of Entitlement, invoices and receipts fortnightly including prescribed information
    - Name of Child CRN
    - Individual liable for payment CRN
    - Attendances charged
    - Child care subsidy applied
    - Any additional charges days or hours (excursion, casual care, food, nappies)
  - Reply to Secretary no later than 14 days if Secretary believes claims may be inaccurate

- Report to the Department of Education and Training on Educators' Working With Children Check' of any findings or new findings. Working with Children Check Department of Justice screening will take place annually during the staff appraisal period, annual outcomes will remain on the educators file and the Department Notified within 24 hours (educators with non-compliances may be checked more frequently in accordance with any developed risk assessments)
- Ensuring families are informed to check the Child Care Subsidy System regularly (recommended monthly) for accuracy of claims and report any anomalies to the approved provider or nominated supervisor
- Maintain a Register of Care of own children including:
  - Name of individual who would otherwise be eligible for Child Care Subsidy
  - Family day care educator and their child care personal identification number
  - The relevant child and their customer register number (CRN)
  - The enrolment ID for the child
  - The service ID
  - Whether the child is still eligible for Family Day Care because the child is an eligible disability of Inclusion Support Program child, or is a remote area child, or the educator is usually in paid work or formal study at the time care is usually provided.
- Ensuring an individual eligible for ACCS (wellbeing) has provided required documentation in its prescribed form and is submitted to PRODA upon application
- Notify the Secretary in writing if a Child Wellbeing Certificate ceases to be in effect, all correspondence to remain on the child's file including emails to the regulatory authority
- Take all reasonable steps to ensure fees are paid in timely manner this will be achieved by negotiating EFT payments with eligible individuals, forwarding fortnightly statements, applying late payment fees
  - Families with routine enrolments are required to enter into a EFT (2 weeks in advance) arrangement
  - Families with a routine enrolment and casual care are required to enter into an EFT (casual enrolments to be paid no later than 14 days after care takes place)
- Any collection of fees and payments will be conducted by the service NOT the educator
- Ensuring families receive a **monthly** statement of usage of education and care services, session times, any absences charged, allocated and monies paid
- Collection of fees or outstanding from families ensuring full amount of fee reductions to families within 14 days of being notified of the amount by the Department
- Families with casual care are to pay no later than 14 days after care takes place, no more casual care can be accessed if invoices remain outstanding

- Casual care bookings are not to be predictable (form a pattern) casual care is available up to 5 days in a one-month period if routine sessions are included
- Invoicing the full amount of fees payable if child eligibility not determined, can back date claims for Child Care Subsidy, no more than 28 days when child's eligibility is determined
- Ensure children do not exceed 42 absences per financial year
- Ensure any additional absences (over 42) meet special circumstances ie. illness of child or parent, child attending preschool, immunisation requirements etc. and ensure supporting documentation is gathered and maintained on the child's file
- Ensure sessions of care do not exceed 12 hours, sessions of care exceeding 12 hours will be submitted as two or more sessions and are to be reported no later than 14 days after the end of the week care was provided by submitting sessions to be claimed by close of business every Friday the week care took place
- Any fees charged by the service, to support the registration, training and support of the educators will be deducted from the amount payable to the Educator. These amounts will be shown on the Educator's statement fortnightly
- Requiring educators to develop a budget based on the children attending their program
- Ensuring sessions are being delivered by educators as per contractual arrangements, budget, regular spot checks and home visits (including out of hours) and maintaining records of children's attendance on home visit records
- Request the educator (or their partner)'s provides the following evidence if their child is in care the same day they are providing education and care from the family day care home/venue
  - Requesting documentation of enrolment of their child at a different service type (Long Day Care, Occasional Care, Kindergarten)
  - If family day care - the days and hours of attendance (must differ from days and times educator is registered to provide care)
- Ensuring any submitted session reports requiring variation is done so within 28 days (or before end of financial year) ie. (It is discovered care did not take place or marked incorrectly)
- Contact the Australian Department of Education and Care as soon as practicable if submissions cannot be made due to unforeseen circumstances (flood, technical malfunction)
- Reconciling notice of payment against claims submitted for accuracy to ensure correct payments are received
- Provide families with statements of changes to entitlements as notified, this will be emailed to families
- The educator will invoice the service fortnightly for all eligible approved care
- Educator payments will be electronically transferred fortnightly (for the previous fortnight)

- Requiring educators to maintain financial records of income and expenditure and records in relation to Child Care Subsidy claims and also all financial information, invoices and records in relation to the operation of an education and care program
- Ensuring the program remains financially viable and can meet its debts and other obligations (resources and equipment) through the development, monitoring and implementation of an annual budget

#### **PAYMENT PLANS AND LATE FEES**

- Casual care arrangements will not be entered into with outstanding fees of 7 days or more
- Fees 7 days overdue will receive a reminder call seeking payment be made over the phone
- If invoice remains unpaid (after 14 days) families will be required to enter into a payment plan and will include:
  - Consideration of late fees and accumulating fees during payment plan period
  - Care arrangements and any required modifications ie. Drop days for an agreed period
  - Negotiate payment schedule terms and conditions
  - Signed agreement
  - Payment plans agreed to but not met will result in care being suspended until paid in full
  - A late fee of \$25 will be added to outstanding invoices weekly commencing after 7 days of non-payment
  - Care will be terminated if fees remain outstanding for 6 weeks or more
  - May engage a debt collector if invoices remain outstanding for more than 12 weeks

#### **LATE COLLECTION OF CHILDREN**

- Will result in additional charges of \$3.00 per minute (after the first 15 minutes) invoiced in the following fortnight
- Continued late collection of children will be monitored and may result in a re-negotiation of care arrangements (more than 5 instances in one calendar month) or the implementation of the grievance procedure

#### **MONITORING**

- Repeated ineligible claims (3 claims over a 1-month period) may result in;
  - Increased spot visits
  - Training
  - Modification of care arrangements
  - Termination of agreement or care agreement

- Ensure the family is contacted by the service minimum twice per annum to discuss service compliance and quality

#### **INVESTIGATION AND REPORTING**

- Reports of suspected fraud will be treated confidentially with the reporter's rights, needs and interests protected (ie. family may be offered alternate care arrangements; educators may be offered different families to provide care and education to) documentation will be scrutinised to determine if fraud was likely to have taken place
- Anonymous reports will be accepted and investigated, a log of complaints and findings will be recorded in the complaints register. Complaints register will be reviewed monthly by the approved provider
- Substantiated fraud will be reported directly to the Australian Department of Education and Training (DoET) and the educator and or family will have their arrangement or contract terminated
- Persons under suspicion of fraud will be required to attend a meeting with the approved provider and will undergo a full audit of claims for the previous 3 months or longer if determined by the approved provider, all records will be cross-referenced with service registers including absence, error and complaints registers and home safety records
- Based on findings a risk management plan will be developed and implemented and will include
  - Timeframes
  - Responsibilities
  - Desired outcomes
  - Evidence or required documentation
  - Identified training or supports
- Reports of suspicions and/or substantiated fraud or misleading claims will be reported at the proceeding financial meeting for discussion, risk management including policy review, support of the CCP (Government Help Line) team for advice and support

#### **CHANGES TO FEES**

- Providing minimum 14-day notice of any changes that will affect the manner in which fees be charged or collected
- Notifying families of any pending fee increased 4 weeks prior to implementation

#### **CEASING OPERATIONS**

- Notify the Secretary 42 days before ceasing operations
- Notify the Secretary (in writing) of location of stored records in the event the service should close
- Maintain all records and documentation with full integrity for a minimum period of 7 years or in accordance with conditions set out by the Secretary

### **Educators are responsible for:**

- Sign any and all declarations truthfully and ethically, seek further clarity if unsure
- Attend training to ensure the Family Assistance Legislation is constantly met
- Implementing the fee schedule – educators are **NOT** to enter into any fee arrangement or additional payments with the family (arrangements outside of the service may result in the termination of the contract between the service and the educator) record any additional services the families may access (nappies, food)
- Their own child, their partner’s child, (foster, adopted, kinship or otherwise legal responsibility) not attracting Child Care Subsidy if present whilst providing education and care
- Their or their partner’s brother, sister, half-brother, half-sister, step brother or step sister (relative) does not attract Child Care Subsidy for said children if they are being cared for by the educator at the time the educator is providing education and care
- Does not provide care for more than 50% of relative’s children – provide evidence from relatives to confirm which children are related, letter from family member etc.
- Not claim Child Care Subsidy if own child is in attendance at another family day care program (Same day educator or partner is delivering an education and care program) unless child has prescribed information (Certificate of ACCS, eligible disability or other recognised special circumstances)
- In conjunction with the approved provider develop a budget based on enrolments, costs, improvements etc.
- Maintain budget and have accessible to the approved provider
- Recording actual care sessions for each child’s attendance in accordance with the eligible Activity Statement and ensure records are completed and signed by the person dropping off or collecting the child (Initialling children’s attendance if person dropping off does not fully complete, to be signed by authorised person at next attendance)
- Record absences for the scheduled sessions – absences require family’s signature at the next attendance and notifying the service of absences as they occur or as soon as practicable either by phone or email within 24 hours
- Maintain accurate records of services to families including receipts (nappies, food)
- Maintain and store all required records in accordance with Family Assistance Legislation and Services Policies and Procedures
- Ensuring claims are submitted by 4pm Friday of the previous fortnight to secure payment the following week (Educators will be paid 2 weeks in arrears)
- Educators will advise the service of discrepancies or outstanding payments of submitted invoices within 14 days remittance of non-payment (raise any queries in relation to fees and accounts directly with the service)

- Reporting any suspected cases of fraudulent claims to the Australian Department of Education and Training tip off line and approved provider
- Ensure ALL records are stored confidentially and are accessible to the Approved Provider and ready for a random audit. Three incidents of not being fully prepared for an audit will result in counselling and risk management plan, continued identified risk may result in termination of agreement

**Families are required to:**

- Prior to the commencement of care, pay 4 weeks fees in advance directly to the service, to secure a child's place
- Only enter into fee arrangements and payments directly with the service **NOT** the educator, any payments made directly to the educator will not be recognised by the service
- Make regular fee payments in accordance with the fee schedule and avoid late fees and non-payments by entering a EFT arrangement and ensure funds are available in order to clear all payments if entering into EFT (Electronic Funds Transfer)
- If having difficulty meeting fee payments, or have any queries, discuss this with the service to arrange for suitable arrangements to pay outstanding amounts
- Ensuring all records are accurately completed – attendance records are only to be completed for 'actual' attendances and absences if the child did not attend a scheduled session (care arrangements will be terminated if fraudulent claims are signed)
- Notifying the service of absences within 24 hours by phone or email
- Reporting any suspected cases of fraudulent claims to the Australian Department of Education and Training tip off line and the approved provider
- Not attend for care if suspension of care is in place

# PROVIDING A CHILD SAFE ENVIRONMENT POLICY STATEMENT

## 1. Introduction

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

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

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

## 2. Statement

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

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

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

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
165, 166, 167, 168, 169, 170, 171, 172, 173, 175	81, 82, 83, 84, 100, 101, 102, 103, 116, 117, 153, 154, 166, 168	2	2.1.1, 2.1.2, 2.2.1, 2.2.3
		3	3.1.1, 3.1.2, 3.2.1, 3.2.3
		4	4.2.2
		5	5.1.1, 5.1.2
		6	6.1.1, 6.1.3
		7	7.1.1, 7.1.2

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Code of conduct policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019

- Delivery and collection of children policy and procedures V10.02.2019
- Engagement or registration of family day care educators and assistant’s policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Assessment of family day care educators, assistants and persons residing at family day care home policy and procedures V10.02.2019
- Mentor, Support and supervise educators and assistant’s policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019
- Safe sleeping policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training <https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA) <http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists) <http://www.ipsadvisers.com.au/>
- Safe Sleeping Practices <https://rednose.com.au/>

#### USEFUL RESOURCES

- Child Safe Standards - Department of Human Services <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>
- Department of Education and Training - Understanding Children’s Behaviour <http://www.education.nsw.gov.au/Documents/childhood/providers/regulation/nqfchildrensbehaviour.pdf>
- Department of Human Services - How to make a referral to child first

<http://www.dhs.nsw.gov.au/for-service-providers/children,-youth-and-families/family-and-parenting-support/how-to-make-a-referral-to-child-first>

<http://www.dhs.nsw.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards-resources>

– **Approvals and certificates**

<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqfapprovals.aspx>

– **Emergency management requirements**

<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx>

– **Car safety**

<https://www.education.nsw.gov.au/parents/safety/Pages/car-safety.aspx>

**CHILD SAFETY STANDARDS**

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



## PROVIDING A CHILD SAFE ENVIRONMENT POLICY PROCEDURES

### **Approved Provider and Nominated Supervisor is responsible for:**

- Requiring educators take all reasonable steps to protect children from harm or hazards in accordance with the Education and Care National Law s.167
- Ensuring all educators and educator assistants, staff, students and volunteers hold a current working with children screening and National Police Check
- Ensuring all persons over the age of 18 years residing at the educator's home hold a current working with children screening and National Police Check
- Ensuring children remain adequately supervised at ALL times and that visitors are not left unsupervised with children in accordance with Participation of students and volunteers' policy and procedures V10.02.2019
- Requiring that where the service has been notified of a Court Order prohibiting an adult from contacting an enrolled child the educator and educator assistant ensures such contact does not occur while the child is in the educator's home in accordance with Delivery and collection of children policy and procedures V10.02.2019 and Authorisations, refusal and acceptance policies and procedures V10.02.2019
- Being contactable by telephone whilst children are in attendance at the service
- Ensuring educators and educator assistants have an understanding of their obligations within the child protection law in accordance with Education and Care Services National Regulations 2011 r.84 – through information in newsletters and training in accordance with Provision of information, training and assistance policy and procedures V10.02.2019
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe by removing any risks –ie. removing visitor from home
- Ensuring educators understand the requirement to report any allegations of child abuse to the approved provider or Nominated Supervisor and this is then reported to the police or child protection
- Refusing to allow a child to leave with an adult for reasons as determined in Delivery and collection of children policy and procedures V10.02.2019 calling emergency services if required
- Ensuring educators are aware of Emergency and evacuation procedures in accordance with Emergency evacuation policy and procedures V10.02.2019

- Requiring educators conduct risk assessments for excursions and regular outings in accordance with Excursions policy and procedures V10.02.2019 and the Education and Care Services National Regulations 2011 r.100-101
- Promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having zero tolerance of discrimination by assisting children identify the person rather than the nationality, skin colour or clothing first/, celebrating children's family's celebrations by requesting information from families and conducting research / aim to provide familiar food by requesting recipes from families)
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities respect children's privacy and dignity at all times / respect for privacy and self-help abilities allow children to try and build their own skills, respect children's choice of what they want help with and how they want to be touched / accessibility to the education and care facilities and program, ensuring children can access what they need to develop self-help ie. their bag, hand towels etc)
- Encouraging children to 'have a say' and participate in all relevant activities where possible, especially on issues that are important to them – seek their feedback, ask children questions, implement choices as often as practicable
- Requiring educators take reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children in collaboration with families in accordance with Education and Care Services National Regulations 2011 r.81
- Ensuring educators are aware that their home environment is free from the use of tobacco, illicit drugs and alcohol while children are being educated and cared for Education and Care Services National Regulations 2011 r.82
- Ensuring educators are aware that they must not consume alcohol, or be affected by alcohol or drugs (including prescription medication) that may impair their capacity to provide education and care for children Education and Care Services National Regulations 2011 r.83
- Undertaking an annual safety audit of the educator's home or venue in accordance with Approval and reassessment of family day care venues V10.02.2019 *within* 4 weeks of the educators anniversary of commencement date
- Notifying Department of Education and Training (DET) within 24 hours of a serious incident or a complaint alleging legislation was breached

### **Educators and Educator Assistants are responsible for:**

- Ensuring a current working with children screening and National Police Check
- Ensuring all persons over the age of 18 years residing at the educator's home hold a current working with children screening and National Police Check
- Ensuring all students and volunteers hold a working with children screening and National Police Check
- Having an understanding of the obligations, existence and application of the current child protection law in accordance with Education and Care Services National Regulations 2011 r.84 by attending training and refresher course annually
- Ensuring a court order prohibiting an adult from contacting an enrolled child is implemented fully in accordance with Delivery and collection of children policy and procedures V10.02.2019 and Authorisations, refusal and acceptance policy and procedures V10.02.2019
- Ensuring any disclosures of potential abuse are taken seriously, documented and reported to the approved provider and the contained procedures for disclosures are followed. If the approved provider does not address the issue, the educator, educator and assistant can report the allegation to the Department of Health and Human Services [www.dhs.vic.gov.au](http://www.dhs.vic.gov.au) or the Police if imminent danger is suspected
- Monthly maintenance checks, using the 'Home Safety' checklist should be conducted to ensure furniture, and equipment is clean and in good repair
- Ensuring daily safety checks of the premises (indoor and outdoor) and records are maintained
- Take reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children in collaboration with families Education and Care Services National Regulations 2011 r.81 – ensuring children and visitors are supervised always
- Promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification) providing support and Aboriginal families and children through consultation with Elders, or Aboriginal support services, attend training, include the topic of Aboriginal history in the educational program
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having zero tolerance of discrimination by assisting children identify the person rather than the nationality, skin colour or clothing first/, celebrating children's family's celebrations by requesting information from families and conducting research / aim to provide familiar food by requesting recipes from families)

- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities respect children's privacy and dignity at all times / respect for privacy and self-help abilities allow children to try and build their own skills, respect children's choice of what they want help with and how they want to be touched / accessibility to the education and care facilities and program, ensuring children can access what they need to develop self-help ie. their bag, hand towels, activities etc)
- Participating in training and professional development on the importance of maintaining a healthy and safe environment where children's wellbeing is protected at all times – attending at least one health and safety professional development per annum
- Being contactable by telephone whilst children are in attendance at the service
- Remaining aware of Emergency and evacuation procedures in accordance with 'Emergency evacuation policy and procedures V10.02.2019
- Conduct, document and store risk assessments for excursions and regular outing and are considering children's safety when leaving the home in accordance with Excursions policy and procedures V10.02.2019 Education and Care Services National Regulations 2011 r.100-101
- Take reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children in collaboration with families Education and Care Services National Regulations 2011 r.81
- Ensure the environment is free from the use of tobacco, illicit drugs and alcohol while children are being educated and cared for Education and Care Services National Regulations 2011 r.82
- Not consume alcohol, or be affected by alcohol or drugs (including prescription medication) that may impair capacity to provide education and care for children Education and Care Services National Regulations 2011 r.83
- Ensuring the requirement to report any allegations of child abuse to the approved provider or Nominated Supervisor and this is then reported to the police or child protection
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe by removing any risks – visitors etc, contact police and approved provider
- Encouraging children to 'have a say' and participate in all relevant activities where possible, especially on issues that are important to them – seek their feedback, ask children questions and implement their choices as often as practicable
- Do not develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- Do not exhibit behaviours with children that may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometimes, for example while reading a storybook to a small child in an open plan area)

- Do not put children at risk of abuse (for example, by locking doors, smacking, refusing food or making threats of harm)
- Do not do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- Do not engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities, relationship issues, movie themes)
- Do not use inappropriate language in the presence of children (swearing, adult themes)
- Do not express personal views on cultures, race or sexuality in the presence of children
- Do not discriminate against any child, including because of culture, race, ethnicity or disability
- Do not engage in private 'babysitting' arrangements with any family or child without the written consent of the approved provider or nominated supervisor
- Do not ignore or disregard any suspected or disclosed child abuse
- Understanding the procedures for reporting suspected child abuse
- Being receptive to offered support from approved provider in response to concerns or any reports relating to the health, safety and wellbeing of a child
- Maintaining confidentiality at all times when dealing with child protection
- Notify Department of Education and Training (DET) within 24 hours of a serious incident or a complaint alleging legislation was breached

# Physical Activity and Screen Time Policy (Procedure/Guideline)

## Introduction

The increasing prevalence of overweight and obesity in childhood reflects the levels of physical activity and sedentary behaviour of entire communities. Developing healthy habits associated with being physically active sets the foundation for good habits in later life and can impact on immediate and long term health outcomes. Early childhood education and care services are an ideal place to develop good habits in young children and influence the behaviours of families. Educators and families can work together to share the responsibility of making physical activity a priority both inside and outside the home.

## Statement

At twinkle Family Daycare Pty Ltd seeks to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. Our service also supports limiting the amount of time children spend engaging in screen time and sedentary behaviour for recreational purposes.

Our service is committed to a journey of continuous improvement, striving for quality service provision under the National Quality Framework. We will ensure key physical activity messages within *Munch & Move* are embedded into our curriculum supporting the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep* and the *Get Up & Grow* Physical Activity Guidelines.

Further, Twinkle Family Daycare Pty Ltd recognises the importance of supporting families to promote children's physical activity through positive, respectful and reciprocal relationships.

## Relevant Legislation

### National Quality Framework

#### Early Childhood Education and Care Services National Regulations

Part 4.3 Physical environment

Part 4.5 Regulation 155 – Interaction with children

Part 4.5 Regulation 156 – Relationships in groups

### National Quality Standard

Standard 1.1 – The educational program enhances each child’s learning and development.

Element 1.2.2

Standard 2.1 – Each child’s health and physical activity is supported and promoted.

Element 2.1.3

Element 2.2.1

Standard 3.1 – The design of the facilities is appropriate for the operation of a service.

Standard 3.2 – The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Element 4.2.2

Element 5.1.1

Elements 6.1.2, 6.1.3

Standard 6.2 – Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Element 7.1.2

Element 7.2.1

### Early Years Learning Framework

**Learning Outcome 3** – Children have a strong sense of wellbeing.

**Principles** – Secure, respectful, reciprocal relationships; Partnerships with families; High expectations and equity; Ongoing learning and reflective practice.

**Practices** – Learning environments; Intentional teaching; Learning through play; Responsiveness to children; Assessment for learning.



**Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An**

### ***Integration of Physical Activity, Sedentary Behaviour, and Sleep***

For healthy growth and development in:

#### **Infants (Birth to one year)**

- Physical activity, particularly through supervised interactive floor-based play in safe environments, should be encouraged from birth. For those not yet mobile, this should include **30 minutes of tummy time** (including reaching and grasping, pushing and pulling, and crawling) spread throughout the day during awake periods.
- Infants should not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair).
- Screen time is **not recommended**.
- When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.



#### **Toddlers (1–2 years)**

- Toddlers should spend at least **180 minutes** in a variety of physical activities, including energetic play, spread throughout the day; more is better.
- Toddlers should not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair) or sit for extended periods.
- For those younger than 2 years, sedentary screen time is **not recommended**.
- For those aged 2 years, sedentary screen time should be **no more than 1 hour**; less is better.
- When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.



#### **Pre-schoolers (3–5 years)**

- Pre-schoolers should spend **at least 180 minutes** in a variety of physical activities, of which **at least 60 minutes** is energetic play, spread throughout the day; more is better.
- Pre-schoolers should not be restrained for more than 1 hour at a time (e.g. in a stroller or car seat) or sit for extended periods.
- Sedentary screen time should be **no more than 1 hour in total throughout the 24-hour period**; less is better.
- When pre-schoolers are sedentary, caregivers are encouraged to engage with them through activities such as reading, singing, puzzles and storytelling.



### **Key Resources**

- NSW Health *Munch & Move* program resources available on the Healthy Kids website [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)

- *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)* – <http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines#npa050>
- SunSmart NSW – [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)
- Kidsafe – [www.kidsafe.com.au](http://www.kidsafe.com.au)

**This policy (procedure/guideline) aims to:**

1. Promote children’s participation in a range of safe active play learning experiences.
2. Provide a positive active play environment which reflects cultural and family values.
3. Promote lifelong learning and enjoyment of physical activity.
4. Limit time spent engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.
5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour.

**Our strategies to implementing this policy (procedure/guideline) include:**

**1. Promote children’s participation in a range of safe active play learning experiences**

- Provide opportunities for children to be active every day through a balance of planned and spontaneous active play experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan daily intentional Fundamental Movement Skills (FMS) experiences to support children’s physical activity and their FMS development. This includes intentional planning of FMS experiences for older toddlers and preschool-aged children that consists of a warm-up, FMS game and a cool-down.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling.
- Ensure active play experiences are play based, varied, creative, developmentally appropriate and cater to the abilities and interests of each individual child.
- Support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits.
- Ensure all active play experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.

- Encourage children's participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- Provide space, time and resources for children to revisit and practice FMS and engage in active play.
- Encourage educators to provide opportunities for learning about the importance and benefits of being physically active, and involve children in the planning of active play experiences.
- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators to consume water before, during and after active play experiences.
- Provide opportunities for physical activity during excursions (eg. walking excursions promoting physical activity and safe active travel).
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.

## **2. Provide a positive active play environment which reflects cultural and family values**

- Positively encourage children to participate in a range of active play experiences.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide positive instruction, role modelling of the correct FMS and constructive feedback to children to assist them in developing and refining their FMS.
- Plan active play experiences that are inclusive of and reflect the diverse cultural backgrounds of our educators, families and community.
- Work in collaboration with families and other professionals to provide active play experiences that are inclusive of all children including those with additional needs.
- Promote physical activity for everyone to participate in a fun experience and not for competition.
- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Encourage children and families to choose active travel options to and from the service and provide safe storage of active travel equipment while children are in care at the service.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.

- Provide families with information and ideas on incorporating physical activity at home, including sharing information about community events that promote children's wellbeing through physical activity.

### **3. Promote lifelong learning and enjoyment of physical activity**

- Provide opportunities and encourage all educators to engage in professional development topics related to promoting physical activity and limiting screen time for example *Munch & Move* training.
- Offer a range of active play learning experiences.
- Encourage children to be as active as possible during daily active play times.
- Encourage all children to participate in active play experiences to the best of their ability.
- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing screen time as part of their learning experiences.
- Assist children to develop daily habits, understanding and skills that support health and wellbeing.
- Ensure any fundraising promotes healthy or active lifestyles and advocates for children's wellbeing.

### **4. Limit time children spend engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service**

- Limit the amount of time spent on screens.
- Endeavour to limit experiences involving screen use to those which have an educational component – including movement.
- Discuss with children the role of screen time in their lives and support them in making healthy choices about their use of screen time for both education and recreation.
- Encourage educators to model appropriate screen behaviours to the children.
- Encourage the promotion of productive sedentary experiences for rest and relaxation.
- Ensure that an appropriate balance between inactive and active time is maintained each day.
- Under no circumstances is the screen to be used as a reward or to manage challenging behaviours.
- Ensure that children under two years of age are not provided with screen based activities, such as watching television and DVDs or playing computer games.

## **5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour**

- Provide a copy of the *Physical Activity and Screen Time Policy* to all families during orientation to the service.
- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

### **Monitoring and Review**

- Report on active play/physical activity and screen time goals and achievements in the service's Quality Improvement Plan (QIP) where appropriate, annual reports or management committee meetings.
- Review the *Physical Activity and Screen Time Policy* every one year.
- Provide families with opportunities to contribute to the review of this policy (procedure/guideline).



## PROVIDING A CHILD SAFE ENVIRONMENT - STATEMENT OF COMMITMENT TO CHILD SAFETY

### Our Statement for ALL stakeholders

- Our service is committed to child safety – WE HAVE **ZERO** TOLERANCE TO CHILD ABUSE
- We want children to be safe, happy and empowered
- We support and respect all children, as well as our educators, staff and volunteers
- We are committed to the safety, participation and empowerment of all children
- All allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures and reported immediately, as soon as practicable to the approved provider
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously
- Our service is committed to preventing child abuse and identifying risks early, and removing and reducing these risks
- Our service has robust human resources and recruitment practices for all educators, staff and volunteers
- Our service is committed to regularly training and educating our educators, staff and volunteers on child abuse risks
- We support and respect all children, as well as our educators, staff and volunteers
- We are committed to the cultural safety of Aboriginal children, the cultural safety of children of diverse backgrounds, and to providing a safe environment for children with a disability

### Our children:

This policy is intended to empower children who are vital and active participants in our service. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say and implement what we can of their suggestions.

We promote diversity and tolerance in our service, and people from all walks of life and cultural backgrounds are welcome.

In particular, through training and information sharing we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.



### **Our educators, staff and volunteers**

- This policy guides our educators, staff and volunteers on how to behave with children in our service.
- All of our educators, staff and volunteers must agree to abide by our code of conduct which specifies the standards of behaviour and conduct required when working with children.
- All educators, staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

### **Training and supervision**

- Training and education is important to ensure that everyone in our service understands that child safety is everyone's responsibility. We require educators to attend a minimum of 4 training sessions per annum. Child safety every 2 years.
- We work to maintain a culture in our service that all stakeholders feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our educators, staff and volunteers to identify, minimise risks of child abuse.
- New educators, staff and volunteers will be supervised, trained and/or informed to ensure they understand our service's commitment to child safety and protection.
- Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter
- Children will be removed from harm/or suspected harm (an official investigation will take place in this instance)

### **Recruitment**

- We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our service understands that when recruiting educators, staff and volunteers we have ethical as well as legislative obligations.
- We encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.
- All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check.
- We carry out reference checks and police record checks to ensure that we are recruiting the right people.

- If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context, the sentence, age and nature of the crime will be taken into account.

### **Fair procedures for personnel**

- The safety and wellbeing of children is our primary concern. We aim to be fair and just by ensuring a fair and reasonable investigation and opportunity to respond to claims and supports are in place during an investigation or disciplinary action.
- All allegations of abuse and safety concerns will be recorded, monitored and stored accordingly.
- All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, families or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

### **Legislative responsibilities**

Our service takes our legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police
- **Failure to protect:** People of authority in our service will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are **mandatory reporters** must comply with their duties.

### **Risk management**

- In Victoria, services are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.
- We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in services on social media).

**Regular review**

- This policy will be reviewed every 12 months or following a significant incident. We will ensure that families and children have the opportunity to contribute.
- Allegations of abuse will be reported directly to the approved provider and Police and Department of Education and Training
- We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour. Training every 2 years will be provided to educators and information for families through newsletters  
[www.dhs.nsw.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards](http://www.dhs.nsw.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards)

**Appendix 29**

Receiving a Disclosure of Abuse

**Appendix 30**

Incident Report

**Appendix 31**

Reporting Abuse Process

# PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANT'S POLICY STATEMENT

## 1. Introduction

Family day care differs from centre-based care in that educators are alone for long periods without consistent role modelling and/or peer-to-peer conversations which contribute greatly to professional development and behaviours.

Educators rely heavily on the approved provider for support, networking and professional role modelling including information provision, conversations and de-briefing amongst others.

Family day care educators require a targeted approach, including engagement strategies to ensure they are receptive to information, participate in training, and seek out assistance required to develop their professional practice.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to providing educators with the support, training and information that will enable them to achieve sound professional practices, and a commitment to continual improvement.

We aim to achieve this by:

- committing each educator to a minimum of four training and/or professional development sessions per year
- conducting regular home/venue visits
- undertaking regular contact via telephone and email or other electronic communication where possible to ensure educators feel connected to the service and their peers
- scheduling monthly compulsory educator/networking meetings (attendance at 6 per year is required)
- requiring educators to maintain a minimum of 4 subscriptions to early childhood or educational and learning agencies and/or peak bodies (i.e Early Childhood Australia, ACECQA, FKA)
- Implement monthly topics for discussion at educator meetings
- produce regular newsletters that address issues, provide information and recommendations

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	168, 169	4	4.1.1, 4.2.1, 4.2.2
		6	6.1.3, 6.2.1, 6.2.2, 6.2.3
		7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

All service policies and procedures

### 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- MyGov Account <https://my.gov.au>
- Medicare and Centrelink <http://findus.humanservices.gov.au/>
- JPS Family Day Care Advisors (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- Family Assistance Legislation 1999 <https://www.education.gov.au/family-assistance-law-0>



## PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANT'S POLICY PROCEDURES

### Approved Provider and Nominated Supervisors are responsible for:

- Engaging and recruit educator and educator assistant's in accordance with Engagement and registration of educators, educator assistant's and coordinators policy and procedures V10.02.2019
- Maintaining a register of expiry dates of certifications (First Aid, CPR, Anaphylaxis, Asthma and Food Safety) to ensure compliance - accessible to approved provider and delegates and to plan and schedule training and information sharing
- Take all reasonable steps to ensure that each educator maintains adequate knowledge and understanding of the provision of education and care to children, including claiming for Child Care Subsidy through the development and implementation of annual training plans
- Providing materials and resources in accordance with Engagement and registration of educators, educator assistant's and coordinators policy and procedures V10.02.2019 including, but not limited to:
  - Policies and procedures
  - National Quality Framework
  - Templates for menu
  - Templates for program
  - Template for attendance register
  - Template for visitors register
  - Template for incident, accident and illness record
  - Template for Nominated Supervisor (on duty)
- Communicating with educators utilising electronic methods, including emails, Skype and/or social media, to include and support educators understanding in and skills in; including but not limited to:
  - Child Development
  - Education and Care Services Legislation
  - Families – Child Rearing Practices etc.
  - National Quality Framework
  - Emergency Management

- Educational Program Development
  - Transition to School
  - Safe Food and Nutrition
  - Reciprocal Relationships
  - Family Assistance Legislation Documentation
  - Nutrition
  - Sustainable practices
  - Arranging an educational environment
- Maintaining a register of professional development of educators and educator assistants - accessible to approved provider, nominated supervisor and coordinators to ensure educators and educator assistants are engaged and participating in training and professional development (minimum 4 per year)
  - Implementing and monitoring an annual appraisal system to ensure educator's and educator assistants are continually improving their knowledge and skills
  - Coordinating visits to educators home every 4 weeks or in accordance with individual risk management plans and address training requirements and support the educator and educator's understanding and continuous improvement
  - Ensuring educators receive a telephone call every 6-8 weeks from the approved provider or nominated supervisor to discuss quality standards
  - Promoting the benefits of ongoing professional development through newsletters and other means of communication ie. Email, meetings
  - Planning, inviting and delivering monthly meetings for educators (remote educators will be included by implementing conference calling abilities such as Skype)
  - Creating networking opportunities for educators to support each other

# SLEEP AND REST POLICY STATEMENT

## 1. Introduction

Sleep and rest is vital to children's overall health and wellbeing. And like all other areas and activities children engage in, the sleep environment is no different and needs to be maintained in a clean, hygienic and safe manner at all times that can be fully supervised whilst children are sleeping.

The service has an obligation to protect children by taking every precaution to remove and or manage risks in a sleep environment this can include bedding, sleeping arrangements, cords from blinds, sleep toys, air quality and even portable heaters.

Families will have their own preferences of how their child sleeps and this will need to be taken into consideration when negotiating individual care arrangements. However, the service will not engage in unsafe sleeping arrangements. Families need to be aware that services are obligated to provide safe sleeping practices and will assist families with this understanding if their requests fall outside of safe sleeping.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to providing children with the safest of practices and environments. We ensure all educators homes are checked for safety and that educator's and educator assistants are aware of safe sleeping practices. We assist and support educators and families to develop safe sleeping practices for children through the provision of information and resources from Red Nose.

We will negotiate sleep practices during enrolment and orientation to ensure children are provided with the safest of environments.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
163, 164, 165, 167, 173, 175,	81, 82, 83, 86, 161	2	2.1.1, 2.2.1, 2.2.2, 2.2.3

		3	3.1.2, 3.2.2
		4	4.2.2
		5	5.1.1, 5.1.2, 5.2.2
		6	6.2.1, 6.2.2

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

### RELATED STATE LEGISLATION

### RELATED POLICIES

- Approval and reassessment of approved family day care homes and venues policy and procedures V10.02.2019
- Assessment of educators, educator assistants, and persons residing at the family day care home or venue policy and procedures V10.02.2019
- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Engagement or registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019

- Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Red Nose <https://rednose.com.au/>
- Safe Sleeping practices <https://www.acecqa.gov.au/resources/information-sheets/safe-sleep-and-rest-practices>
- Home Monitoring [https://rednose.com.au/downloads/Home\\_Monitoring\\_Information\\_Statement.pdf](https://rednose.com.au/downloads/Home_Monitoring_Information_Statement.pdf)
- Sleep posters <https://rednose.com.au/resources/education>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

## SLEEP AND REST POLICY STATEMENT PROCEDURES

### **Approved Provider and Nominated Supervisors are responsible for:**

- Ensuring educators hold current first aid qualifications in accordance with Education and Care Services National Regulations 2011 r.136.
- Requiring educators take every reasonable precaution to protect children from harm and hazards that are likely to cause injury
- Ensuring educators are providing a safe sleep and rest environment that has regard for children's age, developmental and individual needs
- Negotiating sleep arrangements and informing families of safe sleep obligations of the service
- Requiring educators to develop safe sleeping plans for children under 3 years of age
- Requiring educators to develop a risk assessment and supervision plan for children sleeping overnight including emergency management in accordance with Emergency management and evacuation policy and procedures V10.02.2019
- Monitoring Medical Management Plans (MMP) if applicable, are considered when developing rest and sleep plans in accordance with Medical conditions policy and procedures V10.02.2019
- Conducting safety audits prior to care commencing including the sleep environment and sleep resources (sheets, cots etc)
- Notifying Department of Education and Training as soon as practicable of a serious incident or a complaint alleging legislation was breached within 24 hours of a serious incident
- Conducting a safety and performance review within 24 hours of a serious incident

### **Educators and Educator Assistants are responsible for:**

- Ensuring consideration of child's individual, developmental and medical needs are considered in accordance with Medical conditions policy and procedures V10.02.2019, Enrolment and orientation policy and procedures V10.02.2019 and Authorisations, refusal and acceptance policy and procedures V10.02.2019
- Ensuring sleep and rest environments are free from hazards (cords out of reach, properly fitted bedding etc) in accordance with Red Nose sleeping recommendations
- Discussing and negotiate safe sleep practices with families both on enrolment and ongoing in accordance with Red Nose Practices (sleep baby on back, smoke free, face and head uncovered etc)
- Only provide sleeping furniture that meets Australian Standards (no bassinets)

- Developing a safe sleeping plan for children under 3 years of age in accordance with Red Nose recommendations
- Developing risk assessment and supervision plans for children sleeping overnight including emergency management in accordance with Emergency management and evacuation policy  
Ensuring children have nothing around their necks when sleeping (dummy strings or amber teething necklace)
- and procedures V10.02.2019
- Ensuring children's bedding is not shared between children and laundered weekly
- Supervising sleeping children at all times – consider children sleeping and awake and develop a supervision plans accordingly
- Provide non-sleeping children with opportunities for quiet time and rest
- Not use electric blankets or wheat bags in children beds
- Not share beds with children overnight
- Ensuring a resuscitation flow chart (CPR) is displayed in a prominent position in the sleep environment
- Implementing emergency procedures in accordance with Emergency management and evacuation policy and procedures V10.02.2019
- Learning individual children's-tired cues and support their sleep and rest needs (regardless of time of day)

**Families are responsible for:**

- Ensuring documentation is completed and signed in accordance with Enrolment and orientation policy and procedures V10.02.2019
- Ensuring all records are completed, acknowledged and signed (accident, illness and incident records) in accordance with Authorisations, refusal and acceptance policy and procedures V10.02.2019
- Providing safe clothing for children to sleep in
- Monitoring the sleep environment and notify the approved provider if you feel it is unsafe or does not meet your child's needs
- Engaging with your child's educator daily to discuss your child's needs for rest and sleep

# STAFFING POLICY STATEMENT

## 1. Introduction

It is the approved provider's responsibility to ensure each person working with children holds a minimum certificate III in education and care (or actively working towards gaining), current approved first aid, asthma and anaphylaxis certifications police check and child safety screening.

Working with children, a vulnerable group, needs people that hold particular skills including, empathy, inclusiveness, a commitment to learning and teaching and above all believe childhood is a scared period in a person's development.

Leadership in education and care services is vital for the compliance and continual improvement of service provision, we ensure persons with management and control are screened and hold the credentials and attributes as required under the Education and Care National Framework and indicated under the Family Assistance Law.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we understand that our staffing arrangements impact on all aspects of our service delivery and we are committed to ensuring staff possess the appropriate skills, abilities and qualifications and are aligned with our services' philosophy to undertake their role to their fullest capacity. We ensure we have robust recruitment and screening of educators and staff and maintain files with required evidence of appropriateness to full-fill allocated roles within the service.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161, 162, 163, 164, 167, 168, 169	10, 30, 83, 84, 119, 127, 128, 136, 144, 153, 154, 163, 164, 169, 155, 156, 157, 168, 175	7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3

### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992

- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

## RELATED STATE LEGISLATION

### RELATED POLICIES

All service policies and procedures

## 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children's Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>
- National Crime Check <https://www.nationalcrimecheck.com.au/resources>

### USEFUL RESOURCES

- Department of Justice - Working With Children Card  
<http://www.workingwithchildren.vic.gov.au/>
- Victorian Police - National Police Record Check  
[http://www.police.nsw.gov.au/content.asp?Document\\_ID=274](http://www.police.nsw.gov.au/content.asp?Document_ID=274)
- Food Safety

<https://www2.health.vic.gov.au/public-health/food-safety>

- Approvals and certificates  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqfapprovals.aspx>
- Code of conduct scheme  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/reportableconduct.aspx>
- Policies and procedures  
<https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/policiesprocedures.aspx>
- Incidents and complaints  
[https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents\\_complaints.aspx](https://www.education.nsw.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx)

Reading a criminal record <https://www.legalaid.nsw.gov.au/for-lawyers/resources-and-tools/criminal-law/reading-a-criminal-record>

## STAFFING POLICY PROCEDURES

### Approved Provider and/or Nominated Supervisor is responsible for:

- Ensuring individuals, employed, contracted or engaged are considered in accordance with this policy.
- Ensuring all staff undergo rigours screening including reference checking to remain on file in accordance with Engagement and registration of educators, educator assistant's and coordinators policy and procedures V10.02.2019
- Reading and considering working with children check and police check in accordance with the Education and Care National Regulations 2011 r. 358 and 359
- Conducting screening and interviews that are fair, reasonable and transparent, including reference and character background checks and considering the person's history of compliance with the National Law and other relevant laws (any decision under the law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws)
- Gathering, checking and documenting qualifications, accreditations and certification details in accordance with Maintaining a register of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019 , Engagement or registration of family day care educators and assistants policy and procedures V10.02.2019 and in accordance with Education and Care National Regulations 2011 r. 145 to 154
- Ensuring all staff are inducted into the service in accordance with Engagement and registration of educators, educator assistant's and coordinators policy and procedures V10.02.2019 and in accordance with the Education and Care Regulations 2011r.153 and r.154
- Ensuring persons with management and control undergo the following checks and hold current
  - National Police Certificate (issued within 6 months)
  - Working with Children Check
  - National Personal Insolvency Index Check Provided by the Australian Financial Security Authority
  - A current and Historical personal name extract of the Australian Securities and Investments Commission
- Ensuring Person with day to day operation of the service must hold
  - National Police Check (issued within 6 months)
  - Working with Children Check
- Ensuring Family Day Care Coordinators must hold, in accordance with Education and Care National Regulations 2011 r. 154 and 163
  - Minimum Diploma of Early Childhood Education and Care
  - National Police Check (issued within 6 months)
  - Working with Children Check
- Ensuring Family Day Care Educator and Educator Assistant must hold, in accordance with Education and Care National Regulations 2011 r. 127 and r.136 (3)

- Minimum Certificate III in Early Childhood Education and Care (or actively working towards)
  - Current First Aid, Anaphylaxis and Asthma Management Certifications
  - National Police Certificate (issued within 6 months)
  - Working with Children Check
- Requiring qualifications of all staff are certified prior to commencement and remain on file, not to be removed from primary office, in accordance with the Governance and Management of the service policy and procedures V10.02.2019 and Confidentiality policy and procedures V10.02.2019
  - Ensuring qualifications are on the ACECQA Approved list of qualifications and are awarded by a reputable Training Provider
  - Requiring ongoing evidence (minim every 3 months) of educators or educator assistant's progress, in writing, if working towards gaining Certificate III in Early Childhood Education and Care to be signed by the Registered Training Provider and to remain on the staff record
  - Taking reasonable steps to ensure that each educator maintains adequate knowledge and understanding of the provision of education and care to children in accordance with Provision of information, training and assistance to family day care educators and educator assistant's policy and procedures V10.02.2019
  - Conducting a risk assessment in accordance with Approval and reassessment of approved family day care homes and venues policy and procedures V10.02.2019
  - Protecting staff records and information in a private and confidential manner at all times in accordance with Confidentiality policy and procedures V10.02.2019
  - Providing mentoring and monitoring to all staff in accordance with Monitoring, support and supervision of family of family day care educators and educator assistant's policy and procedures V10.02.2019

# SUN PROTECTION POLICY STATEMENT

## 1. Introduction

A balance of ultraviolet radiation (UV) exposure is important for optimal health. Too much of the sun's UV rays can cause sunburn, skin and/or eye damage and potentially lead to skin cancer. Exposure to the sun's UV rays during childhood and adolescence is associated with an increased risk of skin cancer in later life and too little UV from the sun can lead to low vitamin D levels, essential for healthy bones, muscles and general good health.

Australia is known for its high incidences of melanoma and other UV related cancers with studies showing sun exposure in the first fifteen years of life contributes significantly to the likelihood of skin cancer.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we recognise the importance of sun protection and sun exposure, and we ensure all of our educators are aware of and implement sun protection strategies as determined by the Cancer Council.

We achieve this by requiring our educators to be aware of the Cancer Council website and available resources and support them to implement and role model sun smart practices to children in accordance with these resources.

This policy and its procedures will also work to inform parents, visitors and students of sun smart practices, recommendations and expectations.

## 3. Links to legislation and policies

### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	110, 113, 114, 168	1	1.1.1, 1.1.3, 1.2.1, 1.2.3
		2	2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3
		5	5.1.2, 5.2.2

		6	6.1.1, 6.1.3, 6.2.1, 6.2.2
		7	7.1.1, 7.2.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Excursions and regular outings policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Participation of students and volunteers policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019
- Water safety policy and procedures V10.02.2019

## 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>

- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- Sunsmart website  
<http://www.sunsmart.com.au/>
- Sunsmart app  
<http://www.sunsmart.com.au/tools/interactive-tools/free-sunsmart-app>
- Sunsmart Widget  
<http://www.sunsmart.com.au/tools/interactive-tools/free-sunsmart-app>
- Australia Cancer Council  
<https://www.cancer.org.au/>
- Safe Work Australia: Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight (2008)  
<http://www.safeworkaustralia.gov.au/sites/swa/about/publications/pages/gn2008protectionfromultravioletradiation>
- JPS Family Day Care Advisers\_(Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

## SUN PROTECTION POLICY PROCEDURES

### **Approved Provider and Nominated Supervisors are responsible for:**

- Ensuring families complete sunscreen application authority on the child's file in accordance with Authorisations, refusal and acceptance policy and procedures V10.02.2019
- Requiring educators provide and/or use shaded areas as per the Cancer Council '*Shade Audit Guidelines*' where possible
- Requiring educators to maintain an adequate supply of sunscreen
- Requiring educators and educator assistant's to store children's legionnaire or wide brimmed hats in accordance with Infectious diseases policy and procedures V10.02.2019 (separately)
- Providing information and resources to ensure sunsmart procedures are followed, understood and implemented in accordance with the Provision of information, training and assistance to educators and educators assistant's policy and procedures V10.02.2019
- Requiring children are being educated in relation Sunsmart practices and recommendations

### **Educators and Educator Assistants are responsible for:**

- Maintaining an adequate supply of sunscreen ensuring parent/guardians or authorised nominees provide adequate supply (if parent supplying) within expiry dates
- Providing shade outdoors as often as practicable (ie, trees, shade cloth, umbrella)
- Accessing UV ratings daily in accordance with Cancer Council and applying sun protection accordingly
- Applying sunscreen to children in accordance with their signed authorisations 20 mins prior to sun exposure or supporting children to apply their own sunscreen if practicable
- Washing hands between applying sunscreen to children or use disposable gloves (one per child)
- Role modelling Sunsmart procedures (applying sunscreen, wearing appropriate hat and clothing and seeking shade)
- Storing children hats separately - not sharing children's hats
- Supervising children at all times in sun, ensuring they remain covered, protected and hydrated
- Seeking information and activities appropriate to children that assist in their understanding of sun protection (ie. UV, consequences of sun exposure, benefits of sun protection)

**Families are responsible to:**

- Ensuring documentation/authorisations are completed in relation to sunscreen application and sensitivities
- Providing labelled sunscreen (if required) to remain at the educator's home
- Providing a legionnaires or wide-brimmed hat for their child while attending the education and care service
- Role modelling sun smart behaviours, hat outdoor, loose fitting protective clothing whilst in attendance at the service (visiting or excursion)

# VISITORS TO FAMILY DAY CARE RESIDENCES POLICY STATEMENT

(WHILST CHILDREN ARE BEING CARED FOR)

## 1. Introduction

Family day care brings a range of benefits to children and their families but differs to centre-based care as educators are operating an education and care service often from their place of home and predominately the only person with the supervisory responsibility for the children in care although as the nature of family day care means visitors can attend an educator's home.

Regular visitors that may attend education and care services include:

- Service representatives
- Regulatory authority representatives
- Tradespersons
- Extended family and friends of either the child, educator, educator assistant or residents of the home
- House guests whilst holidaying
- Support workers for individual children
- Any other person that does not reside at the home

It is the educator's role to welcome and work with visitors to build and enhance programs and experiences for children whilst remaining vigilant in supervisory requirements to ensure the safety of children at all times. Children are never to be left alone in the presence of visitors.

## 2. Statement

At Twinkle Family Day Care Pty Ltd, we are committed to ensuring children's health and safety at all times. We acknowledge visitors are unavoidable and even welcomed and encouraged at times, however we recognise visitors will require the educator's attention for one reason or another.

It is vital the educator implement strategies to ensure they are able to interact with the visitor whilst ensuring the supervision and safety of each child.

We require educators discourage unnecessary visitors or repairs and maintenance be carried out, whilst children are being cared for, additionally, all attempts will be made to schedule unavoidable visitors to times that are best suited to enable educators to meet their obligations to children and other stakeholders.

Visitors are only visitors for no more 7 days, if a visitor remains after 6 nights they would be required to meet Assessments of educators, educator assistant's and persons residing at the family day care home or venue policy and procedures V10.02.2019

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
162, 165, 167, 170, 171, 172, 173, 175	153, 163, 164, 165, 166, 169	2	2.2.1, 2.2.2, 2.2.3
		5	5.1.2
		6	6.1.1
		7	7.1.1, 7.1.2, 7.1.3

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

##### RELATED POLICIES

- Participation of students and volunteers policy and procedures V10.02.2019
- Nutrition policy and procedures V10.02.2019
- Monitoring, support and supervision of family day care educators and educator assistants policy and procedures V10.02.2019

- Medical conditions policy and procedures V10.02.2019
- Interactions with children policy and procedures V10.02.2019
- Infectious diseases policy and procedures V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Complaints and grievances policy and procedures V10.02.2019
- Authorisations - acceptance and refusal policy and procedures V10.02.2019
- Administration of first aid policy and procedures V10.02.2019
- Confidentiality policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Engagement or registration of family day care educators, educator assistants and coordinators policy and procedures V10.02.2019
- Enrolment and orientation policy and procedures V10.02.2019
- Maintaining a register of family day care educator, educator assistants and coordinators policy and procedures V10.02.2019

#### 4. References and Resources

- Department of Education and Training  
<https://www.education.gov.au/>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- JPS Family Day Care Advisers (Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>

#### USEFUL RESOURCES

- Department of Education and Training - Fact Sheets and Resources  
<http://www.education.nsw.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx>
- Running A Service  
<https://www.education.nsw.gov.au/childhood/providers/Pages/default.aspx>

## VISITORS TO FAMILY DAY CARE RESIDENCES POLICY PROCEDURES

### (WHILST CHILDREN ARE BEING CARED FOR)

#### Approved Provider and Nominated Supervisor are responsible for:

- Requiring educators not leave children alone with visitors
- Monitoring the Visitors Register is completed in accordance with the Education and Care Regulations 2011 r.165 that includes the visitor's name, nature of visit, time of arrival and departure and signature and is completed on arrival and departure of the visitor
- Requiring the educator to notify the approved provider of any person over the age of 18 years residing at the family day care home within 24 hours, includes people turning 18 years of age and update the register accordingly in accordance with the Maintaining a register of family day care educators, educator assistant's and coordinators policy and procedures V10.02.2019
- Requiring educator's notify the approved provider of any house guest over the age of 18 years within 7 days (at which time the house guest would now be considered a resident), updating the register to reflect a new resident and obtain the following credentials:
  - Criminal history record check (issued not more than 6 months prior) OR:
  - Working with children check/card (WWCC)
- Requiring educators are aware to notify the approved provider of any changes of a visitor/resident which may affect their 'fit and proper' status (ie. criminal conviction)
- Providing training annually to educators to supervise and support visitors to the home/venue in accordance with the Provision of information, training and assistance policy and procedures V10.02.2019

#### Educators and Assistants are responsible for:

- Ensuring children are never left alone with visitors and support and remind children to remain in the educator or educator assistant's presence
- Ensuring all required insurances are up to date (public liability - \$10million)
- Maintaining a register of visitors - Ensure ALL visitors fully complete and sign the Visitors register including date, signature, arrival and departure times and nature of visit
- Preparing children for visitors to the service - assisting children's understanding of the visitors' role at the home
- Notifying the approved provider of any person over the age of 18 years living at the family day care home within 24 hours and provide

- Criminal history record check (issued not more than 6 months prior) OR:
- Working with children check/card (WWCC)
- Notifying the approved provider of any house guest over the age of 18 years within 7 days or staying at the home (at which time the house guest would now be considered a resident) and providing the following;
  - Criminal history record check (issued not more than 6 months prior) OR:
  - Working with children check/card (WWCC)
- Notifying the approved provider of any changes of a visitor/resident which may affect their 'fit and proper' status ie. criminal conviction
- Minimising, as far as practicable, the amount of visitors to the family day care home by; scheduling visitors, where practicable, to attend when educational leader/coordinator can be in attendance to support the supervision of children, schedule visits outside of children's attendance and keep 'social' visits (friends and relatives of educators) to a minimum
- Conducting immediate headcount after each drop off or pick up of any child - initial the attendance record after each count
- Ensuring records are stored in a safe secure location maintaining confidentiality in accordance with the Confidentiality policy and procedures V10.02.2019

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

- Remaining under the direct supervision of educator/supervisor and/or mentor
- Following the instructions and guidance of educator/supervisor and/or mentor
- Maintaining confidentiality in relation to children, families and the family day care service
- Completing the Visitors' Register upon arrival and departure with signature and arrival and departure times

**Appendix 32**

**Record of Visitors**

# WATER SAFETY POLICY STATEMENT

## 1. Introduction

Drowning is a leading cause of death for children aged 1-4 years in Australia.

Whilst most drowning occur in backyard swimming pools, it is important to be aware that children can drown in as little as 5 cm of water. Other water hazards in relation to children's drowning are:

- nappy buckets
- toilets
- wading pools
- spas
- bathtubs
- fish ponds
- fountains
- pet drinking bowls
- dams
- creeks
- lakes and beaches

Water activities when conducted safely bring a number of developmental advantages to children, although the risks associated with water activities demand that educators undertake a thorough risk assessment prior to implementation. Residents with water features, ponds, or neighbouring pools, lakes, oceans etc. will require a complete risk assessment to ensure water is inaccessible to children at all times. Fencing or any other barrier to ensure this is required to be unscalable before approval of the home can take place.

## 2. Statement

We at Twinkle Family Day Care Pty Ltd recognise the danger water poses to young children and we are committed to working with family day care educators and families to ensure the health and safety of children, whilst providing educational programs inclusive of water play.

We achieve this by ensuring educators with permanent bodies of water such as pools, spas, ponds and jacuzzis are not approved as educators in our service. Other water hazards such as buckets, fish tanks etc. are out of reach of children and risk managed with a written risk management plan to be followed

whilst children are in attendance. Homes in walking distance of lakes, dams or beaches etc. will also require a documented risk management plan to be implemented whilst children are being cared for and educated. We are also committed to ensuring water safety is (particularly for residences with water risk management plans) implement a regular learning 'water safety' program.

### 3. Links to legislation and policies

#### NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law Act 2010	Education and Care Services National Regulations 2011	National Quality Area	National Quality Standard
161-175	30, 100-102, 103, 104, 116, 168, 176	2	2.2.1, 2.2.2, 2.2.3
		3	3.1.2
		4	4.2.2
		7	7.1.2

#### RELATED FEDERAL LEGISLATION

- Work Health and Safety Act 2011
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Children, Young Persons and Their Families Act 1997
- Privacy and Data Collection Act 2014
- Fair Work Act 2009
- Sex Discrimination Act 1984
- Family Assistance Law 2010

#### RELATED STATE LEGISLATION

#### RELATED POLICIES

- Administration of first aid policy and procedures V10.02.2019

- Approval, and reassessment of approved family day care homes and venues V10.02.2019
- Code of conduct policy and procedures V10.02.2019
- Delivery and collection of children policy and procedures V10.02.2019
- Emergency and evacuation policy and procedures V10.02.2019
- Excursions and regular outings policy and procedures V10.02.2019
- Incident, illness, injury and trauma policy and procedures V10.02.2019
- Monitoring, support and supervision of educators, educator assistants and coordinators policy and procedures V10.02.2019
- Participation of students and volunteers policy and procedures V10.02.2019
- Provision of information training and assistance policy and procedures V10.02.2019
- Visitors to family day care residences policy and procedures V10.02.2019

#### 4. References and Resources

- Australian Government Department of Education and Training (DoET)  
<https://www.education.gov.au/family-day-care>
- Australian Children’s Education and Care Quality Authority (ACECQA)  
<http://www.acecqa.gov.au/>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- My Time, Our Place - Framework for school age care in Australia  
<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia - Code of Ethics  
<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Early Childhood Australia  
<http://www.earlychildhoodaustralia.org.au/>
- Water Safety Victoria  
<http://www.watersafety.vic.gov.au/>
- Royal Lifesaving Society Australia  
<http://www.royallifesaving.com.au/>
- Kids Alive do the 5 - water safety program  
<http://www.kidsalive.com.au/>
- JPS Family Day Care Advisers(Family Day Care Specialists)  
<http://www.jpsadvisers.com.au/>



## WATER SAFETY POLICY PROCEDURES

### **Properties with pools/spas and ponds will not be granted approval**

#### **Approved Provider and Nominated Supervisor is responsible for:**

- Identifying potential water hazards during initial educator home safety audit, develop and document a risk assessment plan to be implemented and monitored in accordance with Approval and reassessment of approved family day care venues policy and procedures V10.02.2019, the following will require a risk assessment plan to ensure children do not have access:
  - Water features such as garden display, fish tank pond etc.
- Ensuring educators whose home has been identified with a water hazard (locally positioned or neighbouring pools ponds and lakes etc.) be required to attend a 'Water Safety Training or Professional Development Session' annually in accordance with the Provision of information, training and assistance policy and procedures V10.02.2019 and support children to be safe around water through the educational program
- Requiring educators to develop a risk assessment plan for planned water activities (above 5 cm of water ie. water trough, wading pool – including supervision requirements, disposal of water at completion of activity)
- Requiring educators to implement High Level Supervision when children are engaged in water activities and remove the water risk or the child if educator needs to leave the activity
- Requiring educators to undertake a risk assessment prior to any excursion or regular outing in accordance with Excursions policy and procedures V10.02.2019
- Assisting the educator in gathering data and information to inform the educational program by utilising the 'Kids Alive do the 5 - Water Safety Program'
- Actively promoting swimming lessons for all children through newsletters

#### **Educators and Educator Assistants are responsible for:**

- Conducting a risk assessment prior to regular outings or excursions in accordance with the Education and Care Services National Regulations 2011 r. 100 – r.101 and Excursions policy and procedures V10.02.2019
- Ensuring yard and home is checked for water hazards daily, (puddles, dog water bowls) prior to children commencing care

- Ensuring any grey water systems or water tanks are inaccessible to children
- Ensuring all gates, locks and barriers around water hazard including buckets (laundry) fish tanks, are checked daily and are in working order at all times
- Ensuring pot plants, boxes, chairs or other items that children can use to climb onto are kept away from gates and barriers around water hazards
- Ensuring water hazards that are unable to be adequately supervised at all times are isolated from children (buckets, laundry)
- Ensuring any fish tanks/aquariums, water features within reach of children has a secure lid or cover, is on a stable base, making the water inaccessible to children or has a barrier
- Ensuring wading/paddling pools, water play containers, troughs/baths or any other water containers are emptied immediately after each use and stored in a manner that prevents the collection of water when not in use
- Ensuring that containers of water (including cleaning buckets) are sealed with child-proof lids and out of reach of children
- Supervising children using High Supervision Standards when in and around water
- Ensuring Cardiopulmonary Resuscitation (CPR) guide is displayed
- Recording and notifying the approved provider or Nominated Supervisor of near misses or incidents in and around water
- Immediately emptying water activities and end of activity (water trough/ paddle pool)
- Notifying the approved provider or Nominated Supervisor immediately of any serious or notifiable incident
- Seeking information from families about child's attitude toward water and observing children's behaviour around water, monitoring risky behaviour, remove activity if necessary
- Informing families of any risk minimisation plans relating to identified water hazards for ALL stakeholders to follow
- Promoting the 'Kids Alive do the 5' water safety program with families