



CABONNE FAMILY DAY CARE PROCEDURES

1. DOCUMENT INFORMATION

Version Date	May 2022
Author	Rachael Geddes Family Day Care Coordinator
Owner <i>(Relevant Director)</i>	Deputy General Manager – Cabonne Services
Next Review Date	June 2023
Document ID	

2. SUMMARY

This document contains all procedures relating to the operation of Cabonne Family Day Care

3. RELATED POLICY

Cabonne Family Day Care Policy

4. APPROVALS

Title	Date Approved	Signature
Stacy Whiley Department Leader – Community Services		

5. HISTORY

Minute No.	Summary of Changes	New Version Date
	Compilation of all policies into one document following review by Family Day Care Coordinator	
10/03/22	Adopted by Council	15 March 2010
10/12/18- CS84/10	Updated with new version of the Child Protection Policy	20 December 2010
12/02/06- CS4/12	Readopted with an updated version at February Committee meetings	6 February 2012
13/09/30	Readopted as per s165(4)	17 September 2013
15/10/09	Readopted with an updated version titled Cabonne Blayney Family Day Care Policy (previously Family Day Care Policy)	27 October 2015
18/08/10	Updates made throughout document on pages 63, 77, 88, 89, 90, 91, 106, 107, 108, 109 and 127. Readopted as per s165(4)	28 August 2018
	Updates made throughout, and new polices on pages 13, 30, 38, 41, 49, 54, 60, 64, 70, 78, 82, 91, 93, 102, 106, 112, 117, 123, 135, 143, 147, 167,	6 May 2020
	Updates made throughout documents, changed all policies to procedures, updated service name to Cabonne Family Day Care	May 2022

6. DEFINITIONS

Additional needs	<p>The term used for children who require or will benefit from specific considerations or adaptations and who:</p> <ul style="list-style-type: none"> • Are Aboriginal or Torres Strait Islander. • Have recently arrived in Australia. • Have a culturally and linguistically diverse background. • Live in isolated geographic locations. • Are experiencing difficult family circumstances or stress. • Are at risk of abuse or neglect. • Are experiencing language and communication difficulties. • Have a diagnosed disability – physical, sensory, intellectual or autism spectrum disorder. • Have a medical or health condition. • Demonstrate challenging behaviours and behavioural or psychological disorders. • Have developmental delays. • Have learning difficulties. • Are gifted or have special talents. • Have other extra support needs. <p>It is important to note that</p> <ul style="list-style-type: none"> • additional needs arise from different causes, and those causes require different responses • any child may have additional needs from time to time. <p><i>(Guide to National Quality Framework)</i></p>
Approved family day care venue	<p>A place other than a residence where an approved family day care service is provided.</p>
Approved learning framework	<p>A learning framework approved by the Ministerial Council (<i>National Law</i>).</p>
Approved provider	<p>A person who holds a provider approval (<i>National Law</i>).</p>
Australian Children's Education and Care Quality Authority (ACECQA)	<p>The regulatory authority that is responsible for the approval, monitoring, and quality assessment of each early childhood education and care service.</p>
Authorised nominee	<p>In relation to a child, means a person who has been given permission by a parent or family member of the child to collect the child from the education and care service (<i>National Regulations</i>).</p>
Child Care Subsidy	<p>A payment made by the Australian Government to families to assist with the cost of childcare.</p>
Children	<p>Refers to each baby, toddler, three to five-year-old and school age child and means children as individuals and as member of a group in the education and care setting, unless otherwise stated. It is inclusive of children from all social, cultural, and linguistic backgrounds and of their learning styles, abilities, disabilities, gender, family circumstances and geographic locations (adapted from <i>The Early Years Learning Framework</i>, page 45).</p>
Critical reflection	<p>Reflective practices that focus on implications for equity and social justice (<i>The Early Years Learning Framework</i>, page 45).</p>

Curriculum	All the interactions, experiences, activities, routines, and events planned and unplanned, that occur in an environment designed to foster children's learning and development (<i>The Early Years Learning Framework</i> , page 45; adapted to Te Whariki).
Department of Communities and Justice (DCJ)	Department of Communities and Justice is the leading NSW Government agency responsible for Community Services. DCJ works to promote the safety and wellbeing of children and young people. Formerly known as FACS.
Department of Education, Skills and Employment (DESE)	Responsible for service approvals, compliance and assessment and rating process.
Education and Care Services National Law	This applied law system sets a national standard for children's education and care across Australia. The law that works in conjunction with the National Regulations.
Education and Care Services National Regulations	The National Regulations support the National Law by providing detail on a range of operational requirements for an education and care service.
Educational Leader	The educational leader is an appropriately qualified and experienced educator, coordinator or other individual designated in writing by the approved provider under regulation 118 to lead the development and implementation of educational programs in the service (<i>National Regulations</i>).
Educator	An individual who provides education and care for children as part of an education and care service (<i>National Law</i>).
Excursion	An outing that is organised by the education and care service and occurs from time to time. Also known as non-routine outing.
Family Day Care Educator	An educator engaged by or registered with a family day care service to provide education and care for children in a residence or at an approved family day care venue.
Family Day Care Residence	A residence at which a family day care educator educates or cares for children as part of a family day care service.
Family Day Care Service	An education and care service.
Family Member	In relation to a child, means: <ul style="list-style-type: none"> • Parent, grandparent, brother, sister, uncle, aunt, or cousin of the child, whether of the whole blood or half blood and whether that relationship arises by marriage (including a de facto relationship) or by adoption or otherwise, or • A relative of the child according to Aboriginal or Torres Strait Islander tradition or • A person with whom the child resides in a family-like relationship or • A person who is recognised in the child's community as having a familial role in respect of the child (<i>National Law</i>)
National Quality Framework	The National Quality Framework consists of the National Law, National Regulations, National Quality Standard and assessment and rating system.
Nominated Supervisor	In relation to an education and care service, means a person who:

	<ul style="list-style-type: none"> • Is nominated by the approved provider of the service to be the nominated supervisor of that service • Has consented to that nomination <p>(<i>National Law</i>) Also referred to as Family Day Care Coordinator</p>
Parent	<p>In relation to a child, includes:</p> <ul style="list-style-type: none"> • A guardian of the child • A person who has parental responsibility for the child under a decision or order of a court (<i>National Law</i>).
Principal Office	The support unit that monitors the provision of Family Day Care Services provided by registered educators.
Reflective Practice	A form of ongoing learning that involves engaging with questions of philosophy, ethics, and practice (<i>The Early Years Learning Framework</i> , page 13)
Serious Incident	<p>For section 174(5) of the National Law, the following are prescribed as serious incidents-</p> <ul style="list-style-type: none"> • The death of a child- <ul style="list-style-type: none"> (i) while being educated and cared for by an education and care service; or (ii) following an incident while being educated and cared for by an education and care service. • Any incident involving injury or trauma to, or illness of, a child while being educated and cared for by an education and care service for which - <ul style="list-style-type: none"> (i) the attention of a registered medical practitioner was sought or ought reasonably to have been sought; or (ii) the child attended, or ought reasonably to have attended, a hospital. • Any incident where the attendance of emergency services at the education and care service premises was sought or ought reasonably to have been sought. • Any circumstance where a child being educated and cared for by an education and care service - <ul style="list-style-type: none"> (i) appears to be missing or cannot be accounted for; or (ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or (iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.
Service Approval	<p>A service approval granted and amended under Part 3 of the National Law or this Law as applying in another participating jurisdiction Includes a service approval as amended under this Law or this Law as applying in another participating jurisdiction</p> <ul style="list-style-type: none"> • Does not include a service approval that has been cancelled (<i>National Law</i>)
Staff Member	In relation to an education and care service, means any individual employed, appointed, or engaged to work in or as a part of an education and care service.
Statement of Philosophy	A statement the approved provider of an education and care service must ensure is in place. It is designed to guide the operation of the service and

	must be available to the staff members of the service and parents of children attending the service (<i>National Regulations</i>).
Transitions	The process of moving between home and the education and care setting, between a range of different education and care services or from the education and care service to full-time school (adapted from <i>The Early Years Learning Framework</i> , page 46).
Working with Children Check	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that- <ul style="list-style-type: none"> • The person has been assessed as suitable to work with children or; • There has been no information that if the person worked with children the person would pose a risk to the children or; • The person is not prohibited from attempting to obtain, undertake or remain in child-related employment.

7. ACRONYMS

ACECQA	Australian Children's Education and Care Quality Authority
CCMS	Child Care Management System
CCS	Child Care Subsidy
EYLF	Early Years Learning Framework
FDC	Family Day Care
FDCA	Family Day Care Australia
NQF	National Quality Framework
NQS	National Quality Standards
NSWFDCA	New South Wales Family Day Care Association
RTO	Registered Training Organisation
WHS	Work Health and Safety

8. CONTENTS

Introduction	9
Acceptance and Refusal of Authorisation	10
Access	17
Administration of First Aid	20
Administration of Medication	23
Adventurous Play	26
Advertising & Use of Social Media	29
Assessment of Family Day Care Residences and Approved Venues	32
Attendance Record	34
Child Enrolment and Orientation	38
Child Protection	42
Closing and Opening an Existing Family Day Care Service	46
Code of Conduct	48
Collaborative Partnerships	51
Complaint Handling	53
Completion of Educator Workplace Health and Safety Audit	56
Confidentiality & Storage of Records	58
Customer Service	62
Dealing with COVID-19	63
Dealing with Infectious Diseases	66
Dental Health	71
Delivery to, and Collection of, Children from Education and Care Premises	73
Determining Responsible Person	76
Educational Program and Practice	77
Educator Registration and Assessment	81
Emergency and Evacuation Procedures	84
Environmental Sustainability	88
Ethical Conduct	90
Exclusion of Unwell Children	91
Excursions and Outings	94
Family Day Care Educator Register	97
Fees and Charges	99
Fencing	102

Fire Equipment	104
Food, Nutrition and Dietary Requirements	105
Governance and Management of the Service	110
Guiding Children’s Behaviour	112
Health	114
Hygiene, Cleaning, and Infection Control	116
Immunisation	119
Incident, Injury, Trauma, and Illness	122
Inclusion and Diversity	126
Interactions with Children	130
Managing Records	132
Medical Conditions Policy	135
Nappy Changing, Toileting and Hand Washing	140
Non-Compliance	144
Participation of Volunteers and Students	147
Persons Residing in Family Day Care Residences	149
Pets and Other Animals	151
Physical Activity and Screen Time	154
Professional Development	157
Providing a Child Safe Environment	159
Relatives in Care	162
Relief Educator Policy	164
Sleep and Rest Policy	167
Storage of Dangerous Substances and Equipment Policy	173
Sun Protection	175
Supervision	178
Supporting, Monitoring and Supervising Educators	180
Tobacco, Alcohol and Other Drug Free Environment	183
Transportation	185
Visitors to Family Day Care Premise	187
Water Safety	189
Work Health and Safety	191

Introduction

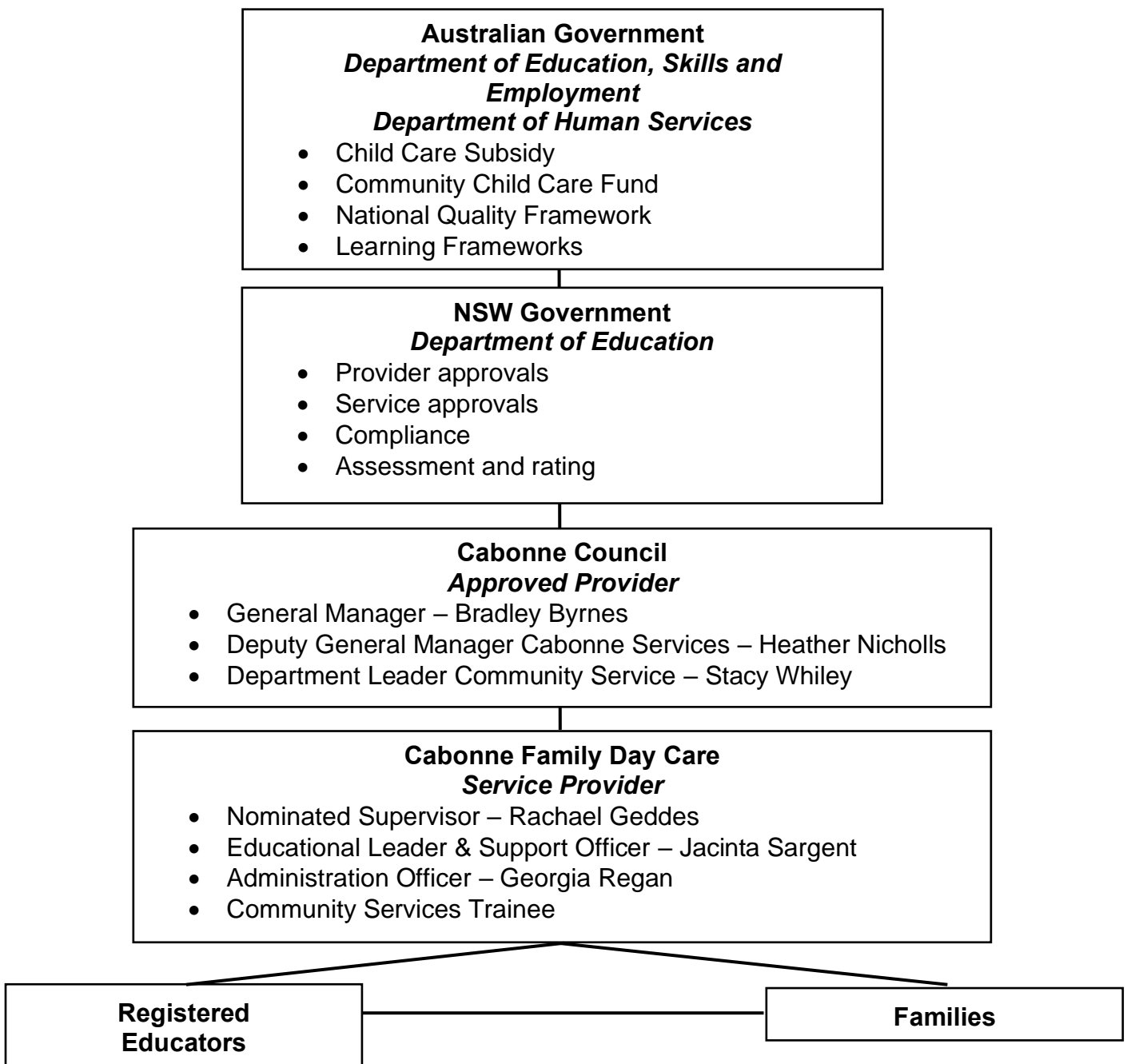
All family day care staff and educators are required to be aware of and follow Cabonne Family Day Care's procedures. All procedures are reviewed regularly to reflect changing community needs, legislation, theory, and practices.

FAMILY DAY CARE

Family day care is approved child care that focuses on an individual child's development, while providing high quality early learning in and educator's own home.

In small groups, children enjoy a natural approach to play and discovery and form genuine lasting bonds with their qualified and passionate early childhood educator, while parents and guardians enjoy peace of mind knowing their child is happy in a nurturing, natural and flexible home learning environment.

ACCOUNTABILITY STRUCTURE



Acceptance and Refusal of Authorisation

PROCEDURE STATEMENT

Cabonne Family Day Care has comprehensive processes in place for managing authorisations that are sensitive to the needs of children and their families.

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place in relation to the acceptance and refusal of authorisations. Written authorisations from parents or authorised persons help to ensure that the health, safety, and wellbeing of children are met. Through the authorisation process, parents are informed of the associated risks with a matter and can make informed decisions.

REFERENCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATIONS

- Regulation 92 – Medication record
- Regulation 93 – Administration of medication
- Regulation 99 – Children leaving the education and care service premises
- Regulation 102 – Authorisation for excursions
- Regulation 160 – Child enrolment records
- Regulation 161 – Authorisation to be kept in enrolment record
- Regulation 168 – Education and care service must have policies and procedures

PROCEDURE

To comply with the *Education and Care Services National Regulations*, our service requires written authorisation to be obtained in the below matters:

- Administration of medication
- Administration of medical treatment, dental treatment, general first aid and ambulance transportation
- Excursions and outings
- The capturing, and publishing, of photographs
- Water based activities
- Children leaving the premises in the car of someone other than the parent or guardian
- Enrolment of children including naming of persons authorised to consent to medical treatment and excursions outside the premises.

The Approved Provider will ensure:

- That the service has an Acceptance and Refusal of Authorisation Procedure in place

- There are procedures in place if an inappropriate person attempts to collect a child from a family day care residence or venue.

The Principal Office will:

- Keep an enrolment record that includes the following information:
 - (a)** the full name, date of birth and address of the child.
 - (b)** the name, address and contact details of:
 - (i) each known parent of the child; and
 - (ii) any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted; and
 - (iii) any person who is an authorised nominee; and
 - (iv) any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child; and
 - (v) any person who is authorised to authorise an educator to take the child outside the education and care service premises; and
 - (vi) any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child.
 - (c)** Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities, or authorities of any person in relation to the child or access to the child.
 - (d)** details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person.
 - (e)** the gender of the child.
 - (f)** the language used in the child's home.
 - (g)** the cultural background of the child and, if applicable, the child's parents.
 - (h)** any special considerations for the child, for example any cultural, religious, or dietary requirements or additional needs.
 - (i)** the relevant health information set out in Regulation 162.
- Keep the following authorisations in the enrolment record for each child educated and cared for:
 - (a)** an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the family day care educator to seek:
 - (i) medical treatment for the child from a registered medical practitioner, hospital or ambulance service; and
 - (ii) transportation of the child by an ambulance service; and
 - (b)** if relevant, an authorisation given under Regulation 102 for the family day care educator to take the child on regular outings; and
 - (c)** if relevant, an authorisation given under Regulation 102D (4) for regular transportation of the child.
- Keep the following health information in the enrolment record for each child enrolled at the service:

- (a) the name, address and telephone number of the child's registered medical practitioner or medical service; and
- (b) if available, the child's Medicare number; and
- (c) details of any—
 - (i) specific healthcare needs of the child, including any medical condition; and
 - (ii) allergies, including whether the child has been diagnosed as at risk of anaphylaxis; and
- (d) any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy referred to in paragraph (c); and
- (e) details of any dietary restrictions for the child; and
- (f) the immunisation status of the child; and
- (g) if the approved provider or a staff member or family day care educator has sighted a child health record for the child, a notation to that effect; and
- (h) certificates for immunisation or exemption for the child, as required under section 87(1), (2) and (3) of the *Public Health Act 2010* of New South Wales
- Provide a medication authorisation form to educators (*Regulation 92*)
- Provide an excursion authorisation form to educators (*Regulation 99*)
- Provide an enrolment authorisation form to educator for new families to complete.
- Refuse to accept an authorisation if it does not comply with the National Regulations (for example, where a verbal authorisation was given but a written authorisation is required under the National Regulations).
- Exercise the right of refusal if written or verbal authorisations do not comply with National Regulations. If an authorisation is refused by the service, it is best practice to document:
 - Details of authorisation
 - Why the authorisation was refused
 - Actions taken by the service
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases provided they contact the parent/guardian as soon as practicable after the medication has been administered.
- Ensure families are provided access to the policies and procedures.
- Ensure educators and staff follow policies and procedures.

Educators will:

- Ensure they have **written** authorisation before:
 - (a) Administering medication
 - (b) Administering medical treatment, dental treatment, general first aid and ambulance transportation
 - (c) Taking the child from the premises for an excursion or outing

- (d)** Taking photos of the children
- (e)** Publishing photos of children
- (f)** Allowing a child to leave the premises with someone other than the parent or guardian
- (g)** Transporting the child
- (h)** Allowing someone other than the parent or guardian to consent to medical treatment and excursions outside the premises.
- Ensure all medication is administered with written authorisation, except for in an emergency where verbal authorisation is permitted by a parent, authorised person, medical practitioner, or an emergency service. (*Regulation 93*)
- In an asthma or anaphylaxis emergency, administer medication without verbal or written authorisation if needed. (*Regulation 94*)
- Complete a medication authorisation form each time medication is administered to a child being educated and cared for. (*Regulation 92*)
- Allow a child over pre-school age to self-administer medication in circumstances where there is written permission and a procedure related to self-administration. (*Regulation 96*)
- Ensure children only leave a family day care premise if the child – (*Regulation 99*)
 - (a)** Is given into care of parent or person authorised in enrolment form to collect child.
 - (b)** Is taken on an excursion (with written authorisation).
 - (c)** Is transported by the service or educator (with written authorisation).
 - (d)** Is given into the care of a person, or taken outside premise, because child require medical care or there is an emergency.
- Ensure authorisation for an excursion or outing is given on the risk assessment related to the excursion. (*Regulation 102*)
- Ensure all children have written authorisation from a parent or authorised person before they are transported by the service or educator. This authorisation must be given on the risk assessment with transportation details outlined in *Regulation 102D* and related to the excursion.
- Ensure all children have completed an Enrolment Form and Enrolment Authorisation form before they commence family day care.
- All authorisation forms are signed and dated by the parent, guardian, or authorised person.
- Inform the Principal Office if the authorisation does not meet the requirements outlined.
- Ensure they do not complete any action that requires authorisation if the authorisation given does not meet requirements. If authorisation does not meet requirements, educator should contact parent or guardian to complete the authorisation.

Families will:

- Complete the authorised person section of their child’s enrolment form before their child commences at the service.
- Complete all authorisations required upon enrolment before their child commences family day care.

- Sign and date authorisation forms.
- Sign their child into care when they arrive and out of care before they depart.
- Provide written authorisation where children require medication to be administered.
- Complete written authorisation where a child requires medication to be administered while they are being educated and cared for.

Authorisation Requirements

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

<p>Administration of Medication</p>	<ul style="list-style-type: none"> • The name of the child • The authorisation to administer medication, signed by a parent or a person named in the child’s enrolment record as authorised to consent to administration of medication • Name of medication to be administered • Time and date the medication is to be administered or circumstances under which to be administered • Dosage of the medication to be administered • Whether the medication is to be self-administered, such as Ventolin or insulin • Reason for medication • Period of authorisation to and from • Date authorisation is signed • Expiry date of medication • Any instruction attached to the medication • Educator (as the administer) must write full name and signature
<p>Medical treatment of child including transportation by an ambulance service <i>(Included in child’s enrolment record)</i></p>	<ul style="list-style-type: none"> • Name of child • Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service • Authorisation for the transportation of child by an ambulance service • Name, address, and telephone number of the child’s registered medical practitioner • Child’s Medicare number, if available • Name, relationship to child and signature of person providing authorisation
<p>Emergency medical treatment <i>(Included in child’s enrolment record)</i></p>	<ul style="list-style-type: none"> • The service is able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian in the case of an emergency, including for those emergencies relating to asthma and anaphylaxis
<p>Collection of children <i>(Included</i></p>	<ul style="list-style-type: none"> • Name of child

<p><i>in child's enrolment record)</i></p>	<ul style="list-style-type: none"> • Name of parent or guardian of child, or the authorised person on the enrolment form providing authorisation • Name of person authorised by parent or authorised person named in the child's enrolment record to collect the child from the premises • Relationship of authorised person to the child • Signature of person providing authorisation and date • Identification corresponding to the child's enrolment form of authorised person
<p>Excursions <i>(If the excursion is a routine outing, the authorisation is only required to be obtained once every 12 months)</i></p>	<ul style="list-style-type: none"> • The name of the child • The date of the excursion (if not for routine outing) • The reason for the excursion • The proposed destination for the excursion • The method of transport to be used • The route to be taken to the excursion and returned • The activities to be undertaken by the child during the excursion • The period the child will be away from the premises • The anticipated number of children likely to be attending the excursion • The ratio of educators attending the excursion to the number of children attending the excursion • The number of staff members and any other adults who will accompany and supervise the children on the excursion • That a risk assessment has been prepared and is available at that service • The name of the parent or guardian providing authorisation • The relationship to the child • The signature of the person providing authorisation and date • Any water hazards and risks associated with water-based activities • The items that should be taken on the excursion.

LINKS TO OTHER PROCEDURES

- Access
- Accident, Injury, Trauma, and Illness
- Administration of First Aid
- Advertising and Use of Social Media
- Child Enrolment and Orientation
- Confidentiality and Storage of Records
- Delivery and Collection of Children

- Excursion
- Transportation
- Water Safety

Access

PROCEDURE STATEMENT

Cabonne Family Day Care follows legislative requirements relating to the access of children in family day care services.

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place in relation to the access of children in family day care services. It is important for families and educators to be able to work together to ensure children can be in a stress-free and safe environment.

REFERENCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATIONS

- Regulation 99 – Children leaving the education and care service premise
- Regulation 157 – Access for parents

PROCEDURE

The Approved Provider & Principal Office will:

- Ensure educators are aware that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service, unless

(a) permitting the parent's entry would:

(i) pose a risk to the safety of the children and staff of the education and care service; or

(ii) conflict with any duty of the provider, staff, or educator under the Law; or

(b) the provider, staff or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.

(Regulation 157)

- Maintain confidentiality for all matters relating to custody, access, and court orders
- Store copies of all relevant documents provided by families in a safe and secure manner respecting the individual's privacy.
- Request a copy of the relevant court order from the family to save on the child's enrolment record. *(Regulation 160)*

Educators will:

- Ensure a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service, unless:

(a) permitting the parent's entry would:

(i) pose a risk to the safety of the children and staff of the education and care service; or

(ii) conflict with any duty of the provider, staff, or educator under the Law; or

(b) the provider, staff or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.

(Regulation 157)

- Ensure all parents and guardians are treated fairly and ethically.
- Ensure all persons collecting children from care, other than the parent or guardian, is a person who has been given permission on the child's enrolment record by a parent or guardian to collect the child from the family day care service.
- Request to see an authorised person's proof of identity if educator does not know this person when the person is coming to collect the child.
- Maintain confidentiality for all matters relating to custody, access, and court orders.
- Request a copy of any court orders, parenting orders or parenting plans that involve a child being cared and cared for.
- In situations where a family will not provide court orders, the educator must abide by the child's enrolment form in relation to individuals who have access to the child.

Families will:

- Provide copies of any relevant court orders to the educator and service.
- Understand in situations where a family will not provide court orders, the educator must abide by the child's enrolment form in relation to individuals who have access to the child.
- Discuss all relevant issues with the educator regarding who has legal access to the children.
- Understand that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service, unless

(a) permitting the parent's entry would—

(i) pose a risk to the safety of the children and staff of the education and care service; or

(ii) conflict with any duty of the provider, staff, or educator under the Law; or

(b) the provider, staff or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.

(Regulation 157)

- Not use an educator's residence as a point of contact for access visits.

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

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- Inform the parent, guardian, or authorised person of the situation immediately, if contacted by a person prohibited by a court order from having contact with the child
- Contact the police, if necessary.
- Contact the Nominated Supervisor or service staff for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the educator.

If a child is taken against the educators wishes, the educator will immediately:

- Contact 000 and ask for police
- Contact the parent, guardian, or authorised person
- Contact the Nominated Supervisor, or Support Officer
- Not place themselves or any other child in danger

LINKS TO OTHER PROCEDURES

- Acceptance and Refusal of Authorisation
- Child Enrolment
- Confidentiality and Storage of Records
- Delivery & Collection of Children

Administration of First Aid

PROCEDURE STATEMENT

Cabonne Family Day Care has a duty of care to protect the health and safety of children, families, educators, staff, and visitors. This procedure aims to support educators and staff to preserve life, monitor ill or injured people and provide a safe environment.

First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide basic first aid is important in early childhood education and care services.

A first aid kit is an essential item for the home, workplace and vehicles.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- St John Ambulance Australia – First Aid Factsheet
https://stjohn.org.au/assets/uploads/fact%20sheets/english/Fact%20sheets_first%20aid%20kit.pdf

RELEVANT REGULATIONS

- Regulation 12 – Meaning of serious incident
- Regulation 85 – Incident, injury, trauma and illness policies and procedures
- Regulation 86 – Notification to parents of incident, injury, trauma, and illness
- Regulation 87 – Incident, injury, trauma, and illness record
- Regulation 88 – Infectious diseases
- Regulation 89 – First aid kits
- Regulation 97 – Emergency and evacuation procedures
- Regulation 161 – Authorisations to be kept in enrolment record
- Regulation 162 – Health information to be kept in enrolment record
- Regulation 174 – Prescribed information to be notified to Regulatory Authority
- Regulation 176 – Time to notify certain information to Regulatory Authority

PROCEDURE

The Principal Office will:

- Maintain a current first aid qualification.
- Ensure all educators have current first aid qualifications and document in educator's files.
- Ensure incident, injury, trauma, and illness reports are being completed satisfactorily and within the required time frame.
- If needed, organise alternate care or collection of children where a serious incident has occurred.

- Report serious incidents to the Approved Provider and Regulatory Authority within 24 hours of incident.
- Ensure service has fully stocked and accessible first aid kit in the Principal Office and in the family day care vehicle.
- Ensure all educators have a fully stocked, in date and accessible first aid kit.

Educators will:

- Maintain a current first aid qualification, including asthma and anaphylaxis management.
- Implement first aid procedures where necessary.
- Not provide any first aid that is not within their training limits. Educators are encouraged not to provide any further treatment if they have not been trained to do so.
- Adhere to the *Incident, Injury, Trauma, and Illness Procedure* during first aid situations.
- Ensure that all children are adequately supervised while providing first aid.
- Reassure other children, keep them calm, keep them informed about what is happening, and away from the injured child.
- Contact emergency services immediately if required.
- Contact parent, guardian, or authorised person as soon as practical after first aid has been applied. Have child collected from care if necessary.
- Contact Principal Office or assistance, if required.
- Ensure first aid kit is:
 - Fully stocked and always accessible, including in the vehicle and on excursions.
 - Regularly checked to ensure packets are properly sealed, items have not exceeded expiry dates, and any previously used items have been replaced.
- Consider the below recommended items for their first aid kit.
- Complete the incident, injury, trauma, and illness report as soon as practical and forward to the Principal Office within 24 hours.
- Complete the Medication Authorisation form if any medication is given and have it signed by the parent.
- Conduct a risk assessment before an excursion to assess the potential risks to children's health and safety.

Families will:

- Provide written authorisation as to whether the service can access appropriate medical, dental or hospital treatment to be carried out if such actions appear to be necessary.
- Supply the contact number of their registered medical practitioner or medical service.
- Supply contact information for those authorised to act if a parent cannot be contacted.
- Sign the incident, injury, trauma, or illness report to acknowledge they have been made aware of the incident and the first aid actions taken.
- Provide annual Management Plans if their child has asthma, anaphylaxis, diabetes, or severe allergies.

RECOMMENDED FIRST AID KIT (St John Ambulance Australia)

- Non-stick wound dressings
- Adhesive strips (e.g. band aids)
- Combine & eye pads
- Gauze swabs
- Antiseptic swabs
- Triangular bandages
- Crepe bandages
- Stainless steel scissors
- Saline solution
- Safety pins
- Plastic bags
- Stainless steel tweezers
- Notepad & pen or pencil
- Disposable gloves
- Antiseptic cream
- Cold pack
- Paracetamol

Additional items to consider:

- Sunscreen, sunburn relief
- Cotton buds
- Thermometer
- Blue asthma inhaler (for emergencies only)
- EpiPen (for emergencies only)

LINKS TO OTHER PROCEDURES

- Acceptance and Refusal of Authorisation
- Accident, Injury, Trauma, and Illness
- Administration of Medication
- Child Enrolment
- Medical Conditions
- Supervision

Administration of Medication

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges that administering medication should be considered a high-risk practice. Written authorisation must be obtained from a parent, guardian or authorised person named on the child enrolment record before any medication is administered. This procedure ensures all medications are administered in a safe and accountable manner, according to the National Law and Regulations.

This section refers to the general requirements regarding administration of medication by educators to children in their care and to the administration of non-invasive medications such as oral and topical medications.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- State Archives and Records Authority of New South Wales – Functional Retention and Disposal Authority: FA404

RELEVANT REGULATIONS

- Regulation 90 – Medical Conditions Policy
- Regulation 91 – Medical conditions policy to be provided to parent
- Regulation 92 – Medication Record
- Regulation 93 – Administration of medication
- Regulation 94 – Exception to authorisation requirement - anaphylaxis or asthma emergency
- Regulation 95 – Procedure for administration of medication
- Regulation 183 – Storage of records and other documents

PROCEDURES

The Principal Office will:

- Provide an adequate Medication Authorisation Form for when educators administer medication.
- Safely store confidential health and medical details on children until they reach the age of 25 years old, according to Regulation 183 (2).
- Request families to update their child enrolment records annually to ensure current medical authorisations are kept.
- Ensure educators receive information about administering medication in their induction.

Educators will:

- Ensure medication is administered to a child only from its original packaging.

- Ensure medication is only administered to a child enrolled in the service with the written permission of the child's parent, guardian or authorised person using the Medication Authorisation Form.
- Ensure that each child in care has separate medical forms.
- Complete the Medication Authorisation Form when administering medication. The form may be used until it is full if the medication is regularly administered.
- Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor.
- Not administer medication without written authorisation, except in the case of an emergency.
- In the **case of an emergency**, verbal permission can be given to an educator by a parent or person named in the child's enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained, a registered medical practitioner or an emergency service.
- Medication may be administered to a child **without an authorisation in the case of an anaphylaxis or asthma emergency**. In this case, the educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.
- Ensure medications are stored correctly and securely away from children in an area at least 1.5 metres high or in an area inaccessible to children.
- Medications stored in the refrigerator need to be kept in a child resistant container, or the refrigerator needs to be locked.
- Maintain confidentiality about a child's medical condition.
- Ensure the administration of homeopathic, naturopathic, over the counter or non-prescribed medications (including cold preparations, and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medication Authorisation Form by the family, written instructions, and dosage on the medication or from the health professional that dispensed the medication. Educators are not to give unidentified medication to a child where the instructions are not clear to the educator e.g. in an unfamiliar language to the educator
- Comply to the Management Plans of children with medical conditions, such as asthma, epilepsy, diabetes, severe allergy, or anaphylaxis

Families will:

- Ensure all child enrolment records are at the service with current authorisations.
- Provide a summary of the child's health, medications, allergies, doctor's name, address and phone number, and a Medical Management Plan to the service and educator prior to starting care and ongoing as required.
- Keep the educator up to date with any changes to a child's medical condition or Medical Management Plan.
- Prescribed medication must be provided by the child's parents. Medication must:
 - Be in the original packing, with the dosage instructions clearly visible.
 - Have the prescription sticker displaying on the medication packaging.
 - Be before the expiry date.

- Complete the Medical Authorisation Form authorising the educator to administer medication to their child. The form must be completed **every day** that the medication is required.
- Give the medication directly to the educator. Medication is not to be left in a child's bag.

SELF-ADMINISTRATION OF MEDICATION

A child over pre-school age may self-administer medication under the following circumstances:

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment record.
- Medication is to be provided to the educator for safe storage, and they will provide it to the child when required.
- Following practices outlined in the Medical Conditions Procedure including anaphylaxis and allergies, asthma, and diabetes.
- Self-administration of medication for children over pre-school age will be supervised by the educator.
- Educators cannot administer medication if it is above their basic first aid training, for example, educators cannot administer needles to diabetic children.

LINKS TO OTHER PROCEDURES

- Acceptance and Refusal of Authorisation
- Accident, Injury, Trauma, and Illness
- Administration of First Aid
- Child Enrolment
- Medical Conditions
- Supervision

Adventurous Play

PROCEDURE STATEMENT

Cabonne Family Day Care recognises the importance of play to a child's development. We believe that activities that contain a higher level of risk are important for children to grow, learn and become independent in assessing risks. Adventurous play allows children to assess the risk of activities themselves with educators supporting children with this when necessary. We believe that the children should feel empowered in the decision process of setting boundaries.

'Being adventurous is about creating opportunities for children (and adults) to explore and test their own capacities, to manage risk and to grow as capable, resourceful, and resilient children and adults' (National Quality Standard, Professional Learning Program, 2013)

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Early Years Learning Framework

RELEVANT REGULATIONS

- Regulation 73 – Educational program
- Regulation 86 – Notification to parents of incident, injury, trauma, or illness
- Regulation 103 – Premise, furniture, and equipment to be safe, clean and in good repair
- Regulation 104 – Fencing
- Regulation 113 – Outdoor space – natural environment
- Regulation 114 – Outdoor space – Shade
- Regulation 115 – Premises designed to facilitate supervision
- Regulation 168 – Policies and procedures are required in relation to enrolment and orientation

DEFINITIONS

- **Adventurous Play:** Also known as risky play, can be described as a thrilling and exciting activity involving a risk of physical injury and play that provides opportunities for challenge, testing limits, exploring boundaries, and learning about injury risk. (Sandseter,2011: Tovey, 2010)
- **Risk:** A situation that is possible to negotiate and may be appropriate for situations and children.
- **Challenge:** Something that motivates, interests, or engages an individual.
- **Hazard:** Something that is inherently dangerous and needs to be remedied.

TYPES OF ADVENTUROUS PLAY

- Rope ladders

- Rope swings
- Bush walks
- Trampolines
- Balancing beams
- Real tools, screws, and accessories
- Equipment with a fall height over 60cm

PROCEDURES

The Principal Office will:

- Ensure that reasonable precautions and adequate supervision is in place for all children to be protected from harm and hazards.
- Assess and approve Benefit Risk Assessments to allow for Adventurous Play to take place

Educators will:

- At all times, ensure that reasonable precautions and adequate supervision is in place for all children to be protected from harm and hazards.
- Ensure that children are alerted to safety issues and encouraged to develop the skills to assess and manage risks to their own safety.
- Offering a range of challenges and experiences that reflect the breadth of ages, interests and capabilities of children who are sharing the environment.
- Encourage children to explore, discover and experiment, with experiences that are challenging and encourage children to take appropriate risks, to be supported to take on challenges and try new activities and experiences.
- Ensure a Benefit Risk Assessment has been completed, to assess how the benefits of the activity outweigh the risks, and approved before adventurous play takes place
- Ensure safety is a priority in establishing play and learning environments through:
 - Ensuring correct use of equipment
 - Providing safe open-ended, loose parts play and manufactured play materials
- Ensuring the safety of all children in mixed age play environments.
- Enact effective injury management processes that may include, but are not limited to, risk identification, conducting risk benefit analysis and risk assessment to minimise risk.
- Discuss health and safety issues with children.
- Implement learning and play environments with appropriate levels of challenge.
- Engage children in discussions regarding the establishment of play environments and planning activities that enable children to develop their natural curiosity and imagination.
- Allow children freedom of creative expression, particularly in artistic or creative play.
- Intervening in play only when necessary to reduce risks of accident, or injury, or to encourage appropriate social skills.
- Warn children in advance when an activity or game is due to end.
- Always be alert and aware to the children's needs and support them as much as they can.

The children are supervised carefully when such activities are taking place, however staff intervene as little as possible and observe the situations before acting.

LINKS TO OTHER PROCEDURES

- Educational Program and Practice
- Excursion
- Interactions with Children
- Supervision
- Water Safety

Advertising & Use of Social Media

PROCEDURE STATEMENT

Advertising is an effective resource to increase community awareness of Cabonne Family Day Care. All advertising will professionally promote the service in an ethical and positive manner that reflects the Service Philosophy.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Cabonne Council's *Communications and Media Policy*

RELEVANT REGULATIONS

- Regulation 161 – Authorisations to be kept in enrolment record

PROCEDURES

Cabonne Council will:

- Support the Principal Office to effectively advertise Cabonne Family Day Care.

The Principal Office will:

- Develop professional and accurate advertising material for the service.
- Advertise the service regularly using a variety of media.
- Regularly participate in promotional activities.
- Support educators to develop advertising and promotional material, if requested
- Respond to requests for media coverage for special occasions and events, in line with Cabonne Council's procedures.
- Ensure social media consent is given before using photos of children, community members, educators, and educator's environments.
- Ensure no information, or images, of a child are used on the internet, or social media sites, without the written permission from a parent/guardian.
- Monitor educator's business pages, or groups.
- Keep the Cabonne Family Day Care Facebook page and websites current and relevant.
- Store photos in a confidential place.
- Not post, or share, any negative information about the service, educators, families, or matter relating to the service on their personal accounts.
- Not harass, or bully, any other staff member, educator, or family on their personal accounts.
- Not post photos, or videos taken at the service, on their personal social media accounts, including Snapchat, unless they are sharing a post from Cabonne Family Day Care's Facebook page.

Educators will:

- Always promote the service to the wider community in a positive manner.
- Ensure the Cabonne Family Day Care logo appears on all individual advertising materials developed and is not altered in any format, according to Section 104 of the Education and Care Services National Law 2010 which states it is an *'offence to advertise education and care service without service approval. A person must not knowingly publish or cause to be published an advertisement for an education and care service unless it is an approved education and care service.'*
- Ensure all advertising and promotional material used to promote any aspect of Cabonne Family Day Care is endorsed by the Nominated Supervisor of the service.
- Remove any advertisement if requested to by the Principal Office.
- Use their business pages to advertise their family day care services, preferably over their private accounts.
- Ask the Principal Office to advertise on their behalf, if wanted.
- Ensure they tag Cabonne Family Day Care in any Facebook and Instagram posts.
- Ensure social media consent is given before using photos of children, community members, staff, and other educators.
- Ensure no information, or images, of a child are used on the internet, or social media sites, without the written permission from a parent/guardian.
- Store photos in a confidential place.
- Not post, or share, any negative information about the service, educators, families, or matter relating to the service on their personal accounts.
- Not harass, or bully, any other staff member, educator, or family on their personal accounts.
- Not post photos, or videos taken at the service, on their personal social media accounts, including Snapchat, unless they are sharing a post from Cabonne Family Day Care's Facebook page.
- Not engage in any form of social networking whilst supervising children.
- Be a role model when it comes to using technology and internet.
- Consider the privacy settings on all social media platforms and set appropriate levels of privacy.
- Advise the Principal Office of any business social media page so staff members can follow and monitor content.
- Not invoice families using their care via social media or text messages.
- Take consideration in comments being sent via technology, the comment could be read in a negative way. These messages can be easily forwarded onto others. Educators are to discuss sensitive matters face to face, or via a phone call.
- To maintain your own privacy and that of all users of the service do not post private emails, phone numbers or addresses.
- Have separate social networking accounts for professional and personal use.
- When children leave the service, consent must be given to continue displaying or using photos for social media purposes.
- Not Harass, or bully, any other staff member, educator, or family on their personal accounts.

- Not post their location while children are in care. For example, if you visited the park and would like to update families with photos on your social media page, you will need to wait until you are home.
- Under no circumstances should educator's partners reveal confidential information related to the people associated with Cabonne Family Day Care.

Families are encouraged to:

- Always promote the service to the wider community in a positive manner.
- Not post, or share, any negative information about the service, educators, other families, or matters relating to the service.
- Not harass, or bully, any staff, educator, or other family on social media.
- Not take photos of other children in care. If taking photo of own child, please ensure no other child is in the photo.
- Not post photos, or videos taken at the service, on their personal social media accounts, including Snapchat, unless they are sharing a post from Cabonne Family Day Care's Facebook page.
- Follow Cabonne Family Day Care's and their educator's social media accounts to stay updated.
- Not use social media to discuss concerns with the service. Please email or call.

LINKS TO OTHER PROCEDURES

- Acceptance and Refusal of Authorisations
- Child Enrolment
- Child Protection
- Code of Conduct
- Ethical Conduct

Assessment of Family Day Care Residences and Approved Venues

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the importance of assessing and reassessing the suitability of educator's environments as the physical environment plays a critical role in keeping children safe, reducing the risk of injury, and influencing their wellbeing, happiness, creativity, and independence.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Kidsafe Family Day Care Safety Guidelines – 7th Edition

RELEVANT REGULATIONS

- Regulation 81 – Sleep and rest
- Regulation 82 – Family day care educators not to be affected by drugs and alcohol
- Regulation 103 – Premises, furniture, and equipment to be safe, clean and in good repair
- Regulation 104 – Fencing
- Regulation 105 – Furniture, materials, and equipment
- Regulation 106 – Laundry and hygiene facilities
- Regulation 107 – Space requirements
- Regulation 109 – Toilet and hygiene facilities
- Regulation 110 – Ventilation and natural light
- Regulation 116 – Assessment of family day care residences
- Regulation 117 - Glass

PROCEDURES

The Principal Office will:

- Develop the Educator Workplace Health and Safety Audit based on the requirements of the National Law, National Regulations, and the Kidsafe Family Day Care Safety Guidelines to use in the regular assessment of family day care residences and approved venues.
- Regularly review the Educator Workplace Health and Safety Audit to ensure all assessments are completed to the current laws, regulations and best practices recommended by professionals.
- Ensure an Educator Workplace Health and Safety Audit is completed in March by the Principal Office and again in September by educators.
- Assess new family day care premises and ensure they pass the Educator Workplace Health and Safety Audit before the new educator is given permission to commence care.

- Ensure an Educator Workplace Health and Safety Audit is completed if an educator has been on leave for 12 months or longer.

Educators will:

- Ensure their residence or venue to consistently compliant with the Educator Workplace Health and Safety Audit
- Follow safety advice from recognised authorities and manufacturers.
- Develop a schedule for cleaning toys and all equipment and document when cleaning occurs.
- If registering after 1 January 2022, ensure any safety glass or glass with safety film applied, below 1 meter above floor level, has written evidence of this from glass supplier.
- Ensure evidence of cots and porta cots meeting the Australian Standard is given to the service, and held by the educator.
- Inform the service in writing of any proposed renovations to the residence or venue.
- Inform the service of any changes to the residence or venue which will affect the education and care provided to the children at the service. An Educator Workplace Health and Safety Audit must be completed at all new residences and venues before family day care can occur.
- Ensure premises, furniture and equipment are safe clean and well maintained.
- Complete the Educator Workplace Health and Safety Audit annually in September and forward the document to the Principal Office in accordance with the *Non-Compliance Procedure*.
- Follow advise from the Principal Office regarding the compliance of their premises and immediately rectify any non-compliance.

LINKS TO OTHER PROCEDURES

- Closing and Opening an Existing Family Day Care
- Fencing Procedure
- Hygiene, Cleaning, and Infection Control
- Non-Compliance
- Work Health and Safety

Attendance Record

PROCEDURE STATEMENT

Cabonne Family Day Care ensures our stakeholders comply with legislative requirements of the current Child Care Provider Handbook and educators understand their obligations for managing and reporting sessions of care.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Child Care Provider Handbook – [Managing and reporting sessions of care - Department of Education, Skills and Employment, Australian Government \(dese.gov.au\)](http://dese.gov.au)

RELEVANT REGULATIONS

- Regulation 158 – Children’s attendance records to be kept by Approved Provider
- Regulation 159 – Children’s attendance records to be kept by family day care educator

PRACTICES

The Approved Provider will:

- Ensure all attendance records are kept in a secure manner.
- Provide support to the Principal Office with the administration of attendance records.
- Forward Child Care Subsidy payments onto educator, each fortnight.

Principal Office Staff will:

- Process all attendance records and submit them to the Child Care Management System, through Harmony Software, weekly.
- Ensure, before submitting, that each attendance record contains the following:
 - a) Child’s name
 - b) Start and end date of the week the record covers
 - c) Date of each session
 - d) Session start and finish time (session hours in Complying Written Arrangement)
 - e) Child’s actual sign in and out times for each day they attend (except for absences)
 - f) Charged session start and finish time (hours child is being charged for)
 - g) Absence (where applicable)
 - h) Additional absence reason (if required)
 - i) The actual fee charged for the week, including additional fees and charges such as travel and meals
 - j) Educator’s child care personnel ID, full name and ABN

- k) Parent signature, or
- l) If parent unable to sign, a comment from educator stating why parent was unable to sign and that the attendance record has been printed for manual signing by the parent
- Provide support to educators on compliance requirements on completing and submitting attendance records.
- Ensure each educator submits an attendance record for each child educated and cared for (including their own child) in their service.
- Check attendance records to determine the hours or sessions of care for which subsidies claimed are valid.
- Ensure no attendance record is varied after 28 days unless a late change or withdrawal reason is provided.
- Email Statement of Entitlement to families every fortnight.
- Generate weekly compliance reports, including an Educator Payment Advice.
- Send Cabonne Council a Bank Deposit Advice for Child Care Subsidy payments to be paid to educators.
- Ensure all attendance records are kept for a period of 25 years.

Educators will:

- Complete and submit **accurate** attendance records **each week** for each child educated and cared for in the service (including own children). Submitting a false or misleading attendance record with intent and knowledge will result in possible fines and a breach of National Law resulting in disciplinary action.
- Ensure, before submitting, that each attendance record contains the following:
 - a) Child's name
 - b) Start and end date of the week the record covers
 - c) Date of each session
 - d) Session start and finish time (session hours in Complying Written Arrangement)
 - e) Child's actual sign in and out times for each day they attend (except for absences)
 - f) Charged session start and finish time (hours child is being charged for)
 - g) Absences (where applicable)
 - h) Additional absence reason (if required)
 - i) The actual fee charged for the week, including additional fees and charges such as travel and meals
 - j) Educator's child care personnel ID, full name and AB
 - k) Parent signature, or
 - l) If parent unable to sign, a comment from educator stating why parent was unable to sign and that the attendance record has been printed for manual signing by the parent
- Ensure if a parent is unable to verify an attendance record at the end of the care week, that the educator leaves a comment on the attendance record and prints the record for the parent to manually sign.
- Ensure all attendance records remain confidential.

- Ensure all attendance records are submitted to the Principal Office each Monday, by 10am.
- Complete a Complying Written Arrangement for each child educated and cared for in the service that accurately reflects the attendance hours.
- Ensure all children are signed in upon arrival and signed out upon departure, by a parent, guardian, or authorised person. If this cannot be done, educators can sign the child in or out but must leave a comment as to why the educator is signing instead of a parent, guardian, or authorised person.
- Keep copies of attendance records for a period of 3 years after the child's last attendance.
- Not charge for education and care if the educator chooses not to operate their business, for example, if educator is ill or away. This means the session must be cancelled, not marked as absent.
- Give the parent at least fourteen days' notice to change the Complying Written Arrangement, including ceasing care. This is not applicable when a parent's account is more than two weeks overdue, and the educator terminates the contract.
- Ensure they **do not**, under any circumstances, use another individual's e-Signature to sign the attendance record as this provides false or misleading information.
- Ensure they invoice and receipt all families on a regular basis. Failure to do so is a breach of the Family Assistance Law and will result in disciplinary action.
- Ensure they collect the gap fee from all families on a regular basis. Failure to do so is a breach of the Family Assistance Law and will result in disciplinary action.

Families will:

- Record the **actual** arrival and departure times on the attendance record, at the time of arrival and collection.
- Ensure if they are unable to verify an attendance record, they sign a printed version supplied by the educator.
- Sign the certification on the attendance record that education and care was provided each care week.
- Pay the educator at the agreed time and day for the education and care provided. If a family is two or more weeks overdue with payments, educators are permitted to refuse care until the outstanding amount is paid. If a family continues to not pay for care used after two weeks, the educator is permitted to immediately cease the Complying Written Arrangement without the required fourteen days' notice.
- Communicate with their educator if they are having financial difficulties that will result in late payments to the educator.
- Ensure a Complying Written Arrangement is completed before care commences.
- Give fourteen days' written notice to the educator when ceasing care or decreasing days of care.
- Not disclose their e-Signature PIN to any other persons, including their educator. All individuals are to have their own e-Signature PIN and it cannot be shared among family members.

LINKS TO OTHER PROCEDURES

- Access

- Child Enrolment
- Child Protection
- Confidentiality and Storage of Records
- Delivery and Collection of Children from Service
- Managing Records
- Non-Compliance

Child Enrolment and Orientation

PROCEDURE STATEMENT

The most successful placement of children into Cabonne Family Day Care is when there is a match between the needs of the child, family expectations and the educator's ability and willingness to meet the individual needs of the child. It is the role of the Service to implement systems and practices that allow for placements to occur in a fair and ethical manner. It is important that placements are made as quickly as possible to ensure educators are given every opportunity to fill a vacancy and for families to find suitable child care.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Child Care Provider Handbook

RELEVANT REGULATIONS

- Regulation 91 – Medical conditions policy to be provided to parents.
- Regulation 160 – Child enrolment records to be kept by Approved Provider and family day care educator.
- Regulation 161 – Authorisations to be kept in enrolment record.
- Regulation 162 – Health information to be kept in enrolment record.

PRIORITY OF ACCESS

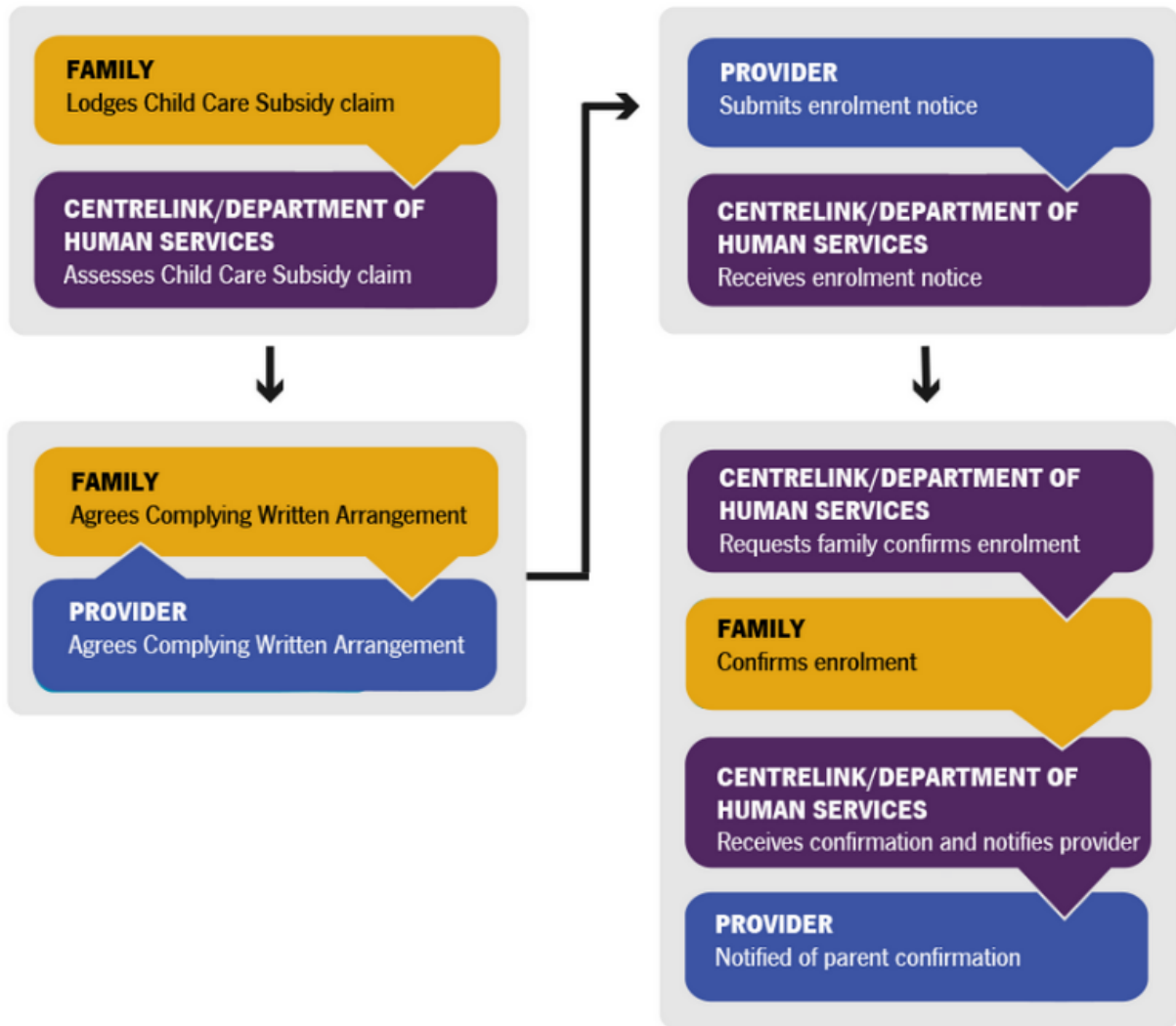
The Australian Government has developed 'Priority of Access Guidelines'. This is to ensure the system is fair when the service has a waiting list and parents are applying for a limited number of vacancies. These guidelines are set out in the following:

- **Priority 1** - A child at risk of serious abuse or neglect
- **Priority 2** – Child of single parent, or parents who both satisfy, the work, training, study test.
- **Priority 3** - Any other child.

Within these main priority categories, priority should also be given to children in:

- Children in Aboriginal or Torres Strait Islander families.
- Children in families which include a person with a disability.
- Children in families on low incomes.
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.

ENROLMENT PROCESS



PROCEDURES

The Principal Office will:

- Maintain a register of families requiring care, through third-party software, Harmony Software.
- Review and update the waiting list register every three months.
- Maintain an up-to-date register of educator vacancies by updating vacancies during each visit on the Visit Report.
- Refer families to educators taking into consideration the needs of the child, family, and the educator.
- Advise families to contact the educator as soon as possible when referred by the service.
- Email through the enrolment form link to families, explaining they will need to upload a birth certificate and current Australian Immunisation Register History Statement and provide at least one emergency contact.
- Process the enrolment information by:
 - a) Creating a new folder for the family in MagiQ.
 - b) Uploading enrolment form, birth certificate and Australian Immunisation Register History Statement into MagiQ.

- c) Book the child or children into Harmony Software using the Complying Written Arrangement supplied by the educator.
 - d) Create CCS Enrolment with Centrelink (if relevant) and ask the parent to confirm it.
 - e) Email all authorised persons a link to create an e-Signature PIN.
 - f) Email enrolment information to educator.
 - g) Email family a copy of educator's Fees and Charges Policy
- Email all new families the Parent Induction Handbook.
 - Ensure the below forms are completed and documents received before allowing a child to commence care:
 - Enrolment Form
 - Current Australian Immunisation Register History Statement
 - Birth Certificate
 - Complying Written Arrangement
 - Signed Fee Policy Agreement
 - Enrolment Authorisations
 - Site Induction
 - Ensure, if the child has a medical condition, the following has been completed before allowing child to commence care:
 - Medical Management Plan
 - Risk Minimisation Plan
 - Store any court orders, parenting orders or parenting plans provided to the service on the child's enrolment record.

The educator will:

- Promptly respond to new and enquiring families, even if they are unable to offer the family a child care place.
- Always act professionally and positively promote the overall service.
- Forward all new families to the Principal Office to start the enrolment process.
- Ensure they remain in the correct ratios when agreeing to enrol new families.
- Complete a Site Induction, Fees and Charges Policy Agreement and Complying Written Arrangement with the family during initial visit, if family has confirmed they will start care. The enrolment will not be processed by the Principal Office until a Complying Written Arrangement has been completed.
- Ensure every Complying Written Arrangement has the following completed before being handed to the Principal Office:
 - Child Name
 - Parent Name
 - Start date that is a Monday
 - End date that is a Sunday
 - Days and hours booked (unless casual)

- Total Fee, Administration Levy and Liable Fee
- Signed and dated by educator and parent
- If casual care, the fees sections should outline the fees per hour
- Ensure the below forms are completed and documents received before allowing a child to commence care:
 - Enrolment Form
 - Current Australian Immunisation Register History Statement
 - Birth Certificate
 - Complying Written Arrangement
 - Signed Fee Policy Agreement
 - Enrolment Authorisations
 - Site Induction
- Ensure, if the child has a medical condition, the following has been completed before allowing child to commence care:
 - Medical Management Plan
 - Risk Minimisation Plan
- Ensure all paperwork relating to a child is securely stored or filed in a confidential manner.

Families will:

- Complete an enrolment form and any other paperwork required before starting care with an educator.
- Provide the child's current Australian Immunisation Register History Statement and birth certificate before commencing care.
- Provide any relevant court orders, parenting orders or parenting plans to the service that dictate who has access to the child. Parents are reminded that educators cannot abide by these orders if they do not have a copy.
- Provide a Medical Management Plan to the service if their child suffers from asthma, anaphylaxis, diabetes, or severe allergies. This plan must be completed by a doctor and renewed annually.

LINKS TO OTHER PROCEDURES

- Access
- Confidentiality and Storage of Records
- Fees and Charges
- Immunisation
- Inclusion and Diversity
- Managing Records
- Medical Conditions

Child Protection

PROCEDURE STATEMENT

Every child has a right to be cared for in a safe secure environment. It is important that every child coming into care is kept safe, nurtured, has their emotional and physical needs met, and has issues relating to child abuse dealt with in a sensitive and reassuring manner.

Cabonne Family Day Care will implement and review procedures in accordance with the NSW Child Protection Legislation to ensure that all stakeholders within the childcare service are informed of their responsibilities in child protection matters.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Children and Young Persons (Care and Protection) Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Commission for Children and Young People Act 1998
- Ombudsman Amendment Child Protection and Community Services Act 1998

RELEVANT REGULATIONS:

- Regulation 84 – Awareness of child protection law
- Regulation 157 – Access for parents

DEFINITIONS

‘At risk of significant harm’ - in relation to a child or young person means that there are current concerns for their safety, welfare, or wellbeing because of the presence to a **significant extent** of any one or more of the following circumstances:

- The child’s or young person’s basic physical or psychological needs are not being met or at risk of not being met.
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care.
- Any such circumstances may relate to a single act or omission or to a series of acts or omissions.
- In the case of a child or young person who is required to attend school in accordance with the Education Act 1990 - the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act.
- The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated.
- The child or young person is living in a household where there have been incidents of domestic violence and, therefore, the child or young person is at risk of serious physical or psychological harm.

- A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm.

'Reasonable grounds' - means that you suspect a child may be at risk of significant harm based on:

- Your observations of the child, young person, or family; or
- What the child, young person, parent, or another person has told you. It does not mean that you are required to confirm your suspicions or have clear proof before making a report.

More information and the Mandatory Reporter Guide are available at the Child Story Reporter website <https://reporter.childstory.nsw.gov.au>

PRACTICES

Approved Provider will:

- Determine appropriate action to be taken in relation to a child protection allegation against an educator, with support from Principal Office staff.
- Ensure a report is made of any reportable allegations to the Department of Communities and Justice, NSW Police and in the case of an allegation against an educator or Principal Office staff member, to the Ombudsman's office within the specified timeframe of 30 days.

The Principal Office will:

- Refer to the Mandatory Reporter Guide where there is a suspicious of risk of harm and encourage educators to access guide.
- Report to the Child Protection Helpline and Regulatory Authority, where there are reasonable grounds to suspect a child is at significant risk of harm.
- Cooperate with relevant authorities when a child protection incident occurs.
- Work in collaboration with other agencies and organisations to ensure children's safety and wellbeing is supported.
- Document all information in relation to child protection incident and inform educators to do the same (record keeping). Staff and educators should not investigate the incident, only collect information, and ask clarifying, non-leading questions.
- Maintain confidentiality – see *Confidentiality and Storage of Records Procedure*
- Protect the wellbeing of the children by acting sensitively in matters of child protection.
- Support educators, and families, when a child protection incident occurs.
- Ensure that any adult working or volunteering directly with children hold a current a Working with Children Check.
- Ensure the Nominated Supervisor verifies Working with Children Checks prior to commencing care or volunteering.
- Ensure all educators hold a Police Check and provide a copy to the service before commencing care.
- Participate in the Child Protection Refresher Course every two years, unless significant changes occur, to which staff members must complete the full Child Protection Certificate.
- Encourage regular professional development on child protection to educators.

Educators will:

- Utilise the Mandatory Reporters Guide to inform decisions about whether an incident needs to be reported or documented.
- Document all information in relation to child protection incident (record keeping). Staff and educators should not investigate the incident, only collect information, and ask clarifying, non-leading questions.
- Report to Child Protection Helpline (13 21 11) where there are reasonable grounds to suspect a child is at risk of significant harm.
- Report to Nominated Supervisor where there are reasonable grounds to suspect a child is at risk of significant harm.
- Ensure that no improper relationship is established with a child by spending inappropriate special time with a child, inappropriately giving gifts, showing special favours, or asking a child to keep a relationship or secret to themselves.
- Ensure there is no inappropriate physical contact with a child, undressing in front of a child or any discussion of a sexual nature.
- Provide the Principal Office with information, if required, to complete child protection reports.
- Maintain confidentiality – see *Confidentiality and Storage of Records Procedure*
- Protect the wellbeing of the children by acting sensitively in matters of child protection.
- Participate in the Child Protection Refresher Course every two years, unless significant changes occur, to which educators must complete the full Child Protection Certificate.
- Ensure family members and visitors are fit and proper to attend the education and care service and are aware of child protection responsibilities.
- Ensure all visitors sign the Visitors Register.
- Always provide adequate supervision of children to protect children from risk of significant harm.
- Take all reasonable steps to protect children from abuse.
- Help children learn protective behaviors.
- Fully include all children in our service.
- Educate children about their rights.
- Assist children to develop skills around dressing and toileting themselves.
- Treat children at our service with the same amount of care as they would their own.
- Ensure no child is intentionally or knowingly put at risk of abuse while being cared for in the education and care service.
- Be unnecessarily physical with children.
- Ensure they never discriminate against children or express personal views on cultures, race, or sexuality.
- Ensure no child is left alone with members of their family, or visitors to their house.

If a child discloses to you that abuse is occurring:

- Listen to the child and do not talk for them.

- Use a calm reassuring voice at the child's level.
- Do not ask leading questions or pry.
- Believe the child.
- Do not make promises you cannot keep.
- Do not try to make it better.
- Comfort the child.
- Avoid expressing doubt, judgement, or shock.
- Convey the messages that it is not their fault, it was the right to tell, it's not okay for adults to harm children, they are not alone, it happens to others to.
- Tell them that you need to talk to other people whose job it is to help children to be safe.
- In the case of any abuse or neglect - do not alert the alleged offender about the disclosure.

Families are encouraged to:

- Report any concerns of a child being at risk of significant harm whilst in care to the educator or Principal Office.
- Abide by the decisions of the Nominated Supervisor or delegated staff member of the service in relation to the placement of the child into care, if requested.
- Remain confidential and respect the privacy of those involved in any incident that may occur.

INFORMATION EXCHANGE

To provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

The Children's Legislation Amendment (Wood Inquiry Recommendations) Act 2009 expands the information sharing provisions of the Children and Young Persons (Care and Protection) Act 1998 to allow a freer exchange of information between prescribed bodies relating to a child or young person's safety, welfare, or wellbeing. Certain agencies can share information regarding the safety, welfare and wellbeing of children and young people and their families and educators without their consent; however, where possible, client consent should be sought.

The information requested or provided **must** relate to the safety, welfare, or wellbeing of the child. Information includes:

- A child or young person's history or circumstances
- A parent or other family member, significant or relevant relationship
- The agency's work now and in the past

Ring 000 immediately if there is a life-threatening situation.

Closing and Opening an Existing Family Day Care Service

PROCEDURE STATEMENT

It is important that Cabonne Family Day Care is aware of the operations of registered educators. This allows the service to ensure educators are always operating within the legislative and procedural requirements and to ensure families are aware of changes to care requirements.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATIONS

- Regulation 116 – Assessments of family day care residences and approved venues

PROCEDURE

- In all cases of an educator being unavailable to provide child care, educators will notify families of their closure as soon as possible and refer them to the service for alternative care, if needed.
- In all cases when an educator closes their service for any period, the educator must ensure that the Educator Workplace Health and Safety Audit is reviewed, and the premises will be compliant to this document before their business is reopened.
- If it is a forced closure due to an emergency or health emergency, the educator must immediately notify the Principal Office.

For closures less than a two-week period:

- Educators are to notify the Principal Office, by email, text, or phone call as soon as possible to alert them of short-term closure.
- Educators are to complete the Holiday Period in Harmony for any closure period to ensure their families are not charged.

For closures longer than a two-week period:

- Educators are to notify the Principal Office as soon as possible to alert them of closure that will be longer than two weeks.
- Closures of more than 12 months will result in the educator's name being removed from the Family Day Care Register. The Principal Office will need to conduct an Educator Workplace Health and Safety Audit if an educator returns after being on leave for 12 months or more.

Public Holidays

- Educators must work the working day before a public holiday, to charge a family on a public holiday. For example, if an educator works Monday to Thursday, the educator must work on Thursday to be able to charge families for the public holiday on the following Monday.

LINKS TO OTHER PROCEDURES

- [Assessment of Family Day Care Residences and Approved Venues](#)
- [Fees and Charges](#)

Code of Conduct

PROCEDURE STATEMENT

Cabonne Family Day Care is committed to a code of professional conduct, upholding ethical principles and professional standards that guide decision-making and practice. The Code of Conduct outlines the standards for the way we work, as well as the actions, behaviours and conduct expected at our service.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Early Childhood Australia Code of Ethics (2016)
- The United Nations Convention on the Rights of the Child (1989)
- National Child Safe Standards
- Service Philosophy
- Cabonne Council's Code of Conduct

PROCEDURE

The Principal Office agrees to:

- Ensure the service always operates in line with the Education and Care Services National Law and National Regulations.
- Ensure all educators and staff are provided with, abide by and sign a copy of the Code of Conduct annually.
- Ensure decision-making processes are clear and transparent.
- Develop and review policies, guidelines, and procedures through a process of consultation with all stakeholders.
- Implement anti-bias practices in the workplace and promote diversity.
- Maintain a safe workplace for all staff and visitors.
- Communicate in a positive and respectful manner to all staff, educators, families, children, and others who interact with the service.
- Pass relevant information on to educators in a timely manner.
- Be trained in recognising and responding to Child Protection situations.
- Participate in professional development and self-improvement practices.
- Provide opportunities for feedback and improvement.

Educators agree to:

- Abide by, and have knowledge of, the service's Code of Conduct and Philosophy, and Early Childhood Australia's Code of Ethics.
- Uphold the rights of children and young people who are being educated and cared for.

- Ensure a professional and respectful relationship is maintained with all staff, educators and families while demonstrating integrity, honesty, and mutual respect.
- Pass relevant information on to families in a timely manner.
- Actively promote and consider the cultural safety and inclusion of all children and young people.
- Empower children and young people by providing an environment where they can actively participate and 'have a say', especially on issues that are important to them.
- Hold a Child Protection Certificate and complete a refresher course every two years.
- Participate in professional development and self-improvement practices.
- Demonstrate an ongoing engagement with the principles, practices and learning outcomes outlined in The Early Years Learning Framework.
- Always hold a current Working with Children Check. This can be renewed within three months of your check expiring.
- Always ensure attendance records are true and accurate.
- Invoice and receipt all families correctly and promptly.
- Always positively promote themselves and Cabonne Family Day Care in the community and on social media.

Staff and educators must never:

- Handle children roughly, not even through play.
- Pull or grab children, particularly by their arms, legs or neck.
- Swing or pick up children by the arms.
- Communicate inappropriately (i.e. swear, yell, scream, scold, intimidate).
- Discipline children using corporal punishment, physical force or unreasonable discipline.
- Engage in inappropriate or unprofessional relationships with children or their families.
- Subject children to physical, emotional or sexual abuse or neglect or grooming behaviour.

Non-Compliance of Code of Conduct:

1. Written Warning – Non-compliance notice will be issued if educator is continuing to breach the Code of Conduct, or if the breach is serious (i.e. non-compliance of Law or Regulations).
2. Deregistration – Educator is removed from the register of approved educators, and they will no longer operate under Cabonne Family Day Care. Educators can be immediately de-registered if the breach is serious (i.e. child protection matter, Working with Children Check barred, malicious and/or intentional breach of Code of Conduct with no intention of changing behaviours).

Families will be encouraged to:

- Respect confidentiality of educator and other families.
- Give feedback in relation to educator's professional conduct to the Principal Office, if warranted.

- Act in an ethical and respectful manner.
- Discuss any concerns regarding their educator respectfully with the Nominated Supervisor.

LINKS TO OTHER PROCEDURES

- Attendance Records
- Advertising
- Ethical Conduct
- Fees
- Guiding Children's Behaviour
- Inclusion and Diversity
- Internet and Social Networking
- Non-Compliance
- Professional Development

Collaborative Partnerships

PROCEDURE STATEMENT

Cabonne Family Day Care will foster an environment which promotes effective partnerships between staff, educators, and families that utilises and respects the knowledge that all parties bring to actively promote children's wellbeing, learning and development. All stakeholders will work together to ensure that all relevant and appropriate information relating to education and care of children and the operation of the service is accessible and communicated to families, educators, and staff.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATIONS

- Regulation 76 – Information about educational program to be given to parents
- Regulation 155 – Interactions with children
- Regulation 156 – Relationships in groups

PROCEDURES

The Principal Office will:

- Provide a Parent Induction Handbook to all new families enrolling with the service.
- Communicate with families and educators through regular newsletters.
- Provide opportunities to families to offer feedback on the service.
- Invite families to attend professional development courses that may be relevant to them, where possible.
- Support educators in the establishment and carrying out of their services in accordance with the requirements under the National Quality Framework.
- Support educators in their participation in the Assessment and Rating Process.
- Provide appropriate ongoing professional development opportunities to educators.

Educators will:

- Make time to talk with families about their child's care and development.
- Keep families informed about the activities of the children in care.
- Ask families for feedback on the quality of care the children are receiving and ideas for future experiences and development opportunities.
- Support families to build relationships with other families in the service by inviting families to attend outings with their children and special occasions.

- Engage collaboratively and respectfully with families from enrolment and orientation, to learn about their culture, values and beliefs and the priorities they have for their child's learning and wellbeing.
- Actively support the inclusion of all families, providing thoughtful and tailored opportunities enabling participation in the service, including building a sense of belonging for Aboriginal and Torres Strait Islander families or those from culturally and linguistically diverse backgrounds.
- Support families to participate in the service, make meaningful contributions to service decisions and share in the decision making about their child's learning and wellbeing.
- Provide families with current and accessible information about the service both at the time of enrolment and on a regular basis thereafter.
- Ensure daily practices are transparent to families, that families have a clear understanding of the environment, experiences and opportunities offered to their children and their progress against the five learning outcomes as defined in the approved learning frameworks.
- Maintain families right to confidentiality.
- Actively seek feedback on family's changing needs and satisfaction with the education and care service.
- Work in partnership with staff to remain focused on and ensure the best outcomes for children.
- Respect the different roles and responsibilities of educators and staff members and support each other in carrying out the responsibilities of their respective positions.
- Positively promote Cabonne Family Day Care in the community.
- Allow staff access to their family day care residence or venue during hours of operation.
- Provide all information and consultation required for staff to perform their duties.
- Promote the role of the Principal Office to families and promote access to staff by families for assistance and support.

Families are encouraged to:

- Provide information to their child's educator that will assist in their education and care.
- Be involved in the activities of their child when invited to participate.
- Take time to talk to their educator about their child's activities and progress.
- Provide constructive feedback to educators and the service about matters that can be improved.
- Read family newsletters and information forwarded from the service or educator.

LINKS TO OTHER PROCEDURES

- Child Enrolment
- Code of Conduct
- Ethical Conduct
- Inclusion and Diversity
- Interactions with Children

Complaint Handling

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the right for all persons to be able to state their views and have them heard. It is important to ensure complaints are resolved by discussion and negotiation between the parties concerned. A mediating problem-solving approach should be adopted with efforts made to encourage constructive communication between the parties involved.

A complaint is any matter related to work or the work environment that is causing concern or distress to any individual or group of individuals. Complaints may arise from any act, situation, discussion, or omission, which may be considered unfair, discriminatory, or unjust. The practices will be made freely available to all stakeholders in an easily understood format. Records will be kept of complaints raised, action taken, outcomes reached, method of resolution and feedback from the originating person.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Cabonne Council's Policies and Procedures

PROCEDURE

Feedback is encouraged both formally and informally. Information about the importance of encouraging feedback is included in the enrolment interview held with all families before they commence care.

Both verbal and written complaints are accepted. A complaint form is used to record complaints, whether formal or informal. All complaints are to be well-documented.

Complaints can be made by parents and families, school age children, members of the community, and service personnel in their capacity as private citizens.

What does the service do when it receives a complaint?

All complaints, whether verbal or written, are formally acknowledged within five working days. Complainants will be informed of the stages involved in investigating their complaint and wherever possible realistic timeframes will be communicated to them. Follow up is important and complainants will be informed of the progress of their complaint. Open and honest communication is essential, even when there is little or no new information to report. Complaints must be handled as quickly as possible to avoid the complaint escalating.

Personnel about whom a complaint is made will be informed about the complaint and can respond. In addition, they will be informed of their right to seek assistance from a support person. They will also be regularly informed as to the progress of the complaint.

Managing a Complaint

Where possible, complaints will be dealt with immediately by the child's educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside their control, or the family does not feel they wish to share it with

the educator, the complainant will be directed to the appropriate person for their complaint to be resolved.

Where an educator will have to share confidential information with another person to resolve an issue, or of the nature of a complaint requires that a third party must be informed in order to meet legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The complainant will be asked to provide information regarding how the situation could be rectified to their satisfaction.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- If the issues are complex the complainant will be asked to put their concerns in writing.
- Where mediation is required, all parties will have the right to agree to the appointment of the mediator.

Notifiable Complaint

Complaints alleging that the safety, health, or wellbeing of a child was or is being compromised, or that the law has been breached must be reported to the Regulatory Authority within 14 days of the complaint being made. Written reports must include:

- details of the event or incident.
- the name of the person who initially made the complaint.
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- Any other relevant information.

PRACTICES

Between a Family and Educator or Staff Member

- Discuss with individuals concerned. Families are encouraged to discuss any complaints with their educator before contacting the service.
- Document all communication with individual making complaint.
- Always remain respectful and professional, allowing the individual to speak.
- Discuss how the individual would like the matter resolved.
- Nominated Supervisor to submit a Notification of Complaint to the Regulatory Authority if it is a notifiable complaint and alert the Department Leader – Community Services.
- Ensure the individual is regularly contacted and kept up to date with progress of complaint.
- Gather all evidence necessary.

Between Educator and Service Staff

- In the event the service is dissatisfied with an educator, or if a complaint is made by a family, staff member or community member, the complaint must be notified to the educator by the Nominated Supervisor or a delegated representative.

- If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Nominated Supervisor will investigate the circumstances and discuss with the educator. If breach is serious, deregistration may be immediately undertaken.
- An action plan will be developed with the educator, if necessary.
- The educator will be warned of future non-compliance with the Law, Regulations and/or conditions of the service, may result in deregistration proceedings.
- If the educator contravenes the Law or Regulations or conditions again, the Nominated Supervisor, or delegated representative of the service, will report to the Approved Provider and deregistration may be recommended.
- The Approved Provider will advise the educator if they have been removed from the Family Day Care Register and the reasons for this course of action.
- The contact number for questions on Family Day Care educators' rights to appeal to the Administration Decisions Tribunal is (02) 9716 2100 or www.lawlink.nsw.gov.au/adt.

Between Educator and Educator

- Discuss with the educator concerned and attempt to resolve the complaint.
- If unresolved the educator can contact the Principal Office, who will attempt to find a resolution or an acceptable compromise by both parties.
- If still unresolved the educator may refer the matter further for delegation

Between Service Staff

- In the first instance the employees shall attempt to resolve the complaint between themselves.
- If the complaint is still unresolved the complaint can be referred to the Nominated Supervisor for mediation.
- If still unresolved, the Nominated Supervisor, in consultation with the parties involved, will determine the next course of action. This may necessitate the involvement of the representative of the Approved Provider.

Completion of Educator Workplace Health and Safety Audit

PROCEDURE STATEMENT

Workplace Health and Safety is of high importance in Cabonne Family Day Care. Under the Workplace Health & Safety Act 2011, it is the educator's responsibility to:

- Identify hazards in the home.
- Assess the level of risk of the hazard.
- Eliminate or control the risk.

The Educator Workplace Health and Safety Audit has been developed as a tool to assist educators in meeting their regulatory and work health and safety responsibilities of providing a safe education and care environment. Non-compliance of the Educator Workplace Health and Safety Audit may result in an educator's registration being revoked.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Kidsafe Family Day Care Safety Guidelines – 7th Edition

RELEVANT REGULATIONS

- Regulation 77 - Health, hygiene and safe food practices
- Regulation 82 - Tobacco, drug and alcohol-free environment
- Regulation 83 - Staff members and family day care educators not to be affected by alcohol or drugs
- Regulation 89 – First aid kits
- Regulation 103 - Premises, furniture and equipment to be safe, clean and in good repair
- Regulation 104 – Fencing
- Regulation 105 - Furniture, materials and equipment
- Regulation 106 - Laundry and hygiene facilities
- Regulation 109 - Toilet and hygiene facilities
- Regulation 110 - Ventilation and natural light
- Regulation 116 - Assessments of family day care residences and approved family day care venues
- Regulation 117 – Glass
- Regulation 165 – Record of visitors
- Regulation 173 – Prescribed information to be displayed

PROCEDURES

The Principal Office will:

- Conduct an Educator Workplace Health and Safety Audit before an educator can commence family day care activities.

- Conduct an Educator Workplace Health and Safety Audit annually in March, or when required to (for example, utilising another room or moving houses)
- Complete a visual check of areas used for family day care during their monthly support visit.
- Issue a non-compliance notice if the Educator Workplace Health and Safety Audit is not being implemented during operational hours.
- Work with educators to create an Action Plan if premise is consistently not complying with Educator Health and Workplace Safety Audit.
- Allow educators to complete the Educator Workplace Health and Safety Audit, on their behalf, if the Principal Office are unable to attend the educator's premises in March due to a pandemic or other serious incident.

Educators will:

- Not commence family day care until the Principal Office have completed an Educator Workplace Health and Safety Audit on the premises and are satisfied the premise is compliant.
- Develop a risk assessment for any identified hazard in the educator's work environment.
- Provide an Evacuation Diagram at each exit of their home, that clearly states what areas are used for family day care.
- Complete an Educator Workplace Health and Safety Audit on their family day care premise annually in September. This audit must be provided to the Principal Office before the end of September.
- Not use areas of the home that have not been assessed on the Educator Workplace Health and Safety Audit as safe for use by family day care children.
- Complete the Daily Home Safety Checklist each morning, before opening their service, to ensure they are providing a safe and clean education and care service.
- Immediately alert the Principal Office of any breach of the National Law, National Regulations, service policies and procedures and/or the Educator Workplace Health and Safety Audit.
- Provide any evidence request by the Principal Office (for example, glass compliance, electrical compliance, evidence of porta cot meeting Australian Standard)
- Alert the Principal Office of any renovations to the family day care premise.
- Ensure the family day care premise is always kept safe, clean, and well maintained.
- Ensure the environment is always tobacco, alcohol, and drug free when operating education and care service.

LINKS TO OTHER PROCEDURES

- Assessment of Family Day Care Residences and Approved Venues
- Closing and Opening an Existing Family Day Care
- Fencing Procedure
- Health
- Hygiene, Cleaning, and Infection Control
- Non-Compliance
- Storage of Dangerous Substances and Equipment
- Tobacco, Alcohol and Drug Free Environment

Confidentiality & Storage of Records

PROCEDURE STATEMENT

Cabonne Family Day Care educators and staff are bound to respect the privacy rights of children, families, educators, and staff as they have access to confidential and personal information daily. Privacy laws legislate for the protection of individuals regarding their personal information. This procedure ensures all stakeholders are clear about the requirements in relation to confidentiality of records, or information obtained concerning:

- The children in care
- Staff and their families
- Educators and their families
- Families of the children in care or registered with the service

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- State Archives and Records Authority of New South Wales, Functional Retention and Disposal Authority: FA404

RELEVANT REGULATIONS

- Regulation 181 – Confidentiality of records kept by approved provider
- Regulation 182 – Confidentiality of records kept by family day care educator
- Regulation 183 – Storage of records and other documents

PRACTICES

The Principal Office will:

- Not communicate confidential information, directly or indirectly, to any other person other than:
 - a) to the extent necessary for the education and care or medical treatment of the child to whom the information relates; or
 - b) a parent of the child to whom the information relates, except in the case of information kept in a staff record; or
 - c) the Regulatory Authority or an authorised officer; or
 - d) as expressly authorised, permitted, or required to be given by or under any Act or law; or
 - e) with the written consent of the person who provided the information.
- Ensure personal information of staff, families, children, and other educators is handled in a confidential and respectful manner.
- Ensure records are stored in a safe and secure place.

- Remove all documents from vehicle after conducting visits with educators and bring into office.
- Ensure no confidential information is readily available or on display in the office environment.
- The main office door is always shut and locked.
- Computers and phones where confidential information is accessible are password protected and locked when not in use.
- Ensure paperwork is destroyed securely through Cabonne Council's secure shredding bins.
- Understand it is not appropriate for them to discuss children in care with people other than the child's family and the educator.
- Ensure records are kept in accordance with State Archives and Records Authority of New South Wales, Functional Retention and Disposal Authority: FA404 –

Records relating to the receipt by childcare providers of allegations of child abuse.	Retain minimum of 45 years after action completed, then destroy
Records documenting: <ul style="list-style-type: none"> • a child's enrolment, attendance, assessment, learning and development plans, programs, medication and health records, contacts and authorisations • an incident, illness, injury or trauma suffered by a child (see entry above for allegations of child abuse) • attendance of staff, educators, volunteers, students and visitors • planning for and approval to conduct excursions, incursions, etc. 	Retain in accordance with the relevant legislative requirements and/or national standards and guidelines, then destroy
Records relating to applications to the regulator to provide or operate a child-care service by or on behalf of the organisation. Records include applications, supporting documentation, reports of inspections and associated correspondence. Includes unsuccessful applications.	Retain in accordance with the relevant legislative requirements and/or national standards and guidelines, then destroy
Policies and procedures relating to the health, safety, and protection of children whilst in the care of the service, including emergency plans and procedures.	Retain minimum of 45 years after policy or procedure is superseded, then destroy
Records relating to routine operational management of a child-care service e.g. waiting lists, applications and acceptances where the child does not attend, general daily or weekly routines and programs etc.	Retain until administrative or reference use ceases, then destroy
Records relating to the development, review and establishment of strategic plans, policies and procedures relating to the regulation and provision of childcare services. Records include policy proposals, research papers, results of consultations, supporting reports, major drafts, final policy documents.	Required as State Archives
Records relating to the investigation of a licensee, licensed centre or authorised supervisor for serious incidents or breaches that result in sanctions and/or prosecutions. Serious incidents include death or serious injury, physical or sexual assault. Records include complaints, notifications, investigation reports, correspondence, briefings, reports and recommendations, and records of remedial action.	Required as State Archives

Records relating to the receipt and investigation by the regulator of allegations of child abuse that do not result in sanctions and/or prosecutions.	Retain minimum of 99 years after action completed, then destroy
Records relating to approved applications for a licence to conduct a children's service, or to become a licensee or authorised supervisor of a children's service. Records include: <ul style="list-style-type: none"> • applications and supporting documentation • applications for variations and notifications of changes • approvals and revocations • investigations of allegations that are not related to child abuse and do not result in sanctions or prosecutions • advice on matters related to accreditation, compliance etc. 	Retain minimum of 45 years after revocation, suspension, surrender or expiry of licence or authority, then destroy
Records relating to unsuccessful applications for a licence to conduct a children's service, or to become a licensee or authorised supervisor. Records include: <ul style="list-style-type: none"> • application form and supporting documentation • details of the reason for the licence refusal • appeals and outcomes. 	Retain minimum of 10 years after action completed, then destroy
Records relating to monitoring compliance with requirements and routine liaison with centres over terms and conditions. Records include: <ul style="list-style-type: none"> • compliance reports and statements • inspection checklists • inspection assessment reports/responses • records of site visits 	Retain minimum of 10 years after action completed, then destroy

Educators will:

- Not communicate confidential information, directly or indirectly, to any other person other than:
 - a) to the extent necessary for the education and care or medical treatment of the child to whom the information relates; or
 - b) a parent of the child to whom the information relates, except in the case of information kept in a staff record; or
 - c) the Regulatory Authority or an authorised officer; or
 - d) as expressly authorised, permitted, or required to be given by or under any Act or law; or
 - e) with the written consent of the person who provided the information.
- Be sensitive to the rights of service staff, families, and other educators to have information of a personal nature handled in a tactful, secure, and discreet manner.
- Ensure records are stored in a safe and secure place that is not easily accessible to families and visitors to the service.
- Ensure records are kept and handed to the Principal Office for scanning:

- a) if the record relates to an incident, illness, injury, or trauma suffered by a child while being educated and cared for by the education and care service, until the child is aged 25 years.
 - b) if the record relates to the death of a child while being educated and cared for by the education and care service or that may have occurred because of an incident while being educated and cared for, until the end of 7 years after the death.
 - c) in the case of any other record relating to a child enrolled at the education and care service, until the end of 3 years after the last date on which the child was educated and cared for by the service.
 - d) if the record relates to the approved provider, until the end of 3 years after the last date on which the approved provider operated the education and care service.
 - e) if the record relates to a nominated supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the nominated supervisor or staff member provided education and care on behalf of the service.
 - f) in case of any other record, until the end of 3 years after the date on which the record was made.
- Educators must destroy old paperwork securely, either by fire, a secure destruction facility or hand over to the Principal Office.
 - Understand it is not appropriate for them to discuss children in care with people other than the child's family and the service.
 - Not refer to a child by name, or disclose any identifying information, when discussing an incident, which has occurred as part of their Family Day Care business, with another educator, family member, or member of the public.
 - Immediately notify the Nominated Supervisor if confidential information has been disclosed or a privacy breach has occurred.

Families are encouraged to:

- Respect the private and confidential relationship between themselves and the educator.
- Refrain from discussing grievances with an educator in public.
- Alert the Nominated Supervisor if it is believed there has been a privacy breach.

LINKS TO OTHER PROCEDURES

- Child Enrolment
- Child Protection
- Managing Records
- Medical Conditions

Customer Service

PROCEDURE STATEMENT

Cabonne Family Day Care understands the importance of high-quality education and care for all stakeholders. The quality of a service is based on ongoing evaluation and improvement. Our service maintains high standards and satisfaction through regular consultation and interactions with all stakeholders.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Cabonne Council's Policies and Procedures

PROCEDURES

The Principal Office will:

- Develop, conduct, and maintain ongoing opportunities for all stakeholders to provide feedback on service delivery.
- Answer the phone and door in an uplifting manner, giving a positive first impression of the service.
- Answer the phone using the line – 'Good morning/afternoon, Cabonne Family Day Care. You're speaking with...'
- Respond to messages and emails within two business days.
- Refer emails, phone calls and messages to the correct person, in a timely manner.
- Dress professionally and behave appropriately in the workplace.
- Regularly reflect on and update the Self-Assessment Tool.

Educators will:

- Participate in opportunities to provide feedback to the service.
- Support the service to collect feedback from families and other stakeholders.
- Respond to phone calls, emails, and messages in a timely manner, especially if they are from prospective families.
- Refer families to the Principal Office if they are unable to offer them care.
- Always display themselves and their service in a professional manner.

Families are encouraged to:

- Provide feedback to the educator and service in any format regarding service delivery.

Dealing with COVID-19

PROCEDURE STATEMENT

Coronavirus is a large family of viruses that cause illness ranging from the common cold to more severe illnesses. A novel coronavirus is a new strain that has not been previously identified in humans. COVID-19 is the infectious disease caused by the most recently discovered coronavirus.

Cabonne Family Day Care is committed to providing safe and healthy environments that reduce the risk of exposure to COVID-19.

RELEVANT RESOURCES

- Australian Government Department of Health: <https://www.health.gov.au/>
- Coronavirus information for schools and early childhood centres, students and parents: <https://www.health.gov.au/resources/publications/coronavirus-covid-19-information-for-schools-and-early-childhood-centres>
- NSW Health - [COVID-19 \(Coronavirus\) \(nsw.gov.au\)](https://www.nsw.gov.au/health-and-care-services/news/all-news/show-item/covid-19-coronavirus)

IMPLEMENTATION

Our service will apply measures that prioritise health and safety, including:

- Implementing vigilant hygiene practices that prevent the spread of infectious diseases, including COVID-19.
- Encouraging good health and sanitation.
- Monitoring sources of public health information.
- Implementing all measures recommended by authorities; and
- Educating and informing our stakeholders with current and trusted information.

HOW WILL IT BE DONE?

Practices to reduce the chance of being infected or spreading COVID-19 will include:

- Regularly and thoroughly cleaning hands with soap and water or an alcohol-based hand sanitiser.
- Encouraging children to avoid touching eyes, nose, and mouth as much as possible.
- Following good respiratory hygiene, when coughing or sneezing:
 - cover mouth and nose with bent elbow or tissue and dispose of the used tissue immediately and
 - wash hands with soap and water or, if water is not available, use hand sanitiser
- Excluding children or staff who are unwell with COVID-19 symptoms.
- Assessing risk of transmission and exposure of an excursion before attending.

NOTIFYING THE REGULATORY AUTHORITY

- If a child or staff member at the service tests positive to COVID-19 this will be reported to the Regulatory Authority within 24 hours of notification.

ROLES & RESPONSIBILITIES

The Approved Provider will:

- Provide hand washing facilities and make sure these are kept clean, adequately stocked and in good working order.
- Make appropriate arrangements so that staff who need to self-isolate can work from home, if possible.

Principal Office staff will:

- Work with the Approved Provider to ensure that current and reliable information is communicated to families and staff.
- Notify your supervisor and the People & Culture team immediately if you need to self-isolate due testing positive to COVID-19 and/or have a confirmed case of COVID-19 in your household.
- Arrange for any maintenance or ordering of supplies to ensure there are adequate hand washing facilities.
- Ensure hand sanitiser and cleaning products are available for use at the Principal Office.
- Promote good hygiene practices such as regularly washing hands.
- Keep the Principal Office clean and hygienic.
- Ensure you do not attend work, or immediately return home, if you have any COVID-19 symptoms.
- Ensure educators and families have current information on testing and isolation requirements.
- Report COVID-19 cases to Regulatory Authority and Department Leader within 24 hours of being notified.
- Support educators to find financial assistance where needed.

Educators will:

- Keep service clean and hygienic.
- Regularly clean high-touch surfaces, including door handles.
- Advise families they must keep children with COVID-19 symptoms home until they no longer display symptoms.
- Advise families they must keep children home if the child or a household member tests positive to COVID-19 for the period of isolation required by NSW Health.
- If children become sick while at the service, follow illness procedures to ensure they are isolated, and families are contacted.
- Do not open service if you, or household member, are unwell with flu-like symptoms.
- Do not open service if you, or household member, have tested positive to COVID-19 for the period of isolation required by NSW Health.
- Follow food preparation and handling procedures in conjunction with regular hand washing.
- Notify the Principal Office immediately if you, a household member, or child attending care has tested positive to COVID-19.

- Assist families to meet you at the front entrance, upon arrival and departure to minimise risk of exposure within your service.
- Ensure children will wash their hands thoroughly and regularly throughout the day.
- Ensure you wear a mask when directed by NSW Health.
- Conduct a thorough clean of their service if a child tests positive to COVID-19 within 48 hours of attendance.

Families will:

- Follow directions from NSW Health, including wearing a mask when directed to.
- Alert their educator if their child tests positive to COVID-19 and has recently attended the educator's service.
- Ensure children do not attend care if they are displaying COVID-19 symptoms.

LINKS TO OTHER PROCEDURES

- Administration of First Aid
- Administration of Medication
- Dealing with Infectious Diseases
- Exclusion of Unwell Children
- Health
- Hygiene, Cleaning, and Infection Control
- Immunisation
- Incident, Injury, Trauma, and Illness

Dealing with Infectious Diseases

PROCEDURE STATEMENT

Children are often infectious before symptoms appear therefore it is always important for educators to operate their business with effective hygienic practices. It is also important that educators and service staff act appropriately and with sensitivity when dealing with an infectious child and their family. Clear and consistent policies and procedures will assist educators in ensuring children, educators, staff, and families are kept free from infection.

The three most important ways of preventing the spread of infectious disease:

1. Effective hand washing
2. Exclusion of sick children, educators, educator's family members and service staff to the educator's workplace; and
3. Immunisation

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011 (Clause 88).
- Public Health Act 2010 No 127 (NSW).
- Staying Healthy in Childcare – Preventing infectious diseases in childcare 5th edition – 2012

PROCEDURES

The Principal Office will:

- Provide information and resources to educators on how to prevent the transmission of infectious diseases.
- Model safe hygienic practices to educators and children where possible.
- Report any occurrence of an immune preventable disease to the Department of Health Infectious Diseases Unit for confirmation of the disease and the procedures to be followed.
- Provide any information supplied by NSW Health in relation to the occurrence of an immune preventable disease to educators if required.
- Discuss immunisation requirements with families at the time of enrolment.
- Ensure children's immunisation records are up to date.

Educators will:

- Implement good hygiene practices that aim to prevent the spread of infectious diseases.
- Ensure that they protect themselves from infections that are vaccine preventable or contracted due to poor hygiene practices.
- Follow the guidelines in preventing infectious diseases as outlined in Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services.
- Seek advice from a medical practitioner on what vaccinations and screenings are encouraged for individuals working with children.
- Report any occurrence of an immune preventable disease to the service.

- Not open their service if unwell. Educators cannot charge families if they do not open their business due to illness.
- Follow *Hygiene, Cleaning, and Infection Control* procedure.
- Follow food preparation and handling procedures in conjunction with regular hand washing.
- Refer to *Dealing with COVID-19* procedure if educator or household member tests positive for COVID-19.
- Ensure children will wash their hands thoroughly throughout the day, especially before mealtimes.

When a child has symptoms of an infectious disease:

- Isolate the child away from others.
- Contact parent or authorised person to collect immediately.
- Ensure child is given fluids and kept comfortable.
- Apply first aid, if needed.
- Complete an Incident Report and have parent or authorised person sign when child is collected.
- Advise family to keep the child home until child is no longer infectious (exclusion period has been complete), is no longer symptomatic and is feeling well again.
- Educators may request a medical clearance for children to return to care

Recommended Minimum Exclusion Periods - [ch55-staying-healthy.pdf \(nhmrc.gov.au\)](https://www.nhmrc.gov.au/ch55-staying-healthy.pdf)

Condition	Exclusion of Case	Exclusion of Contacts
Campylobacter infection	Exclude until there has not been a loose bowel movement for 24 hours.	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel movement for 24 hours.	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel movement for 24 hours.	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel movement for 24 hours.	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded

Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case

Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel movement or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel movement or vomiting for 24 hours	Not excluded
Rubella	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel movement for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel movement for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis	Exclude until medical certificate is produced from the appropriate health authority	Not excluded
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded
-------	--	--------------

It is the responsibility of families to:

- Not send infectious, or unwell children, to care.
- Ensure children stay up to date with their immunisations.
- Ensure children’s Australian Immunisation History Statement is forwarded to the service whenever it is updated.
- Promptly pick up an unwell child when contacted by the educator.
- Obtain a doctor's certificate if required by the educator before returning to care.
- Notify the educator, or service, if their child has been diagnosed with an immune preventable disease (e.g. whooping cough, measles, rubella) or COVID-19.

LINKS TO OTHER PROCEDURES

- Administration of First Aid
- Administration of Medication
- Dealing with COVID-19
- Exclusion of Unwell Children
- Health
- Hygiene, Cleaning, and Infection Control
- Immunisation
- Incident, Injury, Trauma, and Illness

Dental Health

PROCEDURE STATEMENT

Cabonne Family Day Care will promote positive dental hygiene behaviour in children and families to contribute to reducing the incidence of dental cavities and facilitate the prevention and management of dental trauma in children.

RELEVANT RESOURCES

- Staying Healthy in Childcare - [ch55-staying-healthy.pdf \(nhmrc.gov.au\)](#)
- Australian Dental Association [www.adansw.com.au](#)

PROCEDURES

The Principal Office will:

- Provide families with information on dental clinics in their area.
- Provide families with information on dental health through regular newsletters.
- Support educator to promote healthy dental practices.

Educators will:

- Encourage families to provide healthy foods for their children whilst in care.
- Help to educate children on appropriate dental care methods through programming and through incidental learning.
- Ensure children will be given the opportunity to discuss and practice dental care including correct teeth cleaning and eating healthy foods and drinks.
- Encourage children to drink water after eating and ensure water is always available while in care.
- Promptly report to families any accidents, incidents, and signs of teeth problems such as pain and swelling the child might have.
- Not give children bottles in bed. Tooth decay can be reduced by allowing the child to finish the bottle before going to bed and not letting milk settle on teeth.
- Encourage and support parents to provide healthy food, which is considerate of appropriate dental care practices.
- Encourage healthy snacks such as vegetables, cheese, yoghurt, fruit, or plain pasta.

Families will be encouraged to:

- Provide healthy food for their child.
- Promote good dental health practices with their child.

Guidelines for promoting healthy teeth

To assist in healthy dental care and aid in the reduction of teeth problems it is recommended that guidelines be adhered to by avoiding the following:

- Sweetened drinks.
- Using food as a reward.
- Dummies dipped in sweeteners.
- Bottles containing sweetened drinks.
- Using a bottle to help the child fall asleep.
- Frequent snacks in between meals that do not promote healthy teeth.

DENTAL INCIDENTS

Educators will:

- Not reinsert the tooth back into the socket.
- Gently rinse the tooth or tooth fragments in clean milk or clean water to remove blood and place in a clean container or wrap in cling wrap to give to the parent or dentist.
- Place a firm pad of gauze over the socket and have the child bite gently on the gauze.
- Contact family immediately so they can seek dental care.
- Advise family if tooth was in soil or dirt.
- Complete an Incident Report and notify Principal Office.

LINKS TO OTHER PROCEDURES

- Accident, Injury, Trauma, and Illness
- Administration of First Aid
- Health



Healthy lunchbox tips
.pdf

Delivery to, and Collection of, Children from Education and Care Premises

PROCEDURE STATEMENT

Cabonne Family Day Care educators will facilitate the safe arrival and departure of children in their care by only allowing children to be collected from their education and care service by an authorised person, named on the child's enrolment record.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATIONS

- **Regulation 99** – Children leaving the education and care service premises.

PROCEDURES

The Principal Office will:

- Inform educators of their responsibilities in this procedure upon registration.
- Assist educators to improve their practices to ensure the safety of the child is met.
- Promote awareness of the arrival and departure procedures to families through the enrolment interview and family newsletters.
- Ensure every child has an enrolment record that is updated annually and includes the names of each authorised person with the authority to collect child from the family day care service.
- Ensure all court orders provided to the service are saved in the child's enrolment record and educators are aware of these court orders.
- Ensure all attendance records are adequately completed by educators.

Educators will:

- Ensure no child leaves the residence or approved venue unless:
 - They are given into the care of a parent of the child (unless prohibited by a court order).
 - They are given into the care of the authorised nominee named in the child's enrolment record.
 - They are given into the care of a person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child.
 - They are taken on an excursion.

- Is transported by the service or on transportation arranged by the service in accordance with Division 7; or
 - Is given into the care of a person or taken outside the premises.
 - They require medical, hospital or ambulance care or treatment.
 - There is another emergency.
- Ensure that the authorised person is 18 years or over when collecting child. If the person is 16 years and above, they are permitted to collect with written authorisation from the child's parent or guardian.
 - Ensure a driver's licence (or other form of photo identification) is sighted whenever a new authorised person collects the child. The licence number will need to be recorded as evidence of sighting on the attendance record.
 - Ensure attendance records are signed (manually or electronically) by the person delivering or collecting the child, at all locations where a handover occurs (e.g. play session, school).
 - Physically receive the child when they arrive at the premises.
 - Ensure that arrival and departure of school age children is in accordance with the School Child Travel Form completed by the family.
 - Ensure the entrance to the educator's premises is always securely locked to prevent children leaving the premises unattended and the entry of unauthorised persons (allow for an alternate exit in case of emergencies).
 - Ensure no child leaves the home of an educator due to an educator's personal emergency. In this case, contact families for immediate collection and the Principal Office for support.
 - Ensure all gates leading to, or from, the premises are locked or designed to prevent children from entering or leaving the premises unsupervised.
 - Inform families of their responsibility to closely supervise children:
 - On arrival to the educator's premises until physical handover has occurred; and
 - On departure after handover from the educator to the family, particularly if any hazards are present such as driveways, glass, prickly bushes, or ponds.
 - Ensure the exact arrival and departure times are entered on the attendance record.
 - Ensure they leave a comment on attendance record if signing the child in or out of care due the authorised person being unable to sign (has no electronic signature) or has forgotten to sign in/out.

Families are required to:

- **Harmony Users** – Sign the child in/out using their unique electronic signature PIN each day of care.
- **Paper Timesheets** – Enter the exact time of arrival and departure then initial these times, each day.
- Manually, or electronically, sign the attendance records at the end of the week, verifying the attendance record is an accurate account of the days/hours used and any absences.
- Deliver and collect the child at the contracted times unless prior notice is given of a change of times.
- Provide prior notice of an alternate person picking up a child to the educator.
- Ensure contact information is up to date with the educator in case of emergency.

LINK TO OTHER PROCEDURE

- Acceptance and Refusal of Authorisation
- Access
- Attendance Records
- Child Enrolment
- Child Protection
- Supervision

Determining Responsible Person

PROCEDURE STATEMENT

Cabonne Family Day Care will ensure a responsible person is available to educators when they are educating and caring for children.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATON

- **Regulation 150** – Responsible person
- **Regulation 168** – Education and care service must have policies and procedures.

PROCEDURES

One of the following must be available to provide support to educators when they are educating and caring for a child:

- The approved provider – If the approved provider is an individual, or a person with management or control of the service.
- A nominated supervisor of the service.
- A person in day-to-day charge of the service.

ROLES AND RESPONSIBILITIES

Role	Responsibilities
Approved Provider	<ul style="list-style-type: none"> • Ensuring there is a responsible person. • Ensuring that the name of the Nominated Supervisor is displayed prominently at the service. • Notifying the Regulatory Authority if there is a change of person in the role of Nominated Supervisor. • Ensuring that the Nominated Supervisor have a sound understanding of their role.
Nominated Supervisor	<ul style="list-style-type: none"> • Ensuring that, in their absence, another responsible person is placed in day-to-day charge of the service. • Notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including circumstances that affect their status as fit and proper, or if they are subject to disciplinary proceedings.
Responsible Person	<ul style="list-style-type: none"> • Will stand in place of Nominated Supervisor when they are not present at service, not able to be contacted by phone and/or are on leave.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Understanding that a Responsible Person placed in day-to-day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor. |
|--|--|

Educational Program and Practice

PROCEDURE STATEMENT

Cabonne Family Day Care will assist educators to provide an educational program and practice to each individual child, that is child centred, stimulating, values the importance of play, and is in a supportive environment that extends their learning. We will provide young children opportunities to maximise their potential and develop a foundation for future success in learning. The service will ensure that all children will experience quality teaching and learning.

The educational program and practice must be appropriate to the developmental and emerging skills to the children. Parents, children, educators, and the service staff will work in partnership to plan for children's development and learning in a nurturing and supportive environment.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and care Services National Regulations
- Guide to the National Quality Framework
- Being, Belonging and Becoming: The Early Years Learning Framework for Australia
- My Time Our Place: Framework for School Aged Children

RELEVANT REGULATIONS

- **Regulation 73** – Educational Program
- **Regulation 74** – Documenting of child assessments or evaluations for delivery of educational program
- **Regulation 75** – Information about educational program to be kept available
- **Regulation 76** – Information about educational program to be given to parents

PROCEDURES

Program Planning and Documentation

Educators will:

1. Ensure the educational program enhances each child's learning and development. Specifically:

- Ensure curriculum decision making using the approved framework contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- Ensure each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
- Ensure all aspects of the program, including routines are organised in ways that maximise opportunities for each child's learning.

- Maintain a balance of home-based activities with outings planned to enhance learning opportunities.
- Allow children to freely select experiences.
- Provide indoor and outdoor learning environments that are inclusive of all children.
- Provide play based indoor and outdoor learning environments, which are designed and organised to engage every child in quality experiences, both built and natural environments, and loose parts.
- Provide leisure based opportunities for school aged children that complement their school experiences as well as their individual interests and home experiences.
- Provide opportunities for children to engage in adventures play.

2. Facilitate and extend each child's learning and development. Specifically:

- Use intentional teaching to extend children's learning and development.
- Educators respond to all children's ideas and play, through open-ended questions, interactions, and feedback.
- Ensure each child's agency is promoted enabling them to make choices and decisions that influence events about their world.
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day.
- Ensure children's planned experiences are child focused and are based on observation of children's needs, voices, interests, and responses to previous experiences.
- Seek and include information from parents to assist in the planning of activities for each child.
- Regularly talk to parents about their child's activities whilst in Family Day Care.

3. Ensure a planned and reflective approach to implementing the program for each child. Specifically:

- Ensure each child's learning and development is assessed and documented as part of an ongoing cycle. This includes observations, analysing learning, planning, implementation, and reflection.
- Ensure critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
- Ensure families are informed about their child's progress including:
 - The content and operation of the Educational Program as it relates to their child.
 - Information about their child's participation in the program - a copy of assessments or evaluations in relation to their child.
 - A program that is displayed at the service in a place accessible to parents.
- Educators ensure that a copy of the program is send to the educational leader once a month.

Support Officer and Educational Leader will:

- Lead the development and implementation of the educational program and planning cycle.
- Assist educators to implement the approved learning frameworks.
- Deliver information, resources, and professional development, which will assist an educator with education and care practices.
- Ensure all educators are delivering an education and care program that address the child's needs.
- Ensure the educator is involving the holistic child in the programming and planning process.
- Ensure the educator is participating in the programming cycle - Observing, Planning, Programming, Reflection and Forward Planning.
- Be available to discuss a child's development with educators and families.

Educators will:

- Ensure that the sharing of information will remain a vital component of each child's program and will maintain a positive focus.
- Obtain written permission from parents to share information relating to their children, family and situation to external organisation or persons, if required.
- Share information relevant to a child and/or family if required for the placement, ongoing support, or development of the child.
- Respond to families and children in an unbiased and consistent manner.
- Utilise parent knowledge as well as the resources provided by professional and community organisations to ensure the program is culturally relevant.
- Develop and maintain programs (through a variety of individual methods) of activities, which meet regulatory and National Quality Standard requirements.
- Ensure programs are always to be displayed and kept for 12 months.

Training and Resources

The Principal Office will:

- Provide training opportunities for staff and educators to ensure developmentally appropriate programs are implemented within the service for all children.
- Access support services to resource and support educators in the provision of developmentally and culturally appropriate programs, for children with additional needs.
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs.

Make available to families on request:

- Contact details of other early childhood programs including long day care, pre-school, Outside of School Hours Care, play sessions, early childhood centres, and early intervention services.
- Information regarding choice of quality care (booklets, newsletter information or articles).

Educators will:

- Support a family's decision to utilise other early childhood services.
- Provide information opportunities on school readiness to parents
- Promote the importance of school orientation programs.
- Promote to parents the importance of developing resilience in children as a preparation for school and accompanying routines.
- Ensure that the family of a child identified with additional needs is offered support by referral to the local Department of Education Early Intervention School Transition Officer or other relevant support services prior to school entry.
- Assist children with disabilities make a smoother transition to school by accessing information for families through attending information sessions on transition to school seminars/workshops and using resources on the website:
www.transitiontoschoolresource.org.au
- Attend professional development training.
- Maintain knowledge of current trends in planning and children's learning and development.
- Encourage self-help skills (e.g. dressing, toileting, eating, looking after belongings, hand washing).
- Develop activities and experiences, which prepare children for school entry by:
 - Encouraging interactions with peers in games and activities.
 - Encouraging the development of language and literacy skills in conversations, by reading books, drawing, writing, and other literacy type activities.
 - Developing simple routines.

LINKS TO OTHER PROCEDURES

- Adventurous Play
- Collaborative Partnerships
- Guiding Children's Behaviour
- Inclusion and Diversity
- Interaction with Children
- Physical Activity and Screen Time
- Supervision

Educator Registration and Assessment

PROCEDURE STATEMENT

Cabonne Family Day Care has an obligation to the community to ensure that all educators are recruited in a fair and equitable manner. They must demonstrate an ability to meet and maintain the standards expected by the Federal, State and Local Governments, the service, and the community in relation to the provision of quality early childhood education and care.

RELEVANT RESOURCE

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Children and Young Persons (Care and Protection) Act 1998
- The Ombudsman's Act 1974 Act 68 of 1974
- Work Health & Safety Act 2011 (NSW)
- Work Health & Safety Regulation 2011 (NSW)
- Child Care Provider Handbook

PROCEDURES

The Principal Office will:

- Regularly advertise for new family day care educators in areas of need.
- Be consistent and fair in selecting educators to register with the service.
- Ensure prospective educators are aware of their qualification requirements.
- Provide prospective educators with the Prospective Educator Handbook.
- Ensure all educators receive an induction before they commence care.
- Be clear and consistent when inducting new educators to ensure they are fully aware of their roles and responsibilities.
- Increase family day care's presence in the community through street stalls, markets, job fairs and any other applicable event.
- Ensure educators have completed all necessary forms before commencing care.
- Ensure an educator's premises has passed the Educator Workplace Health and Safety Audit before they commence care.
- Visit new educators once a week for four weeks to ensure they are suitable for the role and to provide support.
- Ensure all educators are fit and proper persons.

Educators will:

- Be over the age of 18 years.
- Complete an Educator Application to be considered as a family day care educator.

- Provide personal resume with at least two references.
- Obtain or complete the following documents during the registration process and forward them to service staff:
 - Educator Application
 - Working with Children Check (Paid)
 - Police check that is no more than six months old
 - Relevant early childhood qualification or evidence of working towards minimum qualification
 - First Aid Certificate (Provide an emergency first aid response in an education care settings)
 - Resuscitation Certificate
 - Child Protection Certificate (or evidence of working towards unit in minimum qualification)
 - Medical examination completed by doctor
 - Draft fees and charges policy
 - Educator's Agreement
 - Code of Conduct
 - Any other form service staff ask to be completed.
- Obtain Public Liability Insurance through Family Day Care Australia.
- Register for a Provider Digital Access Account (PRODA) and forward registration number onto Nominated Supervisor.
- From 8 November 2021, have received two doses of a COVID-19 vaccination and supply evidence of these vaccinations. Any educators who have not received mandated COVID-19 vaccinations by the above dates and are unable to obtain a medical contraindication certificate from their doctor will not be able to attend early childhood educational settings.
- Attend an Education Induction either online or face to face.
- Work with service staff to ensure their residence meets the Educator Workplace Safety Audit.
- Have a commitment to operate their service in line with the Service Philosophy and Core Domains.
- Have effective communication skills.
- Have an awareness of and sensitivity towards the diverse needs of children and their families.
- Ensure they have written permission from land lord to conduct family day care from their property if renting.
- Ensure other household members are comfortable with the educator running a family day care business.
- Ensure other household members are fit and proper persons.
- Ensure all household members over 18 years obtains and maintains a volunteer Working with Children Check.

Unsuccessful Educator Applications

If an application is unsuccessful, the applicant will be informed in writing. Reasons for an application being unsuccessful may include:

- Unsatisfactory Working with Children Check or police check of applicant or household member.
- Unable or unwillingly to complete relevant early childhood qualification.
- References unavailable or unfavourable.
- Unsatisfactory Educator Workplace Health and Safety Audit of the applicant's home with the inability to meet the audit.
- Unsatisfactory medical report.
- Inability to demonstrate the capacity to supervise and care for the children adequately.
- Inability to demonstrate effective communication skills and interactions with children and adults.
- Refusal by prospective educator to comply with an obligation within the service and/or legislative requirements.

LINKS TO OTHER PROCEDURES

- Administration of First Aid
- Assessment of Family Day Care Residences and Approved Venues
- Child Protection
- Completion of Educator Workplace Health and Safety Audit
- Ethical Conduct
- Fees

Emergency and Evacuation Procedures

PROCEDURE STATEMENT

Cabonne Family Day Care is committed to the safety of our children, families, educators, and staff. By identifying the risks of various emergency situations, stakeholders can conduct practice procedures and respond safely and calmly in real emergency situations.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011: Regulations 97,98,168 (2)(e)
- Work, Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Department of Education Emergency Planning Workshop

RELEVANT REGULATIONS

- Regulation 97 – Emergency and Evacuation Procedures
- Regulation 98 – Telephone or Other Communication Equipment

IMPLEMENTATION

In preparation for emergency procedures, a detailed risk assessment (included in the Educator Workplace Health and Safety Audit) of the following will be conducted by the Nominated Supervisor annually in March. This will identify any potential risks that may be relevant to each educator's environment, including:

- Flood
- Severe storm - dusts, rain, or thunder
- Earthquake
- Bomb threat
- Security incident, threat, or intrusion - objects, person, car, or animal.
- Bush fire
- Structure fire
- Medical emergency
- Asset emergency - loss of power, water, communications.
- HAZMAT or pollution

Educators will ensure rehearsal and evaluation of emergency and evacuation procedures are conducted every three months.

ROLES AND RESPONSIBILITIES

Principal Office Staff will:

- Ensure the following documents are available to all educators:
 - Risk assessments - to be reviewed annually.

- Emergency Evacuation Procedures
- Emergency Evacuation Diagram - to be reviewed every five years.
- Bush fire emergency plan - to be reviewed every five years.
- Provide support and information to educators on compliance requirements for emergency and evacuation procedures.
- Monitor compliance on educator visits.
- Ensure emergency contact is available for critical events.
- Provide an 'Incident Response Plan' to all educators.
- Ensure all educators complete Emergency Evacuation Procedures every three months.

Educators will:

- Ensure the emergency evacuation diagrams are displayed in a prominent position near each exit and updated every five years.
- Ensure emergency evacuation procedures are displayed with each evacuation diagram.
- Ensure all families are aware of the emergency evacuation procedures in place during the orientation process, or when procedures are updated.
- Ensure that rehearsals of emergency evacuation procedures are scheduled every three months and:
 - That the schedule maximises the number of children participating in the procedures
 - Those rehearsals take place at different times of the day, including drop off and pick up times, sleep/rest times and meal times.
 - Give families the opportunity to offer feedback.
- Ensure all emergency contact lists are updated as required.
- Ensure fire equipment is checked every six months and evidence of check is given to the Principal Office.
- Ensure the rehearsal of the emergency evacuation procedures are documented and evaluated. This documentation must be sighted by the Principal Office no more than 14 days after the last day of the month the procedures were conducted in.
- Ensure emergency numbers, relevant to their town, are clearly displayed.
- Ensure 'Emergency Go Bag' is fully stocked and kept in an accessible location with the following items:
 - Emergency contact list
 - Mobile phone & charger
 - First aid kit
 - Management Plans & Risk Minimisation Plans
 - Medications
 - Bottled water
 - Nappies and wipes
 - Tissues
 - Sunscreen

FULL EVACUATION PROCEDURE

A full evacuation is defined as an urgent and immediate escape of all occupants.

- Educator will calmly alert all persons present and quickly prompt them to evacuate to the designated assembly area.
- Before exiting the building, the educator will check all rooms to ensure they are clear whilst shutting doors behind them, while maintaining supervision of the children.
- Educator will collect attendance records, visitor book, go bag, medications (if needed), and mobile phone.
- Once all occupants have exited, no one is to re-enter the building.
- Contact 000
- The educator will perform a roll call and alert emergency services if anybody is missing and their last known whereabouts.
- Educator to call Principal Office as soon as possible.
- Parents will be notified of the situation and advised to come and collect their children as soon as possible.
- Educator will only re-enter the building once emergency services have advised it is safe to do so.

A full evacuation may be necessary when the following occurs:

- Flood
- Structure Fire
- Bush Fire
- Asset Emergency
- HAZMAT Emergency

SHELTER IN PLACE PROCEDURE

Shelter in place is defined as finding a safe location indoors and staying there until the threat is gone, or occupants are told to evacuate.

- Educator will calmly alert all persons present and quickly prompt them to move to a designated area, away from the immediate threat. Check all children and visitors are present.
- If children are outside, the educator should get them inside as quickly as possible.
- Immediately call 000 if the event or issue requires the police, ambulance, or fire service.
- Children should remain out of sight during the period, and blinds will be drawn. Ensure the children are kept below the window level.
- All persons are to remain until the threat has passed.
- If required, perform a full lock down procedure ensuring all doors and windows are locked and that all occupants are accounted for and in a safe and secure location.
- All educators, children and visitors will remain in the locked room until the "All Clear Signal" is given by the person in charge.

A shelter in place may be necessary when the following occurs:

- Severe Storm
- Security incident, threat, or intrusion - objects, person, car, or animal.

- Bush Fire

FIRE PREVENTION

- All nominated fire exits are permanently clear of obstruction at least two metres from any exit for immediate access.
- The educator has an Emergency Go Bag which includes first aid kit, emergency contact numbers, medications, and children's necessities.
- The children will be trained to learn how to 'STOP, DROP, ROLL', should their clothes catch fire, and the 'GET DOWN LOW AND GO, GO, GO' in case of a fire evacuation.
- Ensure the safety and evacuation of all children and visitors before trying to contain or extinguish a fire. If the fire is small and the educator is nearby when it begins, it may be appropriate to try to extinguish it or contain it, but only if it is not dangerous.
- Display the emergency telephone numbers in a prominent position.

AT NO TIME SHOULD INDIVIDUALS PLACE THEMSELVES, THE CHILDREN, OR OTHERS AT RISK.

LINK TO OTHER PROCEDURES

- Accident, Injury, Trauma, and Illness
- Fire Equipment

Environmental Sustainability

PROCEDURE STATEMENT

Cabonne Family Day Care supports children to become environmentally responsible and show respect for the environment. Children's awareness of the environment will be promoted through daily practices, resources, and interactions. Educators, children, and families will be encouraged to become advocates for a sustainable future.

RELEVANT RESOURCES

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

PROCEDURES

The Principal Office will:

- Encourage educators, families, and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.
- Liaise with council and government departments for possible grants available to put in place water and energy conservation practices in the education and care service. These may include water tanks, grey water systems and converting to water saving taps.
- Provide electronic documents to allow to minimise paper usage.
- Implement sustainable practices within office environment, where possible.

Educators will:

- Make sustainable practices a part of the daily routine. These include:
 - Recycling
 - Gardening
 - Energy conservation
 - Water conservation
 - Sustainable equipment purchases
- Role model sustainable practices.
- Discuss sustainable practices with the children and families as part of the curriculum.
- Provide information to families on sustainable practices that are implemented at the service and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation, and resources.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use. Emptying water play containers onto grass areas, turning taps off when not in use etc.

- Embed the concept of 'reduce, reuse, recycle' into everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Consider implementing a worm farm or composting bin to reduce food waste. Children will be encouraged to place food scraps into separate containers for use in the worm farm or the composting bin. Educators will discuss with the children and families which scraps worms can eat and which foods can be composted. The children will be involved in maintaining the worm farm and compost.
- Reduce the amount of plastic and disposable equipment purchased and select materials that are made of natural fibres and materials when possible. Encourage loose parts and natural resources in your learning environment.
- Discuss the protection of animals, plants, and habitats with children.
- Transition to electronic record keeping reducing paper usage.
- Educators are encouraged to purchase a tablet or laptop with a pen where documents can be signed, saved, and emailed without the need to print.

Families are encouraged to:

- Implement sustainable practices from the education and care services at home.

LINK TO OTHER PROCEDURES

- Educational Program and Practice

Ethical Conduct

PROCEDURE STATEMENT

The Early Childhood Australia (ECA) Code of Ethics underpins the core values, beliefs, and practices within Cabonne Family Day Care. The service acknowledges the importance of behaving in an ethical manner and applying ethical conduct in all aspect of the service.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Early Childhood Australia's Code of Ethics

PROCEDURES

The Approved Provider will:

- Ensure changes within the service are explained to educators, families, and service staff prior to implementation.
- Ensure professional development is available to service staff.

The Principal Office will:

- Abide by and regularly refer to, the ECA Code of Ethics.
- Develop an understanding of their obligations in following the ECA Code of Ethics.
- Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation.
- Ensure every educator has access to the ECA Code of Ethics.

Educators will:

- Abide by, and regularly reflect on, the ECA Code of Ethics.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Be professional and ethical in the operation of their education and care service.
- Treat all people with care, dignity and acknowledge that each person is unique.
- Promote Cabonne Family Day Care positively in the community.
- Collaborate with respect and value one another.
- Act with integrity and believe that everyone has the right to be treated equally and fairly and without discrimination.
- Think proactive, not reactive.

LINKS TO OTHER PROCEDURES

- Inclusion and Diversity
- Collaborative Partnerships

Exclusion of Unwell Children

PROCEDURE STATEMENT

Cabonne Family Day Care believes children's health and safety are of the utmost importance. To keep children, families and educators safe, unwell children must be excluded from care until they are symptom free and feeling better.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2010 No 127 (NSW)
- Staying Healthy in Childcare - <https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>

RELEVANT REGULATIONS

- Regulation 86 – Notification to parents of incident, injury, trauma, and illness
- Regulation 92 – Medication record
- Regulation 93 – Administration of medication
- Regulation 99 – Children leaving the education and care premises

PROCEDURE

The Principal Office will:

- Provide information to educators and families regarding exclusion periods, notifiable diseases, and information from NSW Health.
- Notify the Regulatory Authority if there is a notifiable disease occurrence in the service.

When a child is unwell or has a high temperature, the educator will:

- Discuss with the person dropping off whether the child should be attending care.
- Not accept a child into care if they are not well enough to participate in normal activities, have a high temperature or require special attention because of ill health.
- Ensure any medication administered to children prior to commencing at the service has been disclosed by the parent. A Medication Authorisation form must be completed if the educator needs to continue to administer medication throughout the day.
- Comfort the unwell child and provide a safe and comfortable space for them until the child is collected.
- Contact parent or authorised person to collect the child from care.
- If a child's temperature reaches 38 degrees, or above, they must be excluded from other children and collected from care:
 - Record temperature and time, every ten minutes, on Incident Report Form.
 - Check the child's current enrolment record for authorisation to administer paracetamol in the case of a high temperature.

- Contact the parent or authorised person if paracetamol needs to be given to assist in bringing down the temperature.
- Administer paracetamol if authorised and complete Medication Authorisation Form.
- Ensure child continues sipping water.
- Have parent or guardian sign the Medication Authorisation when collecting.
- If temperature reaches 40⁰C and no contact has been made with the parent/authorised person to collect the child, call for an ambulance.
- Complete an Incident Report and have parent or authorised person sign when child is collected.

When a child has diarrhoea, the educator will:

- Monitor the child.
- After two loose bowel motions, contact the parent and ask them to collect the child.
- Separate child from the other children where the educator can maintain adequate supervision.
- Complete an Incident Report and have parent or authorised contact sign when child is collected.

Children can return to the service 24 hours after last loose bowel movement.

When a child is vomiting, the educator will:

- Use the Incident Report Form to assess if the child has any other symptoms.
- Contact the parent or an authorised contact to collect the child from care.
- Separate child from the other children where the educator can maintain adequate supervision.
- Complete an Incident Report and have parent or authorised contact sign when child is collected.

Children can return to the service only once all vomiting has ceased for a period of 24 hours.

Sprains, breaks and other physical injuries:

- For sprains and other non-emergent injuries:
 - Apply first aid and allow the child to rest in a quiet area.
 - Contact the parent or an authorised contact to collect the child from care if they are uncomfortable due to the pain.
- For broken bones and injuries that require urgent medical attention:
 - Apply first aid and call for an ambulance.
 - Contact parent or an authorised person.
 - Keep child still and calm until emergency services arrive.
- Complete an Incident Report for all injuries and have parent or authorised contact sign.

- If a child has a sprain, broken bone or has had surgery, the service requires a medical certificate providing clearance to return to the service, or procedures to ensure the child's safe inclusion into the service.

Educator & educator's own family:

Educators must close their service if they have an infectious illness and/or are unable to provide high quality care due to feeling unwell or due to injury.

Educators must inform families if their own child or other household member is remaining home due to illness, on the days their service is open.

For household members 12 years or under –

- If the child is infectious, the educator's must close their service to ensure they can adequately care for their own child. The service will be able to open again when the child is no longer infectious.

For household members over 12 years –

- If the person is infectious, the service can remain open under the following strict circumstances:
 - Person can care for themselves.
 - Infection is not a notifiable disease, as the service would have to close.
 - Person remains isolated from the area being used for education and care.
 - Person must wear a mask if leaving room and may only leave for very short periods of time (e.g. to use the bathroom).
 - Area used for education and care must be thoroughly cleaned and disinfected each day.

If the educator does close their service, payment by the family will be forfeited for those days the service is closed, as alternate care may be required for the child.

Families will:

- Ensure they do not send their child to care if they are unwell.
- Collect their children immediately when asked to by an educator.
- Refer to the 'Is Your Child Too Sick for Care?' resource if they are unsure whether to bring their child to care.

LINKS TO OTHER PROCEDURES

- Administration of First Aid
- Administration of Medication
- Child Enrolment and Orientation
- Dealing with COVID-19
- Dealing with Infectious Diseases
- Health
- Hygiene, Cleaning, and Infection Control
- Incident, Injury, Trauma, and Illness
- Medical Conditions

Excursions and Outings

PROCEDURE STATEMENT

Cabonne Family Day Care is committed to conducting excursions and outings in a safe manner. Excursions can enrich children's learning and it is essential for children to have a balance of experiences that help them feel both secure and confident to explore and learn more about the world in which they live. Whilst the benefits of excursions are appreciated, educators must ensure that their programs offer a balance between outings and home-based activities.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

RELEVANT REGULATIONS

- Regulation 99 – Children leaving the education and care premises
- Regulation 100 – Risk assessment must be conducted before excursion
- Regulation 101 – Conduct of risk assessment for excursion
- Regulation 102 – Authorisations for excursion
- Regulation 102B - Transport risk assessment must be conducted before service transports child
- Regulation 102C - Conduct of risk assessment for transporting of children by the education and care service
- Regulation 102D - Authorisation for service to transport children

PROCEDURES

Regular Outing

In relation to an Education and Care Service, means a walk, drive, or trip to and from a destination:

- That the service visits regularly (at least monthly) as part of educational program; and
- Where the circumstances relevant to the risk assessment are the same on each outing.

Regular outings may include such things as the following, which occur on a regular basis at a minimum of once a month:

- Pick up/drop off to school
- Parks and libraries
- Play sessions and playgroups
- Neighbourhood walks
- Visiting another Family Day Care educator
- Short shopping trips linked to the program

Excursions

In relation to an Education and Care Service, means an outing that is not regular.

Non-routine excursions may include the following, providing they occur less than once a month:

- Indoor play centres
- Airports and museums
- Fire, ambulance, and police stations

The Principal Office will:

- Provide a risk assessment template for educators to thoroughly assess the risks and hazards of the excursion location and meet regulatory requirements.
- Inform families at the initial registration and regularly through newsletters of the regulatory requirements relating to outings or excursions.
- Provide feedback on risk assessment and support educators to make any changes if required.
- Assign risk assessment numbers for each excursion destination and provide them to the educator.

Educators will:

- Plan and identify the purpose of the outing or excursion.
- Link the outing or excursion to the educational program.
- Ensure a balance between staying at the service and going on an outing or excursion. No more than three outings or excursions per week will be allowed unless approved from the Nominated Supervisor (excluding pick up/drop offs to school and preschool).
- Determine appropriateness of excursions based on the children's needs, abilities, and interests.
- For excursions with activities that include or involve adventurous play, stairs, water, or structures with a fall height over 60cm, ensure that the benefits and risks are documented and weighed.
- Conduct a risk assessment in accordance with Regulation 101:
 - a. The risk assessment must identify and assess risks that the outing or excursion may pose to the safety, health or wellbeing of any child taken on the outing or excursion; and
 - b. Specify how the identified risks will be managed and minimised.
 - c. The completed risk assessment must be received 24 hours prior to the outing or excursion taking place. The risk assessment will be approved by Principal Office staff and a risk assessment number allocated.
 - d. A risk assessment needs to be completed annually in January for the current calendar year.
- Ensure that risk assessments specify the destination and activities that will occur, as well as whether it is an outing or excursion.
- Ensure a parent, guardian, or authorised person, signs the risk assessment giving permission for the child to attend the outing or excursion. The regular outing consent is signed annually,

whilst the non-routine excursion authorisation must be signed by the parent/guardian every time the excursion takes place.

- Ensure completed forms are received and approved by the Principal Office before conducting any outing or excursion.
- Ensure the Principal Office is notified of every outing and excursion before children are taken off the family day care premise.
- Ensure the following items are taken on all excursions:
 - First aid kit
 - Mobile phone
 - Emergency contact phone numbers for children
 - Medical information for all children attending the excursion
 - A list of all children attending the excursion
- Ensure all outings or excursions are conducted in a safe manner.
- Always supervise children on outings or excursions and consider supervision implications before conducting excursions.
- Always follow the *Transportation Procedure* when transporting family day care children.

Families are required to:

- Complete an enrolment form and enrolment authorisations before a child is permitted to be taken on an excursion.
- Sign an excursion authorisation if they are comfortable with their child being taken on the excursion. Families do not have to permit children to attend an excursion if they are not comfortable with them attending.
- Families do not have to permit children being transported in an educator's motor vehicle if they are not comfortable with it.
- Read the educator's program and regularly discuss excursions and outings.

LINKS TO OTHER PROCEDURES:

- Acceptance and Refusal of Authorisations
- Adventurous Play
- Educational Program and Practice
- Sun Protection
- Supervision
- Transportation
- Water Safety

Family Day Care Educator Register

PROCEDURE STATEMENT

Cabonne Family Day Care maintains a register of family day care educators and staff members in accordance with the Education and Care National Regulations.

RELEVANT RESOURCES

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

RELEVANT REGULATIONS

- Regulation 153 - Register of family day care educators, coordinators, and educator assistants

PROCEDURE

The register must include the following information in relation to each family day care educator and educator assistant engaged by or registered with the service—

- the full name, address and date of birth of the educator.
- the contact details of the educator.
- the address of the residence or approved family day care venue.
- the date that the educator was engaged by, or registered with, the service.
- the date that the educator ceased to be engaged by or registered with the service (if applicable).
- the days and hours when the educator will usually be providing education and care to children as part of the service.
- evidence—
 - a) of any relevant qualifications held by the educator, or
 - b) if applicable, that the educator is actively working towards that qualification.
- evidence that the educator has completed—
 - a) current approved first aid training,
 - b) current approved anaphylaxis management training,
 - c) current approved emergency asthma management training.
- evidence of any other training completed by the educator.
- for each child educated and cared for by the educator as part of the family day care service—
 - a) the child's name and date of birth, and
 - b) the days and hours that the educator usually provides education and care to that child.
- if the education and care is provided in a residence—

- a) the full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence.
 - b) the full names and dates of birth of all children aged under 18 years who normally reside at the family day care residence.
- a record of—
 - a) the identifying number of the current Working with Children Check, and
 - b) the date that the check was sighted by the nominated supervisor.
- evidence that the educator is adequately monitored and supported by the Principal Office while the educator is providing education and care to children, including the following information:
 - a) the dates and times of any visits to the family day care educator for the purpose of monitoring or support,
 - b) the dates and times of any telephone calls for the purpose of monitoring or support,
 - c) details and date of any correspondence or written materials provided to the educator for the purpose of monitoring or support.

The register must include the following information in relation to each family day care coordinator employed or engaged by the service—

- the full name, address, and date of birth of the coordinator.
- the contact details of the coordinator.
- the date that the coordinator was employed or engaged by the service.
- the date that the coordinator ceased to be employed or engaged by the service (if applicable).
- evidence of any relevant qualifications held by the coordinator.
- if the coordinator will be providing education and care to children, evidence that the coordinator has completed—
 - a) current approved first aid training, and
 - b) current approved anaphylaxis management training, and
 - c) current approved emergency asthma management training.
- evidence of any other training completed by the co-ordinator.
- a record of—
 - a) the Working with Children Check and the expiry date of that check,
 - b) the date that the check was sighted by the nominated supervisor.

Information held on the register in relation to a family day care educator, coordinator or an educator assistant must be kept on the register until three years after the date on which the person ceased to be employed by or registered with the service.

Fees and Charges

PROCEDURE STATEMENT

Cabonne Family Day Care aims to be an affordable and viable education and care service. The service supports educators to meet all legislative requirements and manages the provision of the Child Care Subsidy.

RELEVANT LEGISLATION & RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Family Assistance Law - <https://www.dese.gov.au/family-assistance-law>

PROCEDURES

The Approved Provider will:

- Support the Nominated Supervisor to set affordable and viable fees.
- Forward Child Care Subsidy payments to educators.

The Principal Office will:

- Develop an individual 'Service Fees and Charges Policy' document for each educator that details the Child Care Subsidy, educator's individual fees and all other information parents need to know before agreeing to care.
- Set the Parent Administration Levy and Educator Levy each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements. This will involve the Cabonne Council Finance team.
- Ensure the Parent Administration Levy is charged per full hour.
- Keep all stakeholders informed during this fee setting process.
- Develop a 'Recommended Fees, Charges and Conditions Guide' to assist educators in developing their fees and charges.
- Include the Service Fees and Charges Policy in the initial information to families.
- Explain to families the service is de-regulated fee schedule which includes an educator fee range from \$8.00 to \$12.50 per hour, per child.
- Not enter discussions with educators or families on matters relating to the value of an individual service compared to other services.
- Require educators to take responsibility for bad debts incurred at their service. If a family has an outstanding account, the service will issue **only one** reminder in the form of a letter.
- Require outstanding fees due to an educator be paid before the family can be placed with another educator.
- Monitor accuracy of claims for Child Care Subsidy.
- Provide fortnightly Statement of Entitlement to families.

- Ensure families and educators are aware that a Complying Written Arrangement can be immediately terminated if a family is more than two weeks overdue with child care fees.
- Give all families and educators four weeks' notice of change of fees and charges.
- Ensure attendance records are completed accurately.

Educators will:

- Always collect the gap fee from families, as per the requirements of the Family Assistance Law. The gap fee can be waived in special circumstances during a pandemic when approved by the Australian Government.
- Adopt their standard hours as 8am to 6pm, Monday to Friday. Acknowledge that any care provided outside standard hours will be classified as non-standard hours of care.
- Ensure individual fees are approved by the Principal Office
- Ensure all families have signed a Fee Policy Agreement before commencing care.
- Charge all families the same fee, for the same services.
- Issue an invoice each week for child care fees and keep a record.
- Issue a receipt for all money received from the families and keep a record.
- Give the service and existing families at least 4 weeks' notice of any changes to fees.
- Not discuss nor agree to set fees in collusion with other educators (Trade Practices Act 1974).
- Not charge for education and care if the educator does not to operate their business.
- Work the working day before and working day after a public holiday to charge a family for a public holiday if they do not attend. (Educator must work their usual last 'working day' and next usual 'working day', does not include weekends).
- Not change their fees and charges until they have been a registered educator for a minimum of six months.
- Understand fees can only be changed at the beginning of each financial year.
- Understand that they can immediately terminate a Complying Written Arrangement if a family's child care fees are more than two weeks overdue.
- Ensure all accounts are kept confidential. Educators should only discuss accounts with the parent or service staff.

Families will:

- Pay childcare fees to the educator as per the due date on invoices.
- Understand that their Complying Written Arrangement can be immediately terminated by the educator if childcare fees are more than two weeks overdue.
- Apply for the Child Care Subsidy through Centrelink, if required.
- If care is required on a public holiday, an arrangement must be made with your educator one week prior, and the public hourly fee will apply.

- If care is not required on the public holiday and the child would normally attend, your usual fee applies, and the child is marked as absent if the educator chooses to operate their service on this day.
- If care is not available from your educator, you will not be charged for that day.
- If our service has been advised to close from the local authorities due to catastrophic fires, or natural disaster, you will not be charged.
- If you cannot attend childcare due to natural disasters, and your educator is open for business you will be charged your normal fee. You might be eligible for financial assistance through Centrelink.

LINK TO OTHER PROCEDURES

- Attendance Records
- Child Enrolment and Orientation

Fencing

PROCEDURE STATEMENT

Cabonne Family Day Care will ensure all fences are safe and comply with the Education and Care National Regulations.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Kidsafe Family Day Care Safety Guidelines

RELEVANT REGULATON

- Regulation 104 – Fencing

PROCEDURES

The Principal Office will:

- Ensure educator's fences comply with the regulations and are safe for children.
- Complete an inspection on an educator's property before registering them as an educator.

Educators will:

- Ensure a boundary fence is designed so that children are prevented from scaling or crawling under it, it is recommended that fences be a minimum height of 1200mm, and the gap under the fence be no more than 100mm.
- Have nothing to climb onto within 1200mm from the top of the fence e.g. rubbish bins, barbeques, or wheelbarrows.
- Ensure swimming pools are fenced according to the Swimming Pools Act 1992. This requires a fence height to be a minimum of 1200mm, with the gap underneath to be no more than 100mm. There is also a requirement that there be a clearance of 1200mm from the top of the fence to any object that the child could climb.
- Ensure any projections, or indentations, from the fence or gate shall not be more than 10mm unless they are spaced at least 900mm apart and that the lower edge of any projections, or indentations, is at least 1100mm below the top of the fence or gate.
- Ensure if the fence has horizontal rails, rods, wires, or bracings, that could be used for climbing, or if the vertical parts of the fence are more than 10mm apart, the following requirements shall apply:
 - The horizontal parts shall be a minimum of 900mm apart.
 - There is at least 1100mm between the bottom rail and the top of fence
 - The spacing between any vertical parts of the fence, such as palings, rods, or wires, shall not exceed 100mm at any point.
- Ensure perforated materials such as chain wire having an opening of greater than 50mm shall not be used. Perforated materials which have openings less than 50mm but greater

than 10mm may be used, providing the construction of the fencing meets the requirements for perforated materials.

- Gates should comply with the height requirements.
- Ensure balconies, stairs and ramps must be enclosed if a child could fall 60cm. Enclosures may be a balustrade or wall and must be:
 - 1m in height above level floor surface.
 - Constructed so that it contains no horizontal rails or footholds other than the top and base.
 - Have openings not exceeding 125mm between vertical rails and between the base of the balustrade and the floor.
- Child proof barriers that are appropriate to the ages of children must be provided at the top and bottom of stairs at the premises of a children's service if the height at which a child can fall reaches 60cm for both indoor and outdoor areas.

LINKS TO OTHER PROCEDURES

- Completion of Educator Workplace Health and Safety Audit

Fire Equipment

PROCEDURE STATEMENT

Cabonne Family Day Care require all educators to have appropriate fire equipment to ensure the safety of children, families, and visitors.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Kidsafe Family Day Care Safety Guidelines – 7th Edition
- Environmental Planning and Assessment Regulation 2000 - <https://legislation.nsw.gov.au/view/html/inforce/current/sl-2000-0557#pt.9-div.7A>

EQUIPMENT REQUIRED

- Smoke Detectors - Mandatory for all homes. They must meet the requirements of Australian Standard AS 3786 and must be checked regularly to ensure that they are operational.
- Fire Blankets – Should be installed in the kitchen, near cooking facilities.
- Fire Extinguishers – Should be installed in the home, preferably near cooking facilities.

PROCEDURE

The Principal Office will:

- Ensure all educators provide evidence of fire equipment inspection every six months.
- Provide educators with fire equipment signs.

Educators will:

- Ensure they have a smoke detector, fire blanket and fire extinguisher installed in their family day care residence.
- Ensure smoke detectors, fire blanket and fire extinguisher are inspected before installation and every six months thereafter.
- Provide documentation as evidence of fire equipment inspection.
- Implement fire equipment into the Evacuation Procedures.

LINKS TO OTHER PROCEDURES

- Completion of Educator Workplace Health and Safety Audit
- Emergency and Evacuation Procedures

Food, Nutrition and Dietary Requirements

PROCEDURE STATEMENT

Cabonne Family Day Care recognises the early years of a child's life are a critical period for their healthy development and growth. During this time, both physical and intellectual development is largely dependent upon adequate nutritional intake. Many of the eating habits and attitudes to food developed in childhood continue throughout life.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- NSW Department of Health – Munch and Move

RELEVANT REGULATIONS

- Regulation 77 – Health, hygiene, and safe food practices
- Regulation 78 – Food and beverages
- Regulation 79 – Service providing food and beverages
- Regulation 80 – Weekly menu

PROCEDURES

The Principal Office will:

- Provide information and resources to educators and families on nutrition, food preparation and storage.
- Encourage families to provide adequate and nutritious meals for their children in care.
- Encourage and support all educators and staff to attend relevant professional development.
- Collect and record relevant information about individual dietary requirements of children (allergies, intolerances, cultural) on enrolment forms.
- Regularly provide educators and families with information on healthy foods and practices.
- Promote Munch and Move within the service.
- Ensure every child that suffers from severe allergies, anaphylaxis or diabetes has a Management Plan from a medical practitioner before the child starts care.

Educators will:

- Provide each child with the food and drinks provided by the family unless other arrangements are made.
- Ensure children do not share their food to avoid an allergic or anaphylactic reaction.
- Hold a Food Handling Certificate if they are providing food (this is not recommended for just cooking experiences with the children) to children as part of their everyday service.

- If supplying meals, develop and display a suitable menu outlining what children will be eating in the service.
- Provide information to children and families that outline good nutrition practices.
- Understand the eating habits and nutritional needs of each child.
- Encourage and support children to develop independence in eating.
- Facilitate mealtimes that are positive, relaxed, and social.
- Respect the requests of families relating to dietary, religious, or cultural beliefs.
- 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.
- Always supervise children while eating and drinking.
- Promote good oral health through learning experiences.
- Encourage water as a drink.
- Promote healthy food choices through role modelling during mealtimes and through cooking experiences.
- Ensure every child that suffers from severe allergies, anaphylaxis or diabetes has a Management Plan from a medical practitioner before the child starts care.
- Complete a Risk Minimisation Plan with the family if a child suffers from allergic reactions, anaphylaxis, or diabetes.
- Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands.

When preparing meals and snacks, educators will:

- Clean tables that are to be used for the meal.
- Wash and dry hands before preparing or serving foods. If you are interrupted to care for another child while preparing food or spoon-feeding an infant, be sure to wash and dry your hands again before you continue.
- **“Cut up, sit down and supervise”.**
- Cut up all fruit and food into small pieces for children under the age of 1.5 years (e.g. grapes into quarters) to prevent choking.
- Ensure children serving themselves from the same container are supervised, and utensils used prevent children from touching food that other children will eat. This will assist to maintain food safety while also encouraging children to develop independence and self-help skills.
- Use a separate spoon for each baby you feed.

Families will:

- Communicate current dietary requirements of their children and notify their educator immediately of any changes.
- Provide nutritious and appropriate food and water (breastmilk and formula acceptable for young babies) if educator does not supply meals.
- Provide a Medical Management Plan to educator if child suffers from severe allergies, anaphylaxis, or diabetes. Children will not be permitted to start care until Management Plan have been received.
- Keep lunchboxes and drink bottles clean and hygienic.

PRACTICES**Handle food safely**

- Always keep raw and cooked food separate.
- Use separate utensils for raw and cooked food.
- Wash raw fruit and vegetables to remove soil and bacteria.
- Use separate chopping boards and wash in warm soapy water.
- Use plastic or glass rather than wood chopping boards.
- Thaw frozen food in the refrigerator or microwave and cook thawed food immediately.
- Heat food until steaming hot (to 75°C).
- Check for 'hot spots' in microwaved food.
- Only reheat food once.
- Children must not handle hot food.
- Cooked food should be cooled prior to serving to children.
- The temperature of the food is such that any spills will not burn a child's skin.

Store food safely

- Check that refrigerator is 5°C or lower.
- Cover and seal perishable food and store in the refrigerator.
- Store infant milk bottles in the back of the refrigerator, not in the door.
- Store raw food separately.

Food brought from home

- Store children's lunch boxes in the refrigerator, an esky or cooler bag.
- If food needs to be warmed, reheat it quickly until steaming, then allow to cool until it is safe for the child to eat without scalding.
- Reheat food only once and throw out any left overs.

Transporting food

- When transporting food to playgroup, outings and excursions, educators should ensure that perishables, particularly dairy and meat products, are kept cool.
- Esky or cooler bags with freezer blocks and/or frozen drinks can keep food fresh.
- Frozen sandwiches are also usually defrosted and fresh by lunch time.

Breast milk and formula

- Breast milk can be frozen for two weeks in the freezer section of a refrigerator or 2-3 months in a freezer with a separate door.
- Expressed breastmilk will be stored at 4°C or lower until it is required. The educator will confirm the child's name and date of expression on the container, and the amount to be prepared.
- Prepared infant formula can be stored and used for 24 hours.
- Expressed breastmilk will be warmed and/or thawed by running the container under warm water or by standing the container in warm water. Never reheat expressed breastmilk in a microwave.
- An educator will test the temperature of the expressed breastmilk by placing a few drops on the inside of their wrist before the expressed breastmilk is given to the infant.
- Discard the contents of any bottle not fully consumed in one hour from the start of the feed.
- Use defrosted breast milk within 24 hours. Throw out any milk left over after each feed. Do not return it to the refrigerator or leave at room temperature.
- To limit wastage where expressed breastmilk is provided in a container larger than a single serving, the bottle is initially filled with less milk than may be necessary for the feeding, with additional milk available to add to the bottle if needed. If an infant is fed another infant's bottle of expressed breastmilk, treat the incident as an accidental exposure to a bodily fluid. An incident report will be completed, and both affected families informed.
- Provide mothers with a private, clean, and quiet place to breastfeed their infants, or express breastmilk. The place will include an electrical outlet, comfortable chair, a change table, and nearby access to hand washing facilities.
- Provide refrigerator space for breastfeeding mothers to store their expressed breastmilk.
- Educate staff and families that a mother may breastfeed her infant wherever they have a legal right to.
- Develop a documented individual breastfeeding support plan in consultation with family members for breastfed infants.
- Offer information on the benefits of breastfeeding to all families enrolled at the service.
- Display easily accessible brochures, pamphlets, and other resources about breastfeeding at the Principal Office.
- Display culturally appropriate pictures and posters of breastfeeding and exclude those supplied by formula manufacturers.
- Include fathers in the discussions about breastfeeding.

- Stimulate participatory learning experiences with the children related to breastfeeding and offer children's books that contain pictures of breastfeeding, play dolls that are nursing and other learning experiences that normalise breastfeeding.
- Establish and maintain connections with local breastfeeding support networks, including NSW Health and the Australian Breastfeeding Association.

LINKS TO OTHER PROCEDURES

- Child Enrolment and Orientation
- Dental Health
- Health
- Medical Conditions
- Supervision

Governance and Management of the Service

PROCEDURE STATEMENT

Cabonne Family Day Care aims to have effective leaders and management ensuring a high quality education and care service is delivering quality outcomes for children, families, educators, and staff. Our service aims to be a professional service with a high profile in the early childhood industry.

RELEVANT LEGISLATION

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

FUNDING

The Department of Education, Skills and Employment funds the service through the Community Child Care Fund. It is the responsibility of the Approved Provider to budget for salaries, training, and equipment from this funding. Income is also generated from educator and parent administration fees.

LICENSING

The NSW Department of Education is responsible for regulating the service. The service operates under the National Quality Framework, including the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011.

PROCEDURE

Approved Provider will:

- Employ fit and proper staff to operate the service.
- Account for government funding.
- Maintain communication with state and federal government departments.

Appropriate qualifications for Principal Office staff:

- **Nominated Supervisor** - Degree or Diploma in Early Childhood Education or equivalent qualification.
- **Support Officer** - Degree or Diploma in Early Childhood Education or equivalent qualification.
- **Educational Leader** - Degree or Diploma in Early Childhood Education or equivalent qualification.
- **Administration Officer** – Certificate in Business Administration or equivalent experience

The Principal Office will:

- Commit to ethical, business-like, and lawful conduct, including proper use of authority and professional conduct.

- Demonstrate unconflicted loyalty to the interests of the service.
- Avoid conflicts of interest with respect to their role.
- Immediately disclose to the educators all impending conflicts of interest. That member shall absent themselves without comment from both the deliberation and final decision-making.
- Not use information exclusive to the educators for personal gain and will respect the confidentiality of all information obtained during meetings or through their role.
- Respect the confidentiality appropriate to issues of a sensitive nature.

KEY PERSONNEL

Job Title	Roles & Responsibilities
Department Leader – Community Services	Acts as Licensee representative to support the effective operations of the service.
Nominated Supervisor	<ul style="list-style-type: none"> • Oversees the operations of the service. • Reports to relevant government departments. • Supervises and manages service staff. • Oversees the monitoring and support of educators. • Maintains legislative requirements. • Implements training for educators. • Support and monitor educators to comply with legislation. • Oversee the recruitment and induction of new educators. • Liaise with educators and families regarding childcare.
Support Officer & Educational Leader	<ul style="list-style-type: none"> • Support and monitor educators to comply with legislation. • Assists with the recruitment and induction of new educators. • Liaise with educators and families regarding childcare. • Supports Nominated Supervisor in their duties. • Operate community playgroups for educators and children. • Leads the development of educational programs and practice
Administration Officer	<ul style="list-style-type: none"> • Oversee duties of administration. • Oversee processing of attendance records. • Oversee weekly processing reports. • Creating newsletters. • General correspondence (phone calls, letters, emails) • Placement of children into care and filling educator vacancies.

Guiding Children's Behaviour

PROCEDURE STATEMENT

Cabonne Family Day Care aims to guide children's behaviour in a positive way. We acknowledge that the dignity and rights of each child must always be maintained and the importance of ensuring children are not subjected to any form of punishment or isolation when developing their behavioural skills.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Early Years Learning Framework

GUIDELINES

The Education and Care Services National Law states -

A Family Day Care Educator must not subject any child being educated and cared for by the educator as part of a family day care service to:

- a) Any form of corporal punishment; or*
- b) Any discipline that is unreasonable in the circumstances.*

The Education and Care National Regulations states -

Interactions with children states that educators and service staff will:

- *Encourage children to express themselves and their opinions.*
- *Allow the children to undertake experiences that develop self-reliance and self-esteem.*
- *Always maintain the dignity and rights of each child.*
- *Give each child positive guidance and encouragement toward acceptable behaviour; and*
- *Show regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.*

PROCEDURES

The Principal Office will:

- Provide professional development and information for educators and families on positive guidance of children's behaviour.
- Support educators and families to encourage positive behaviours.
- Model positive, socially accepted behaviours and language.
- Demonstrate appropriate reactions to children's exploratory behaviour.
- Communicate information about children with relevant parties.
- Treat each child with respect and without bias.

- Participate in professional development.

Educators will:

- Ensure child management techniques do not include physical, verbal, or emotional punishment, including for example, punishment that humiliates, frightens, or threatens the child, and the child is not isolated for any reason other than illness, accident, or a prearranged appointment with parental consent.
- Participate in professional development.
- Respect each child as an individual.
- Use positive guidance strategies that promote accepted children's behaviour.
- Be consistent in their approach to guiding children's behaviour.
- Reach agreements with families and staff in response to children's challenging behaviour.
- Endeavour to understand why a child behaves a certain way.
- Be proactive and prevent behaviour difficulties where possible.
- Be patient.
- Model positive, socially accepted behaviour and language.
- Provide an environment that supports the strategies of guiding behaviour.
- Create opportunities for children to be independent and self-reliant.
- Be objective and support children through periods of change and challenging behaviour.
- Demonstrate appropriate reactions to children's exploratory behaviour.
- Share information with families regularly in a constructive and positive manner about children's behaviour.

Families are encouraged to:

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

LINKS TO OTHER PROCEDURES

- Child Protection
- Collaborative Partnerships
- Ethical Conduct
- Inclusion and Diversity
- Interactions with Children
- Professional Development

Health

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children, families, and educators. It is important to promote children's health by encouraging and assisting educators to adopt effective health and safety practices and maintain, promote, and manage health concerns.

RELEVANT RESOURCES

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011.
- Work Health and Safety Regulation 2011 (NSW).
- Work Health and Safety Act 2011 (NSW).
- Public Health Act 2010 No 127.
- Staying Healthy in Childcare www.nhmrc.gov.au.
- Munch and Move NSW www.healthykids.nsw.gov.au/campaigns

PROCEDURES

The Principal Office will:

- Develop and maintain procedures and policies to ensure that educators and families are informed and aware of good health and hygiene practices. These are based on current and up to date information which is regularly sourced from Staying Healthy in Childcare. Procedures will be developed in relation to:
 - Exclusion of sick children including general rules for infection control
 - Dental health
 - Hand washing
 - Nappy changing
 - Toileting
 - Bathing
 - Infant sleeping and reduction of SIDS
 - Cleaning
 - Food handling and storage
 - Handling body fluids
- Support educators and families to ensure compliance with the procedure.
- Provide current information on health and hygiene practices which reflects current research, best practice, and advice from relevant health authorities.
- Implement and role model appropriate hygienic and healthy practices.
- Refer to *Dealing with COVID-19* procedure during the COVID-19 pandemic.

Educators will:

- Promote and role model good health and hygiene practices.
- Actively support children to learn hygiene practices including hand washing, coughing and dental hygiene.
- Keep up to date with current practices and implement service procedures.
- Respect the management practices of a family for a child with specific conditions or illnesses.
- Treat a child's health status professionally and confidentially.
- Follow the recommendations listed on a child's Medical Management Plan.
- Inform the service if their health status changes e.g. illness or hospitalisation, birth of a child etc.
- Close their child care business when they or other household members are ill or infectious. This may require a doctor's certificate before reopening the childcare business.
- Involve children in developing and implementing guidelines.
- Refer to the related policies:
 - Dealing with Infectious Diseases
 - Dealing with Infectious Diseases (COVID-19)
 - Dental Health
 - Exclusion of Unwell Children
 - Hygiene, Cleaning, and Infection Control

It is the responsibility of the family to:

- Support the educator to comply with health and hygiene practices and guidelines.
- Keep sick or infectious children out of the care environment.
- Provide a doctor's certificate if requested by the educator.
- Support the educator to comply with health and hygiene practices and pick up their children promptly, if requested to do so by the educator, when their child becomes unwell in care.
- Keep the educator informed on Medical Management Plans for their child if required e.g. asthma, diabetes, epilepsy, and anaphylaxis.
- Follow the advice from the service, of isolating high-risk children from others if a pandemic is occurring.

LINKS TO OTHER PROCEDURES

- Dealing with Infectious Diseases
- Dealing with Infectious Diseases (COVID-19)
- Dental Health
- Exclusion of Unwell Children
- Hygiene, Cleaning, and Infection Control
- Nappy Changing, Toileting and Hand Washing

Hygiene, Cleaning, and Infection Control

PROCEDURE STATEMENT

Cabonne Family Day Care will ensure preventative measures are taken to minimise the spread of infectious diseases by providing a safe and hygienic environment.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2010 (NSW).
- Work Health and Safety Regulation 2011
- Staying Healthy in Childcare – Preventing infectious diseases in child care 5th edition – 2012: www.nhmrc.gov.au.

PROCEDURES

Cleaning

Routine cleaning with detergent and water, followed by rinsing and drying, is the most useful method for removing germs from surfaces. Detergents help to loosen the germs so that they can be rinsed away with clean water. Mechanical cleaning (scrubbing the surface) physically reduces the number of germs on the surface, just as hand hygiene using soap and water reduces the number of germs on the hands.

If a surface has, or may have, been exposed to an infectious disease, it will need to be disinfected.

Before a surface is disinfected, it is important it is cleaned first because dirt and grime can reduce the ability of disinfectants to kill germs. Disinfectant may not kill germs if the surface has not been cleaned with a detergent first.

Figure 3.1 Decision tree: when to use disinfectant

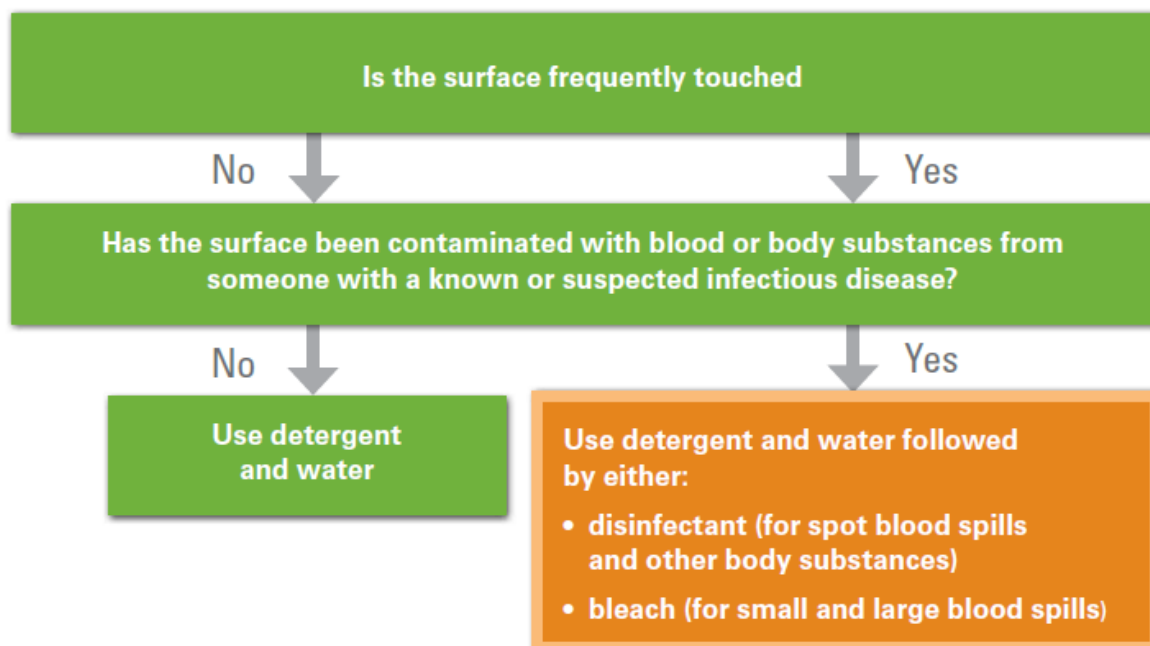


Image from *Staying Healthy in Childcare*

Educators will:

- Make up fresh detergent and water solution as needed.
- Avoid using spray bottles, as there is a tendency to 'top-up' the solution instead of making fresh solutions and therefore dilutions of topped-up solutions are never correct. This also means that bottles are cleaned less often and there is a higher risk of germs growing in the stale detergent.
- Immerse a cloth, wring it out, and then clean the area with a rubbing action.
- Dry all surfaces and equipment thoroughly before reusing.
- Ensure that cleaning equipment is well maintained, cleaned, and stored so it can dry between uses.
- Use colour coded clothes where possible. It can be useful to have colour-coded cloths or sponges for each area (e.g. blue in the bathroom, yellow in the kitchen) so it is easier to identify.
- Wear utility gloves when cleaning and hang them outside to dry. Wash your hands after removing the gloves.
- Wash surfaces daily that are touched frequently and when visibly dirty, especially taps, hand basin, door knobs, refrigerator handles and as toys.
- Clean children's toilets and basins each day. The use of potties is not recommended, as the use of potties increases the risk of spreading disease. However, if being used they must be emptied and cleaned after each use. The potty needs to be washed with detergent and warm water. Do not wash the potty in a sink used for washing hands.
- Clean children's equipment on a regular ongoing basis.
- Objects that children may have placed in their mouths are to be placed in a basket after use for daily cleaning.
- Equipment should be washed in hot soapy water and air dried.
- Bed linen it is to be washed each week. Wash bedding and linen if each child does not get the same bedding every day. Each child is to have new bedding each week and no child is to share bedding. Blankets should be laundered regularly (e.g. at least twice during winter). At the end of each quarter, all sleep mats, mattresses, and cots are to be cleaned thoroughly.
- Wash floors daily and when visibly dirty. Sweeping will not remove all food scraps and spillages. Use detergent and water to wash floors, low shelves, door knobs and other surfaces often touched by children.
- Always have a sanitising station at the entrance or sign in area of their service.

When to clean different surfaces as per Staying Healthy in Child Care 5th Edition –

Surface or Area	Wash daily and when visibly dirty	Wash weekly and when visibly dirty
Bathrooms – wash tap handles, toilet handles and door knobs. Check during the day and clean if visibly dirty	✓	
Toys and objects put in the mouth	✓	
Surfaces children have frequent contact with (e.g. bench tops, taps, cots and tables)	✓	
Beds, stretchers, linen and mattress covers (if children do not use the same mattress cover every day)	✓	
Door knobs	✓	
Floors	✓	
Low shelves		✓
Other surfaces not often touched by children		✓

Soiled clothing and nappies

- If soiled clothing and linen are taken from the service to be laundered, they must have the bulk of the contamination removed, and then placed in a plastic bag, tying the top firmly, for parents to take home at the end of the day.
- If soiled clothing and linen are washed at the service, they should be:
 - Soaked to remove the bulk of the contamination.
 - Washed separately in warm to hot water with detergent.
 - Dried in the sun or on a hot cycle in the clothes dryer.

CLEANING AND HYGIENE PRACTICES DURING PANDEMIC

During any infectious disease outbreak, routine cleaning is increased in frequency, particularly on high-touch surfaces such as door handles, tables, light switches, bathroom areas and any toys or surfaces which may have been mouthed or in contact with bodily fluids.

Surfaces are cleaned and then disinfected to remove germs.

Further advice regarding infectious cleaning will be sought from the Public Health Unit should there be any direct concern regarding the exposure to a disease or virus, during pandemic.

LINKS TO OTHER PROCEDURES

- Dealing with Infectious Diseases
- Dealing with Infectious Diseases (COVID-19)
- Health
- Nappy Changing, Toileting and Hand Washing

Immunisation

PROCEDURE STATEMENT

Communicable diseases are preventable by vaccines. This includes Hepatitis, Polio, Measles, Mumps, Rubella, Hib (Haemophilus influenza), and Meningitis. An "outbreak" is one or more cases of a communicable disease.

Health professionals strongly encourage the vaccination of all individuals to protect themselves and the wider community from serious vaccine-preventable diseases.

The Public Health Amendment (review) Act 2017 was amended to strengthen immunisation enrolment requirements in early childhood services.

From 1 January 2018, families of all children enrolling in early childhood education and care services are required to provide current immunisation documentation.

Early childhood education and care services **cannot enrol a child** unless the family has an Australian Immunisation Register (AIR) History Statement that shows the child is:

- Fully immunised for their age, or
- Has a medical reason not be vaccinated, or
- On a recognised catch-up schedule if the child fallen behind with their immunisation.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011 (Clause 88).
- Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Bill 2017
- NSW Public Health Act 2010
- Child Care Provider Handbook - <https://www.dese.gov.au/child-care-package/child-care-provider-handbook>
- AIR General Enquiries Line - 1800 653 809
- NSW Health - www.health.nsw.gov.au/immunisation
- NSW Immunisation Schedule - nsw-immunisation-schedule.pdf

PROCEDURE FOR OVERDUE IMMUNISATIONS

- Services Australia will not pay Child Care Subsidy for children who have not received their immunisation within 63 days of them being due.
- Cabonne Family Day Care will suspend a child's care with the service at 5pm on the Friday after they have reached the 63-day allowance of an immunisation being overdue.
- Suspended children will be marked as absent and required to pay full fee (as CCS won't be payable), until the child receives their scheduled immunisation.
- Children may return to care immediately after the service has received an updated AIR History Statement.
- Families must follow the finishing in care requirements if they decide to end a Complying Written Arrangement while suspended.

PROCEDURES

The Principal Office will:

- Ensure that families provide the appropriate documentation upon enrolment and that this is sighted, and the service keeps a copy. From 1 January 2018, the mandatory documentation to be received from a family upon enrolment is as follows:
 - AIR Immunisation History Statement
- Ensure that an immunisation register is maintained for each child enrolled at the service and that this register is updated regularly.
- Ask families for updated copies of their child's AIR History Statement when it is due.
- Allow parents to be no more than 63 days overdue with their child's immunisation before suspending child care. Child Care Subsidy will not be applied once a child is 63 days overdue for a scheduled immunisation.
- Notify the local Public Health Unit whenever a child, educator or person normally residing at the Educator's home, has a confirmed vaccine preventable disease.
- Follow the advice of the Public Health Unit where required.
- **Notify** other parents whenever a confirmed vaccine preventable disease occurs in an enrolled child and provide them with information regarding signs and symptoms to be alert for, via email and post.
- Ensure information about immunisation and vaccine preventable diseases is available to families regularly, or upon request.
- Ensure that an immunisation register is maintained for each child enrolled at the service and that this register is updated regularly.
- Ask families for updated copies of their child's AIR History Statement if it is due at the service.
- Allow parents to be no more than two months overdue with their child's immunisation before suspending child care. Child Care Subsidy will not be applied once a child is 63 days overdue for a scheduled immunisation.

Educators will:

- Refer parents to the immunisation procedure and NSW Department of Health guidelines for immunisation and communicable diseases, as required.
- Seek their doctor's opinion regarding immunisations, due to the National Health and Medical Research Council's recommendation for all child care workers to be immunised against Hepatitis A, Hepatitis B, Tetanus and Diphtheria, especially for educators working with children under two years
- Consider the recommendation that female educators undertake a screening for rubella immunity at the commencement of their employment and seek their doctor's advice regarding CMV screening if planning a pregnancy.
- Ensure all children attending care are fully immunised for their age.
- Assist the Principal Office in obtaining current immunisation history statements.

Families will:

- Provide the service with **mandatory** documentation regarding the child's immunisation status upon enrolment. The mandatory documentation is listed below:
 - AIR Immunisation History Statement
- Understand their child's care will be suspended once an AIR History Statement is 63 or more days overdue.
- Understand that Child Care Subsidy is not payable for children who are 63 or more days overdue with a scheduled immunisation.
- Ensure that the child is collected promptly from the service should they exhibit signs or symptoms of a communicable disease.

NSW IMMUNISATION SCHEDULE

The current NSW Immunisation Schedule is available here -

<https://www.health.nsw.gov.au/immunisation/publications/nsw-immunisation-schedule.pdf>

Incident, Injury, Trauma, and Illness

PROCEDURE STATEMENT

Cabonne Family Day Care will effectively respond to, manage, and report incidents, injuries, illnesses, and emergencies that occur at the service to ensure children's health, safety, and wellbeing. Educators have a duty of care to children being educated and cared for in their service.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

RELEVANT REGULATIONS

- Regulation 12 – Meaning of serious incident
- Regulation 85 – Incident, injury, trauma and illness policies and procedures
- Regulation 86 – Notification to parents of incident, injury, trauma, and illness
- Regulation 87 – Incident, injury, trauma, and illness record
- Regulation 88 – Infectious diseases
- Regulation 89 – First aid kits
- Regulation 97 – Emergency and evacuation procedures
- Regulation 161 – Authorisations to be kept in enrolment record
- Regulation 162 – Health information to be kept in enrolment record
- Regulation 174 – Prescribed information to be notified to Regulatory Authority
- Regulation 176 – Time to notify certain information to Regulatory Authority

PROCEDURES

The Approved Provider will:

- Ensure the parent of a child who is injured, becomes ill or suffers a trauma is notified as practically as possible and without delay
- Aid and support to the Principal Office, educators and families when a serious incident, or death of a child occurs.

The Principal Office will:

- Support educators with relevant forms for collecting authority and information.
- Be familiar with the regulatory requirements in relation to dealing with emergency situations with children.
- Provide professional development and information on appropriate practices when dealing with emergency situations with a child.

- Ensure the family has given written authorisation for the educator or staff member of the service, to seek and carry out emergency ambulance, medical, hospital or dental advice or treatment, before accessing these services.
- Upon receiving notice of a serious incident involving a child attending a family day care service where the incident results in the child receiving medical, dental or hospital treatment, the service will notify the Approved Provider and the Regulatory Authority within 24 hours.
- Have current first aid qualifications and Asthma and Anaphylaxis Management Training, as described in the Regulations.
- Upon receiving notice of the death of a child while being provided with care, the Nominated Supervisor will immediately notify the Approved Provider and the Regulatory Authority. The Nominated Supervisor will then immediately proceed to the family day care residence to offer support and assistance.
- Discuss the educator's responsibilities in relation to any incident, injury, trauma, or illness that occurs in their family day care service, during the educator's induction.
- Ensure all educators have current first aid qualifications, first aid kits and are aware of this procedure
- Discuss with the families their responsibility in covering any expenses arising from emergency treatment, (as documented in the Enrolment Form) and their responsibility in providing adequate information on the child's:
 - Health
 - Past and current medical history and any allergies
 - Medications if relevant
 - Recommended medical and dental provider
 - Written action plans for medical conditions e.g., anaphylactic reactions, asthma, haemophilia, diabetes, epilepsy, severe allergies etc.
- Notify families if there is an occurrence of an infectious disease at the service as soon as practicable

Educators will:

- Complete Evacuation Procedures every three months that includes serious incidents.
- Update and prominently display cardiopulmonary resuscitation (CPR) guides both inside and outside premises.
- Display current relevant emergency telephone numbers in a prominent position.
- Have a current first aid qualification and asthma and anaphylaxis management training.
- Ensure they have a copy of a child's Management Plan and Risk Minimisation Plan, where applicable, before the child's commences care.
- In the event of an incident, injury, trauma, or illness, inform the family or emergency contact as soon as practical and without delay, allowing the family to take over the responsibility of their child and decide on further action to take if necessary.
- Complete the incident, injury, trauma, or illness record as soon as practical after an incident has occurred. The form is to be signed by both the educator and the parent and forwarded to the service within 24 hours of an incident

- Inform the service staff of any injury to a child that requires medical attention.
- Inform the service of any serious incident within 24 hours of incident occurring.
- Ensure they have a fully stocked first aid kit available at all times, including in the car and on excursions
- Refer to a child's Medical Management Plan, where applicable, before applying first aid

Families are encouraged to:

- Provide up to date medical and contact information in case of an emergency.
- Seek their own health insurance if they desire.
- Annually complete a Medical Management Plan and Risk Minimisation Plan to assist the educator with the management of a child's medical condition, if required to do so.
- Take over the responsibility of their child as a matter of urgency, if contacted by their child's educator to do so.

SERIOUS INCIDENTS

Serious incidents include:

- Head injuries
- Fractures
- Serious Burns
- Epileptic seizures
- Whooping cough
- Removal of any body part
- Measles
- Meningococcal infection
- Diarrhoea requiring hospitalisation
- Anaphylactic reaction requiring hospitalisation
- Asthma requiring hospitalisation
- Witnessing violence of a frightening event
- Sexual assault
- Death of a child
- An incident where emergency services attended, or should have attended
- A child is missing
- A child has been taken from the service with authorisation
- A child is mistakenly locked in or out of the service

In serious incidents, educators will:

- Notify 000 immediately and follow instructions given
- Contact the parent, guardian, or authorised person as soon as practical and without delay, remain calm and clearly inform them of the situation.
- Contact the Principal Office.
- If child is taken by ambulance:
 - If the parent has not arrived yet, the educator is able to go in the ambulance only if another educator or staff member is on site to care for the other children in care.
 - If the parent has not arrived and the educator cannot go with the ambulance, the educator is to give the ambulance the parent's contact number
- Complete an incident report as soon as practical and forward to the Principal Office within 24 hours, for the service to notify the Regulatory Authority
- Complete the Family Day Care Australia Incident Report for insurance purposes, if needed.

Educators can contact other parents to come and collect their children after a serious incident has occurred and are encouraged to de-brief with the service or professional counsellor.

Educators are reminded to never put themselves, or others, in any danger.

LINKS TO OTHER PROCEDURES

- Acceptance and Refusal of Authorisation
- Administration of First Aid
- Administration of Medication
- Child Enrolment
- Dental Health
- Emergency and Evacuation Procedures
- Health
- Infectious Diseases
- Infectious Diseases (COVID-19)
- Medical Conditions
- Supervision

Inclusion and Diversity

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the need for an inclusive program and practices based on children's rights and social justice principals; that is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, additional need, or other circumstances.

Our service:

- Recognises differences, as well as similarities, in people and respect this, not just within our service but in promoting respect for all people in the wider community.
- Promote child friendly communities and are advocates for universal access to a range of high-quality early childhood and school age care programs.
- Is commitment to full participation of children with additional needs.
- Creates an environment that reflects the lives of children and families using the service and the cultural diversity of the broader community including Aboriginal and Torres Strait Islander communities.

RELEVANTRE RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework 2010

PROCEDURE

Information Sharing

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service (e.g. cultural background, age, additional needs)
- Sharing of information will remain a vital component of each child's program and will maintain a positive focus.
- Service staff, educators and families will ensure confidentiality is observed (see *Confidentiality & Storage of Records Procedure*).
- Written permission will be obtained from families to share information relating to their children, family and situation to external organisations or persons, if required.
- Information relevant to a child and/or family may be shared between an educator and service staff, if required for the placement, ongoing support, or development of the child.

The Principal Office will:

- Support the employment of staff and the selection of educators from a range of social and cultural backgrounds.
- Ensure professional development is provided for staff and educators to extend their knowledge of social justice, inclusive and anti-bias practices through professional development opportunities, resources and publications and discussions with peers.

- Ensure professional development to support ongoing responsiveness to children with additional needs.
- Work with inclusion and support agencies to include children with additional needs.
- Ensure compliance with relevant state and commonwealth legislation to provide an inclusive and discrimination-free environment.
- Ensure educators and service staff have skills and expertise necessary to support inclusion of children with additional health and developmental needs.
- Ensure a Strategic Inclusion Plan is completed annually with the Inclusion Support Agency.
- Ensure there are individual support plans for children with additional needs.
- Ensure a Reconciliation Action Plan is implemented in the service

The Principal Office and Educators, when working with children, will:

- Respect the rights and dignity of each child.
- Ensure all the children have a right to access all learning experiences, to equally participate in the program and to succeed as a learner.
- View all children as competent with many strengths and abilities and as initiators and active social constructors of their own learning.
- Support children to interact with the environment and equipment in ways that children can identify.
- Help children build connections with others and with their community.
- Provide experiences that are complementary to children's home and community experiences.
- Build children's positive sense of self through identifying and responding to each child's strengths and learning styles.
- Create environments that are inviting and inclusive and support children's exploration, creativity, and learning.
- Develop respectful and trusting relationships with children, so they can feel empowered and more open and respectful of others.
- Provide access to specialised equipment and resources and access to appropriate support services as required.
- Support children to identify and act against unfairness or to other biased behaviours.
- Embed Aboriginal and Torres Strait Islander practices in the everyday program.

The Principal Office and Educators, when working with families, will:

- Show sensitivity to and respect for the range of family structures including same sex families, social values, and child rearing practices evident in the service and the wider community.
- Incorporate information about the family's background in meaningful ways to help ensure families feel welcome.
- Share and exchange information relevant to the child.

- Respect the family's home language and communication styles and use a range of verbal and written methods of communication.
- Value multiple perspectives and empower families as decision makers about their child's learning and wellbeing.
- Work through a family centred approach acknowledging families best know their child.
- Provide a program that responds to the individual strengths and interests of all children.

The Principal Office and Educators, when working with children with additional needs, will:

- Use an inclusive approach ensuring that all children, especially children with additional needs, have the same opportunities to participate in all experiences and all aspects of the program.
- Seek specialised assistance or additional support to successfully include children with additional needs.
- Help them achieve educational success.
- Plan experiences based on the child's strengths, talents, likes and dislikes and family priorities for their child.
- Work collaboratively with other services to support the child's transition in to the next learning environment.
- Ensure ongoing professional development to adapt programs resources and environments to provide successful inclusion.
- Ensure strategies and processes used to support children with additional needs in their transition to school and specialist services.
- An approach that develops a sense of belonging, and comfort in the service environment.
- Need to build a relationship where children have trust and confidence in staff and educators.
- Encourage use of educational tools that reflect children and people with disabilities as active participants in the community.
- Adapt environments, routines, and staffing arrangements to appropriately facilitate the inclusion of children with additional needs.

Families are encouraged to:

- Provide information to the educator and service staff about their child's individual likes, dislikes and needs.
- Accurately complete the enrolment form and ensure information is updated when needed.
- Discuss their children's additional needs, culture, and other information with educators.
- Participate in the educational program when asked to by the educator.

LINKS TO OTHER PROCEDURES

- Child Enrolment and Orientation
- Child Protection
- Collaborative Partnerships

- Confidentiality and Storage of Records
- Interactions with Children
- Professional Development

Interactions with Children

PROCEDURE STATEMENT

Children who experience relationships in an education and care setting that are built on respect, fairness, acceptance, cooperation, and empathy, and are given the opportunity to develop these qualities themselves, are enhanced by these quality interactions.

RELEVANT RESOURCES

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

National Law - Under Section 166 of the Education and Care National Law, a staff member, may receive a penalty for up to \$10,000 (up to \$50,000 in the case of Approved Provider) for subjecting a child to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

PROCEDURES

The Principal Office will:

- Provide professional development and information for educators and families on effective communication skills that help build quality, supportive relationships.
- Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals.
- Support educators and families to encourage positive interactions.
- Treat each child without bias.
- Have regard to the size and composition of groups in which children are being educated and cared for by the service.
- Use a positive approach in guiding behaviour.
- Have caring, equitable, and responsive relationships between themselves and children.

Educators will:

- Maintain supportive relationships, positive interactions, listen to children and encourage children to express themselves and their opinion.
- Allow children to undertake experiences that develop self-reliance and self-esteem.
- Ensure the dignity, rights and agency of each child are maintained.
- Use positive guidance and encouragement toward acceptable behaviour. Take a positive approach to guiding children's behaviour that empowers children to regulate their own behaviour and develop skills to negotiate and resolve conflicts or disagreements with others.
- Consider each child's family and cultural values, age, physical and intellectual development, and abilities.
- Provide an environment that is secure and interesting with a positive atmosphere.

- Create opportunities for children to be independent and self-reliant to work through differences, learn new things and take calculated risks.
- Ensure that the routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age and physical and intellectual development.
- Encourage children to express themselves and develop confidence in their abilities and opinions.
- Show an interest and participate in what the child is doing, actively engage in children's learning and share decision making with them.
- Support children through periods of change.
- Respond to all children in a fair and consistent manner.
- Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status.
- Share information with families regularly in a constructive manner about children's interactions in a confidential manner.
- Participate in professional development.
- Ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved, and effective learners and communicators.
- Respect children's agency and encourage them to express themselves and their opinions.
- Always maintains the dignity and the rights of each child.
- Have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.

Families are encouraged to:

- Develop supportive relationships with staff, educators, each other, and children.
- Respond to all children in a fair and consistent manner.
- Share relevant information with educators and staff regularly.
- Interact with all children in the educator's home in an appropriate manner.
- Role model effective communication skills to their children.
- Inform educators of events or incidents that may impact on their child's behaviour at the service (e.g. moving to a new house, a new sibling).
- Inform educators of any concerns regarding their child's behaviour or the impact of other children's behaviour.

LINKS TO OTHER PROCEDURES

- Child Protection
- Collaborative Partnerships
- Professional Development

Managing Records

PROCEDURE STATEMENT

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All Cabonne Family Day Care records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required to easily access records.

RELEVANT RESOURCES

- Education and Care Services National Law 2010 (Section 175)
- Education and Care Services National Regulations 2011 (Clause 177 178 and 179)
- Health Records and Information Privacy Act 2002 No 71
- NSW Privacy and Personal Information Protection Act 1998 No 133
- NSW Government Information (Public Access) Act 2009
- Freedom of Information Amendment (Reform) Act 2010 Act 48 of 1977
- Child Care Provider Handbook

PROCEDURES

- An appropriate person will be appointed to the role of Nominated Supervisor to ensure the following accurate records required under Section 175 of the Law are kept. The documentation of child assessments for the delivery of the educational program including:
 - An incident, injury, trauma, and illness record.
 - A medication record.
 - A record of assessments of family day care residences and approved venues.
 - A record of volunteers and students.
 - The records of the responsible person at the service.
 - A record of staff and Family Day Care Coordinators engaged by the service and Family Day Care educators and educator assistants approved by the service.
 - A child's attendance record.
 - Child enrolment records.
 - A record of the service's compliance with the Law.

A Family Day Care Educator must keep the following accurate records required under section 175 of the Law;

- The documentation of child assessments.
- An incident, injury, trauma, and illness record.
- A medication record.
- A child's attendance record.
- Child enrolment records.

- A record of visitors to the family day care residence or venue.

The above records must be made available to a parent/guardian of a child on request unless prohibited by a court order.

The record of the service compliance must be available to any person who requests it. Records must be kept at the service for the following periods:

For Family Day Care services

Assessment of family day care residences and approved family day care venues	Approved Provider	Until the end of 3 years after the record was made	Regulation 116
Record of family day care staff (including educators, coordinators, and assistants)	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 154
Record of visitors to family day care residence of approved family day care venue	Family Day Care Educator	Until the end of 3 years after the record was made	Regulation 165

Records and Documents required to be kept

Records and documents required to be kept at the service (National Regulations 183)			
Type of Record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance Note: does not apply if the insurance is provided by a state or territory government	Approved Provider Family Day Care Educator	Available for inspection at service premises or family day care office	Regulations 29, 30, 180
Self-Assessment	Approved Provider	Current plan is to be kept	Regulations 31, 55
Child assessments	Approved Provider Family Day Care Educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183
Incident, injury, trauma, and illness record	Approved Provider Family Day Care Educator	Until the child is 25 years old	Regulations 87, 183
Medication record	Approved Provider Family Day Care Educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider Family Day Care Educator	Until the end of 3 years after the record was made	Regulations 158-159, 183

Child enrolment	Approved Provider Family Day Care Educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183
Death of a child while being educated and cared for by the service	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183
Record of service's compliance history	Approved Provider	Until the end of 3 years after the Approved Provider operated the service	Regulation 167

LINKS TO OTHER PROCEDURES

- Assessment of Family Day Care Residences and Venues
- Child Enrolment and Orientation
- Completion of Educator Workplace Health and Safety Audit
- Confidentiality and Storage of Records
- Educator Registration and Assessment, including Educator Assistants
- Family Day Care Register
- Governance and Management
- Non-Compliance
- Visitors to Family Day Care Premise

Medical Conditions

PROCEDURE STATEMENT

Cabonne Family Day Care recognises the need to ensure that children with specific diagnosed medical conditions have their medical requirements met whilst in child care. This is an important part of childcare delivery to ensure the whole needs of the child are catered for. The service will work with families to minimise the risk of exposure of children to foods and other substances which may trigger severe allergy or anaphylaxis. Staff and educators will ensure that any medical conditions, that they are notified of, are managed appropriately.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011 (Clause 90)
- NSW Department of Health, Allergies and Anaphylaxis. www.health.nsw.gov.au
- Asthma Australia <https://www.asthmaaustralia.org.au/>
- Australasian Society of Clinical Immunology and Allergy (ASCIA) - <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

MEDICAL CONDITIONS THAT REQUIRE A MEDICAL MANAGEMENT PLAN:

- Asthma
- Anaphylaxis
- Severe Allergies
- Diabetes
- Epilepsy
- Any other severe medical conditions that impact the child's everyday life.

Medical Management Plans, also known as Action Plans, are to be completed and signed by a doctor and renewed annually.

MEDICAL CONDITIONS THAT REQUIRE A RISK MINIMISATION PLAN:

- Asthma
- Anaphylaxis
- Allergies
- Diabetes
- Epilepsy
- Intolerances
- Any other medical condition that may impact the child while at family day care.

A Risk Minimisation Plan is completed by the family and the educator and must be renewed annually.

PROCEDURES

The Principal Office will:

- During the enrolment process seek information about any specific health needs, allergy, or relevant medical condition that a child may have. This information will be communicated in writing on the enrolment form (current Medical Management Plan will need to be completed annually by a medical or health profession).
- Provide all parents with a copy of the 'Medical Conditions Procedure' and 'Incident, Injury, Trauma and Illness Procedure'.
- Advise parents the child cannot attend the education and care service unless the appropriate medication is provided each day the child attends.
- Advise the parents the child cannot attend education and care unless the medical Management Plan and the Risk Minimisation Plan are current.
- Always ensure that educators and service staff working with children have current training in asthma and anaphylaxis management.
- Keep a register of all children with medical conditions and when their relevant forms will expire.

Educators will:

- Complete a **Risk Minimisation Plan** annually, in consultation with families. This will nominate where the medication is to be kept, and outline strategies for minimising the identified risks.
- Review the Medical Management Plan to ensure it states what symptoms and signs to look for, what action to take, including authorised persons, the child's doctor, and what first aid to give.
- Seek information about any specific health care needs, allergy, or relevant medical condition that a child may have during the enrolment process and on an ongoing basis. This information will then be communicated in writing.
- Always ensure that they have current First Aid Certificate.
- Ensure the child has the specified medication outlined in the Medical Management Plan every time the child arrives in care.
- Ensure all appropriate medication is taken on excursions and review the Risk Minimisation Plan for the excursion.
- Refuse education and care to a child if they do not have the appropriate Medical Management Plan, Risk Minimisation Plan, and medication when the child arrives for care.
- Ensure any medication brought to the service is stored as per manufacturer's instruction, has a clear label with their name on it, is not past expiry date and is inaccessible to children. It will be stored with the Medical Management Plan and easy to access.
- Ensure a child at risk of food allergies eats food that has been specifically prepared for them. Where the educator is preparing food for the child, ensure that it has been prepared according to the parent's instructions and has been approved by the parent.
- All bottles, other drinks, lunch boxes, food packages provided by parents/guardians of a child should be clearly labelled with the child's name.
- **Ensure children do not trade or share food**, food utensils and food containers.

- Ensure nuts and fish and other high-risk foods are not introduced to children in the education and care service either as a food or in a play experience.
- Restrict use of food and food containers, boxes, and packaging in crafts, cooking and science experiments, depending on the allergies of children.
- Consider in some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
- Ensure when the at-risk child is allergic to milk, non-allergic babies are held when they drink formula/milk.
- Ensure tables, bench tops and high chairs are washed down after eating.
- Ensure hand washing for all children upon arrival at the service, before and after eating.
- Ensure they follow measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- Ensure other families are notified of allergy (without naming the child) so they can take this into consideration when packing their child's lunchbox.
- Ensure volunteers on the premises are aware of the child with the medical condition and appropriate medical management.
- Ensure the Medical Management Plan is followed in the event an incident relating to the child's specific health care need occurs.
- Display emergency contact phone numbers for your local area.
- Reduce exposure of children to indoor allergens by:
 - Regularly cleaning carpets, rugs and upholstered furniture and washing fluffy toys
 - Regularly cleaning bedding.
 - Treating and preventing growth of mould (when using chemical sprays such as pesticides and cleaning agents, spray when children are not present in the immediate vicinity)
 - Controlling pest infestations
 - Minimising having pets indoors and ensure they are in a clean and healthy condition
 - Using dust resistant mattress and pillow covers
- Record any medication given on the Medication Authorisation form.
- Complete the Incident Injury Trauma Illness Record and send in to Principal Office within 24 hours if an incident occurs.
- If a child self-administers medication, ensure the practices for self-administration of medication procedure is followed.
- An educator cannot administer an insulin needle, as they are not qualified to do this. If this occurs, it will be dealt with as a serious incident and the Regulatory Authority will be contacted.
- Ensure all original medical forms are always kept on site. Any forms need to be registered by the Principal Office will need to be faxed, scanned, or emailed.

PRACTICES FOR SELF-ADMINISTRATION OF MEDICATION

If a child self-administers medication, ensure the correct procedure is followed.

A child over pre-school age may self-administer medication under the following circumstances:

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form.
- Medication is to be provided to the educator for safe storage, and they will provide it to the child when required.
- Self-administration of medication for children over pre-school age will be supervised by the educator.

MANAGING CHILDREN WITH ASTHMA

- Administer first aid or medical treatment according to either:
 - The child's Asthma Action Plan or Medical Management Plan; or
 - A doctor's instructions.
- Dial 000 for an ambulance and notify the families in accordance.
- Educators must inform the Principal Office if they administer first aid.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given.
- Keep a reliever puffer in your first aid kit and emergency go bag.
- A written Medical Management Plan and Risk Minimisation Plan must be completed during enrolment and updated annually.

MANAGING CHILDREN WITH ANAPHYLAXIS

- Administer first aid or medical treatment according to either:
 - The child's Anaphylaxis Action Plan or Medical Management Plan; or
 - A doctor's instructions.
- Dial 000 for an ambulance and notify the families in accordance.
- Educators must inform the Principal Office if they administer first aid.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given.
- A written Medical Management Plan and Risk Minimisation Plan must be completed during enrolment and updated annually.

MANAGING CHILDREN WITH DIABETES

- Administer first aid or medical treatment according to either:
 - The child's Medical Management Plan; or
 - A doctor's instructions
- Dial 000 for an ambulance and notify the families in accordance.

- Educators must inform the Principal Office if they administer first aid.

Families are required to:

- Provide a Medical Management Plan, that has been completed by a doctor, upon enrolment.
- Complete Enrolment Authorisation, Medication Authorisation and Risk Minimisation Plan to allow the educator to administer medication accordingly.
- Provide the educator with relevant medication, in the original packing with dosage instructions.
- Update Risk Minimisation and Medical Managing Plan annually, when requested by the educator or Principal Office.

LINKS TO OTHER PROCEDURES

- Acceptance and Refusal of Authorisations
- Access
- Administration of First Aid
- Administration of Medication
- Child Enrolment and Orientation
- Confidentiality and Storage of Records
- Storage of Dangerous Substances and Equipment

Nappy Changing, Toileting and Hand Washing

PROCEDURE STATEMENT

Cabonne Family Day care are aware that many diseases are spread by faeces, urine, or other body fluids. Early childhood educators and children in care are at twice the usual risk of diarrhoeal infections and increased risk of Hepatitis A, due to changing and handling of soiled nappies and assisting young children with toileting routines. Efficient changing and disposal of soiled nappies, safe toileting and toilet training methods and hand washing procedures significantly reduces the risk and the spread of diseases transmitted by faeces and body fluids

RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 1991 2010 No127
- Work Health and Safety Regulation 2011 (NSW).
- Work Health and Safety Act 2011 (NSW).
- Staying Healthy in Childcare – Preventing infectious diseases in child care

PROCEDURES

The Principal Office will:

- Be aware of the legislative requirements regarding nappy changing, toileting practices and facilities.
- Keep up to date with information about current hygienic practices in education and care services.
- Resource educators on current advice from health authorities regarding hygienic practices for nappy changing and toileting routines in childcare.
- Monitor the educator's safe hygienic practices regarding nappy changing and toileting practices and facilities.
- Supply educators with a Nappy Changing and Hand Washing poster.

Educators will:

- Abide by their obligations under the Education and Care Services National Regulations 2011 and the National Quality Standard. This includes the following requirements:
 - A children's service must have laundry arrangements
 - The premises of the children's service must have safe, sanitary facilities for storage of soiled clothes, linen, and nappies before laundering or disposal
 - Nappy change area separates to bottle and food preparation
 - The premises of a children's service must have toilet, hand washing and bathing facilities that are safe and appropriate for the children
 - The dignity and need for privacy of each child is respected during nappy changing and toileting
 - Children are closely attended on the nappy change table (if applicable).

- Toileting “accidents” and bed wetting are managed in positive and supportive ways
- Consultation with families on any toileting issues relating to their child.
- Sharing of information about a child's nappy changing and toileting while in care with that child's family
- Support nappy changing and toileting as being relaxed and positive experiences e.g. nappy changing used as an opportunity to engage in one to one games and songs

PROCEDURES

Nappy Change Procedure

1. Check to make sure that all the supplies you need are ready
2. Wash your hands
3. Place paper on the change table/stable surface
4. Always wear gloves when changing nappies
5. Remove the child’s nappy and put it in a ‘hands-free’ lidded bin or ensure it is inaccessible to children.
6. Remove any clothes with urine or faeces on them
7. Clean the child’s bottom
8. Remove the paper and put it in a ‘hands-free’ lidded bin or ensure it is inaccessible to children
9. Remove your gloves. Remove gloves by peeling them back from your wrists, turning them inside out as you go. Do not let your skin touch the outer contaminated surface of the glove. Put the gloves in the bin.
10. Place a clean nappy on the child
11. Dress the child
12. Take the child away from the change table
13. Wash your hands and the child’s hands
14. Clean the change table with detergent and warm water, paying particular attention to the mat
15. Wash your hands

Note: This is a guide only as some educators may use individual mats for children, therefore eliminating the use of placing paper towel on the mat and washing each mat after the individual nappy change.

- Have an area specifically set aside for changing nappies.
- Check to make sure that all the supplies you need are ready.
- Get a walking child to walk to the change mat.
- Carrying a child away from your body is only necessary if there are faeces on the child and/or their clothing.
- Disposable nappies may reduce the risk of infections as disposable nappies do not "leak" as easily as cloth nappies and are able to be disposed of immediately

Toileting Procedure

- Ask families to supply several changes of clothing.
- Place soiled clothes in a plastic bag, tying the top firmly, for families to take home at the end of the day.
- Help the child use the toilet.
- Help the child wash and dry their hands. Ask older children if they washed and rinsed their hands, counting slowly to 20 or singing for this length of time. Explain to the child that washing their hands and drying them properly will stop germs that might make them sick.
- Using a potty chair increases the risk of spreading disease. If the child can use a toilet this is preferable. If the child must use a potty, empty the contents into the toilet and wash the chair. Do not wash it in a sink used for washing hands.

Hand Washing Procedure

The process of thoroughly washing and rinsing your hands should take 20 seconds. This can be achieved by slowly counting to 20. Wash hands with soap and running water, preferably warm.

- Wet hands with running water (preferably warm water for comfort)
- Apply soap to hands
- Lather soap and rub hands thoroughly.
- Rub hands together for at least 15 seconds
- Rinse thoroughly under running water
- Turn off the tap using paper towel
- Dry thoroughly with a new paper towel

Liquid soap dispensers and disposable paper towels are the preferred option for hand washing. Alcohol based hand cleaners can have a role if proper hand washing facilities are not available, e.g. on excursions. After several uses of an alcohol-based hand wash cleaner you will need to wash your hands properly with liquid soap and water.

When drying hands, use disposable paper towel as the preferred option. Cloth towels, if used, should only be used by one person (not shared) and hung up to dry between uses. We recommend you use hand towels for each individual child, as it is more sustainable for our environment.

Recommendations for when to wash your hands and at any other time as required:

Educator

Before	After
Starting work	Changing a nappy
Giving medication	Coming from outside play
Eating or handling food	Using the toilet
Before nappy changing	Cleaning the nappy change area
	Helping the children to use the toilet
	Wiping a child's nose or your own

	Eating or handling food, handling the garbage
	Applying sun cream or other lotions to one or more children
	Cleaning up faeces, vomit or blood
	Touching animals

Children

<i>Before</i>	<i>After</i>
Eating or handling food	Eating or handling food
	Touching nose secretions
	Using the toilet
	Coming in from outside play
	Touching animals
	Having their nappy changed
	Encountering blood, faeces or vomit

LINKS TO OTHER PROCEDURES

- Dealing with COVID-19
- Dealing with Infectious Diseases
- Health
- Hygiene, Cleaning, and Infection Control
- Interactions with Children
- Supervision

Non-Compliance

PROCEDURE STATEMENT

Cabonne Family Day Care will ensure the requirements of the Law and Regulations are always met to ensure the safety and wellbeing of all children, families, visitors, educators, and staff. These requirements need to be met to ensure the service remains licensed and eligible for Child Care Subsidy.

RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Care Provider Handbook

PRACTICES

The Principal Office will:

- Ensure that all educators understand their responsibilities in relation to the National Law, National Regulations, the Family Assistance Law, the National Quality Framework and service policies and procedures.
- Monitor compliance regularly through support visits, documentation, and the child care IT system (MagiQ).
- Create and regularly review the self-assessment document.
- Ensure the Nominated Supervisor is informed of any issues with non-compliance.
- Notify the educator when they are non-compliant in any way. This can be done verbally or by email.
- Notify the Regulatory Authority of any serious incidents or complaints which allege a breach to the legislation. These include complaints alleging the health, safety or wellbeing of a child is being compromised and where the law has been contravened. This must be done through ACECQA's website.
- Develop an Action Plan to support the educator in meeting the requirements of the service if breaches are serious or continuous. This process should include the educator and refer back to the National Quality Framework.
- Explain the breach and appropriate action, which needs to occur. If the educator requires a support person in this process, this support person can be present to support the educator but will not speak on their behalf.
- Consider confidentiality and the severity of the breach to determine if families enrolled with the educator are notified of non-compliance issues.

Educators will abide by the following:

- Education and Care Services National Regulations 2011
- Education and Care Services National Law 2010
- Early Years Learning Framework
- My Time Our Place

- Cabonne Family Day Care Policy and Procedures.
- Cabonne Family Day Care Educator's Agreement
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Any other relevant legislation

Educators will:

- Participate in professional development regarding compliance.
- Rectify a non-compliance breach when brought to their attention, either immediately or as per the Action Plan created by Nominated Supervisor.
- Seek clarification from Principal Office staff if they are unsure of any non-compliance breaches.
- Work cooperatively with service staff if a breach is identified.
- Actively work to remain compliant in all areas of their education and care service, including the National Law, the National Regulations, documentation, educational programs, invoicing, receipting, and the Educator Workplace Safety Audit.

PROCEDURE

- Educator will be notified in writing of the breach.
- Children may need to be collected from care if non-compliance is not easily rectified and puts their health and/or safety at risk.
- Approved Provider will be notified of breach.
- Regulatory Authority notified of breach of National Law or National Regulations if children's health and safety was compromised.
- Families may be notified, especially if children were present and affected by the breach.
- If the Law has been contravened or child put at serious risk of harm, suspension or deregistration will be applied immediately.
- Alternatively, an action plan will be created, and educator will be visited regularly over a two-week period.
- If it relates to a document or certificate required under the Regulations, the educator will be given a short time frame to produce the document or certificate. If the time frame passes, the educator will be suspended until the certificate or document is complete.
- If the educator requests a meeting with Nominated Supervisor, the educator can have a support person, but this person cannot speak on their behalf.

GRACE PERIODS FOR DOCUMENTS

If the below documents are not completed and given to the Principal Office within the grace periods, a non-compliance notice will be issued to educators.

DOCUMENT	GRACE PERIOD
Child Protection Refresher	2 weeks after expiry date.
First Aid Certificate, Resuscitation Certificate	2 weeks after expiry date.
Medical Examination	Nil – To be completed before expiry.
Code of Conduct	Before 31 March annually.
Insurance	Nil – To be completed before expiry.
Evacuation Procedures	Two weeks after last day of month.
Fire Equipment	Nil – To be completed before expiry.
Driver Licence	Nil – To be completed before expiry.
Working with Children Check	Nil – To be completed before expiry.
Car Restraints, Car Registration	Nil – To be completed before expiry.
Immunisation Statements (Children's)	Two months after due date.
Medical Management Plans	Nil – To be completed before expiry.
Risk Minimisation Plan	Nil – To be completed before expiry.

LINKS TO OTHER PROCEDURES

- Administration of Medication
- Attendance Records
- Advertising & Use Social Media
- Completion of Educator Workplace Health and Safety Audit
- Confidentiality and Storage of Records
- Emergency and Evacuation Procedures
- Excursions
- Fencing
- Fire Equipment
- Hygiene, Cleaning, and Infection Control
- Nappy Changing, Toileting and Hand Washing
- Persons Residing at Family Day Care Residences
- Relatives in Care
- Sleep and Rest
- Storage of Dangerous Substances and Equipment
- Supervision
- Tobacco, Alcohol and Other Drug Free Environment
- Transportation
- Visitors to Family Day Care Premise
- Water Safety

Participation of Volunteers and Students

PROCEDURE STATEMENT

Cabonne Family Day Care is committed to facilitating students, sharing knowledge, and shaping future early childhood educators. It is essential that students are provided with opportunities and resources to demonstrate their competencies, and to gain experience. It is acknowledged hosting a student is also a great opportunity for educators to review early childhood education and care practices.

Our service also encourages volunteers to participate in the educational program, such as grandparents.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Children and Young Persons (Care and Protection) Act 1998
- Guide to the National Quality Framework
- Child Care Provider Handbook
- Keep Them Safe: A shared approach to child wellbeing", NSW Government Children Legislation Amendment (Wood Inquiry Recommendations Act 2009)
www.keepthemsafe.nsw.gov.au

PROCEDURES

Cabonne Family Day Care will offer placements to:

- High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student's suitability, worked with the service to arrange suitable times, and provided authorisation for the student to participate.
- Students attending registered training organisations and studying in a relevant field, such as early childhood education and care, teaching, recreation, or community services where the training organisation has initiated the placement, identified the student's suitability, worked with the nominated supervisor in relation to times and expectations and provided written authorisation for the student to participate.

The Principal Office will:

- Provide educators and students with appropriate paperwork to authorise the placement.
- Provide students and volunteers with guidelines identifying their responsibilities, expectations, and code of conduct while at the service during a work experience induction.
- Ensure students and volunteers over the age of 18 years have completed a Working with Children Check prior to commencing with the educator.
- Give support and guidance to students and volunteers where possible.
- Request that students and volunteers adhere to all areas of confidentiality.

Educators will:

- Ensure students and volunteers are never left alone with any children.
- Inform families when a student or volunteer is on placement at the service.
- Provide students with ongoing constructive feedback and assessment that is fair and equitable.
- Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
- Consult with their families before the placement occurs and inform them of the student's or volunteer's presence.
- Encourage students and volunteers to participate and communicate in an open and honest manner.
- Ensure that students and volunteers do not discuss children's development or other issues with parents.

Students and volunteers will:

- Abide by the Education and Care Services National Law and National Regulations.
- Abide by and sign a Student/Volunteer Code of Conduct.
- Take responsibility for the role that they are undertaking whilst on placement, viewing it as part of their own professional development.
- Inform the educator early in the placement of any assessment requirements that need to be completed.
- Work with the educator to timetable requirements.
- Be responsible for completion of own assessment requirements.
- Sign the visitors register whenever entering and leaving the education and care service.
- Not be alone with children.
- Not change children's nappies unless under direct supervision of the educator.

LINKS TO OTHER PROCEDURES

- Child Protection
- Code of Conduct
- Collaborative Partnerships
- Inclusion and Diversity
- Interactions with Children
- Nappy Changing, Toileting and Hand Washing
- Supervision
- Visitors to Family Day Care Premise

Persons Residing in Family Day Care Residences

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the importance of other household members of a family day care residence to interact with children, and to also have their own space and alone time. It is important for all household members to ensure they maintain a safe, respectful environment while the educator operates a family day care service in the residence.

RELEVANT LEGISLATION

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

PROCEDURES:

The Principal Office will:

- Provide household members with an information pack regarding family day care and their role.
- Ensure all household members over 18 years have a Working with Children Check.
- Ensure all household members are fit and proper persons.
- Ensure the educator closes their business if a household member's Working with Children Check is barred, unless they can provide evidence of the household member not being on the premise during operational hours.
- Ensure all persons over 18 years residing at the premise has had two doses of a COVID-19 vaccination.

Educators will:

- Ensure household members know their responsibilities.
- Ensure you notify the service if you have foster children.
- Ensure no household member is left alone with the children in care.
- Ensure their own children, under 13 years, are included in their ratio if there is no other adult on the premise to care for them. This includes any other child at the premise under 13 years old.
- Ensure the Nominated Supervisor is aware of all occupants of the residence, including visitors staying for a prolonged period.
- Understand that educators, household members and visitors have a responsibility to ensure children are kept safe whilst in the education and care environment. Individuals that cause harm to children are at risk of a Child Protection allegation.
- Close their business if a household member is sick and cannot care for themselves.
- Close their business if a household members had an infectious illness, such as chicken pox, COVID-19, influenza, gastro, and all other infectious illness.
- Ensure they close their business if a household member's Working with Child Check is barred, unless they can provide evidence of the household member not being on the premise during operational hours.

Household members will:

- Treat children, families, visitors, service staff and other educators with respect.
- Support the educator to maintain a safe and healthy environment.
- Maintain the confidentiality of the children and families in care.
- Support only child appropriate games, books, and social media being accessible to children.
- Ensure visitors to the home sign the visitor's record.
- Ensure a Working with Children Check is completed for any household member over 18 years.
- Respect the need for privacy on occasions when the educator is discussing issues with staff and families, or when a child is bathing or toileting.
- Always ensure the use of age appropriate language and tone of voice.
- Ensure only the educator toilets, bathes, or changes the children's nappies.
- Not consume tobacco, alcohol, or illicit drugs while the educator is operating their family day care business.

Families are encouraged to:

- Interact with household members respectfully.
- Alert the Principal Office if any household member is inappropriate with you or a child in care.

LINKS TO OTHER PROCEDURES

- Child Protection
- Interactions with Children
- Relatives in Care
- Supervision

Pets and Other Animals

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the presence of animals in the education and care service will be managed by educators to ensure that the safety and wellbeing of children, families, educators, and animals is always maintained. Educators will consider the risks and the benefits of including animals in the educational program.

Pets and other domestic animals are a valuable part of many family day care settings. Pets and other animals can play a significant role in children's learning and development. As with all experiences in family day care, it is the responsibility of services to identify and manage any possible safety or health risks to children.

RELEVANT LEGISLATION

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

PETS PERMITTED TO MOVE FREELY IN FAMILY DAY CARE ENVIRONMENT

Educators should assess their pet's personality before allowing them to interact with children. Some animals on this list may not be suitable to interact with children due to their known behaviours. All interactions between an animal and a child should be supervised by the educator.

- Dogs and puppies (unless they are registered as dangerous)
- Cats and kittens

PETS NOT PERMITTED TO MOVE FREELY IN FAMILY DAY CARE ENVIRONMENT

The below animals can interact with children but must be under the direct supervision of the educator and have their own yard or enclosure that can be closed off to children. The educator should be located next to the animal and if necessary, have control of it (e.g. have horse on lead rope, chickens in yard).

- Horses and foals
- Cows and calves
- Goats and kids
- Mice
- Chickens and chicks
- Ducks and ducklings
- Roosters
- Birds
- Lizards
- Turtles
- Any other reptiles that are not venomous

ANIMALS NOT PERMITTED TO INTERACT WITH CHILDREN

The below animals are not permitted in a family day care environment. If on the premises, they must be securely held away from the children's play environment and inaccessible to children.

- Dangerous dogs
- Snakes
- Bulls
- Pet spiders
- Possums
- Wild animals of any kind, including kangaroos, foxes, dogs, and cats.
- Any animals that have been known to bite or lash out at humans.

PROCEDURES

The Principal Office will:

- Monitor animals in the family day care environments to ensure educators are complying with this procedure.
- Provide a copy of this procedure to families upon enrolment.
- Keep a register of educator's pets and other animals' children will interact with.
- Develop a risk assessment for pets.

Educators will:

- Always supervise children when interacting with pets and animals.
- Assess the risk of their animals interacting with children. Educators need to make an informed decision about whether an animal is suitable to interact with children in an education and care setting.
- Inform families of any animals at their residence and how they plan to manage the risk.
- Inform families and the Principal Office prior to a new pet coming into the home environment.
- Ensure if a family is not comfortable with their child interacting with an animal, that the child does not have interactions with the animal.
- Vacuum and clean furniture and floors daily before children arrive if pets are kept indoors.
- All animal fencing must restrict penetration by small fingers.
- Ensure cats and dogs that move freely in the environment are well behaved and have a space of their own to retreat to throughout the day.
- Ensure a risk assessment is in place for all pets and animals.
- Ensure children and educators wash hands immediately after handling animals.
- Ensure all animals kept at the premises are clean and healthy and do not have any diseases that can be transmitted to children. Pets should be vaccinated, wormed and free of fleas or other pests or infections.

- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- All play areas are kept free from animal droppings, bones, and holes dug by animals.
- Ensure animals do not have access to bedding used by children, toys or play equipment used by children, food preparation areas, eating surfaces or utensils.
- Ensure no animal travels in a motor vehicle with a child.
- Encourage children to treat all animals with respect.
- Ensure the animals listed above as not permitted to interact with children, do not interact with children while they are being educated and cared for.
- Ensure animals who are sick or in pain are kept away from children as they may lash out.
- Ensure all poultry, live-stock, and beehives are maintained as per the Local Council Environmental Health By-Laws.
- Ensure they hold appropriate registration and licensing of animals as required by law and government regulations (council registration, reptile keeper's license). This licence needs to be supplied to the Principal Office.
- Ensure children with allergies to certain animals do not interact with those animals.

Families will:

- Alert educators if they are not comfortable with their child interacting with certain animals
- Alert the educator if their child has any allergies to animals or animal fur during the enrolment process.

LINKS TO OTHER PROCEDURES

- Adventurous Play
- Child Enrolment and Orientation
- Completion of Educator Workplace Health and Safety Audit
- Fencing
- Nappy Changing, Toileting and Hand Washing
- Supervision

Physical Activity and Screen Time

PROCEDURE STATEMENT

Cabonne Family Day Care 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 *National Physical Activity Recommendations for Children Birth to 5 years* outlined in the *Get Up & Grow* resources.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and care Services National Regulations 2011 (Clause 88).
- Public Health Act 2010 No 127 (NSW).
- NSW Health *Munch & Move* program www.healthykids.nsw.gov.au
- *Move and Play Every Day, 2014*, www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#npa05
- SunSmart NSW – www.sunsmartnsw.com.au
- Kidsafe – www.kidsafe.com.au

The Principal Office and Educators will:

1. Promote children's participation in a range of safe active play learning. 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 daily floor-based play for babies – tummy time, and the 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, and developmentally appropriate and catered 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 (e.g. lighter through to vigorous activity).
- Provide space, time, and resources for children to revisit and practice FMS and engage in active play.
- Educators will provide opportunities for learning about the importance and benefits of being physically active and involve children in the planning of active play experiences.
- Educators will actively role model to children appropriate physical activity behaviours.
- Encourage children to consume water before, during and after active play experiences.
- Provide opportunities for physical activity during excursions (e.g. 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 small 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 small 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.
- 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.

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 Procedure* 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.

LINKS TO OTHER PROCEDURES

- Educational Program and Practice
- Supervision

Professional Development

PROCEDURE STATEMENT

Cabonne Family Day Care encourages educators to participate in professional development opportunities. Ongoing professional development for those involved in early childhood education and care services ensures that educators and service staff are informed and up to date with information on current practices.

RELEVANT RESOURCES

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

PROCEDURES

The Principal Office will:

- Participate in professional development courses offered by Cabonne Council.
- Complete a Child Protection Refresher course every two year unless full certificate has been completed less than 24 months ago.
- Complete a First Aid Certificate every three years, within two weeks of their previous certificate expiring.
- Complete a Resuscitation Certificate every twelve months, withing two weeks of their previous certificate expiring.
- Ensure educators are regularly offered or informed of professional development opportunities.
- Provide an induction for new educators and an information pack for their family members.
- Support educators in their endeavours to obtain qualifications.

Educators will:

- Attend an induction prior to commencing as an educator.
- Annually participate in a minimum of three professional development opportunities to keep abreast of current early childhood issues.
- Complete a Child Protection Refresher course every two years unless full certificate has been completed less than 24 months ago.
- Complete a First Aid Certificate every three years, within two weeks of their previous certificate expiring.
- Complete a Resuscitation Certificate every twelve months, withing two weeks of their previous certificate expiring.
- Participate in mandatory training as outlined by the Principal Office.
- Communicate to service staff what areas they would like to complete professional development in.

Families are encouraged to:

- Provide feedback to the service on requests for professional development for themselves or their educators.

LINKS TO OTHER PROCEDURES

- Code of Conduct
- Collaborative Partnerships

Providing a Child Safe Environment

PROCEDURE STATEMENT

Cabonne Family Day Care strongly believes all children have the right to experience quality education and care in a safe and healthy environment, be it physical, emotional, or social. Children's safety and wellbeing is paramount at our service and will be fostered through responsive relationships, engaging experiences, and a safe and healthy environment.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- United Nations Conventions on the Rights of the Child

RELEVANT REGULATIONS

- Regulation 82 - Tobacco, drug, and alcohol-free environment
- Regulation 83 - Staff members and family day care educators not to be affected by alcohol or drugs
- Regulation 103 - Premises, furniture, and equipment to be safe, clean and in good repair
- Regulation 122 - Educators must be working directly with children to be included in ratios
- Regulation 123A - Family day care coordinator to educator ratios – family day care service
- Regulation 124 - Number of children who can be educated and cared for – family day care educator
- Regulation 165 - Record of visitors
- Regulation 166 - Children not to be alone with visitors
- Regulation 168 – Education and care service must have policies and procedures

PROCEDURE

The Principal Office will:

- Ensure all obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure bi-annual assessment of family day care premises occur and any health and safety risks are rectified as soon as possible.
- Ensure all educators and staff have undertaken current child protection training, including mandatory reporting requirements and obligations. If not, develop a plan to ensure training is undertaken in a suitable timeframe.
- Provide an environment that is free from the use of tobacco, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs (including prescription medication) to impair their capacity to supervise or provide education and care to children in the service.
- Ensure educators are meeting educator to child ratios by regularly checking timesheets and through unannounced visits.

- Ensure ongoing communication with educators regarding their responsibilities.
- When required, work with appropriate agencies to support children's access, inclusion, and participation in educational program.
- Ensure the safety and wellbeing of children attending the service by keeping a visitors' record, including signatures and arrival/departure times.

Educators will:

- Be aware of current child protection legislation.
- Know the individual needs and actions plans for the children in your care.
- Maintain accredited child protection, first aid, CPR, asthma, and anaphylaxis training.
- Always monitor and maintain correct educator to child ratios, including your own children under 13 years of age.
- Provide an environment that is free from the use of tobacco, illicit drugs, and alcohol.
- Keep a visitor's record, including signatures and arrival and departure times.
- Never leave children alone with visitors or another person residing at the premise.
- Ensure all learning environments support the health, safety and wellbeing of all children being educated and cared for.
- Ensure risk assessments a thorough and approved before attending excursions or participating in adventurous play.
- Ensure the *Sun Protection Procedure* is followed.
- Ensure they are always meeting the requirements of the Educator Workplace Health and Safety Audit.
- Ensure they have an adequate understanding of these procedures to ensure compliance.

LINKS TO OTHER PROCEDURES

- Access
- Adventurous Play
- Assessment of Family Day Care Residences and Venues
- Child Enrolment and Orientation
- Child Protection
- Completion of Educator Workplace Health and Safety Audit
- Dealing with COVID-19
- Dealing with Infectious Diseases
- Dental Health
- Delivery of children to, and collection of children from, education and care service premises
- Excursions
- Health
- Hygiene, Cleaning, and Infection Control
- Interactions with Children
- Nappy Changing, Toileting and Hand Washing

- Pets and Other Animals
- Physical Activity and Screen Time
- Sleep and Rest
- Storage of Dangerous Substances and Equipment
- Sun Protection
- Supervision
- Tobacco, Alcohol and Other Drug Free Environment
- Transportation
- Visitors to Family Day Care Premise
- Water Safety
- Work Health and Safety

Relatives in Care

PROCEDURE STATEMENT

Cabonne Family Day Care enforces the importance of noting the number of children that are being educated and cared for that are directly related to their educator, to ensure that relatives make up less than 50% of children for the educator in any fortnight.

The Family Assistance Law limits the number of children to whom a Family Day Care educator can provide care to at a service, if they are related to the educator. This includes own children, step-children, nieces, nephews, cousins and grandchildren.

It is important to note that:

- Relatives of the children in care, not listed above, will not be treated as relatives
- Relatives of an educator's partner (by either de facto or marriage) will be considered relatives of the educator.
- The ratio of less than 50% is applied to the number of children cared for at the service across the whole Child Care Child Subsidy fortnight and not the number of days the relative attends.

RELEVANT RESOURCES

- Family Assistance Law
- Child Care Provider Handbook

PROCEDURE

Principal Office will:

- Ensure that children who are related to the educator make up less than 50% of children being cared for in the fortnight.
- Develop a system to monitor if children are related to their educator.
- Ensure educators are aware of this requirement.

Educators will:

- Inform the Principal Office if any children in their care are related to them, or their partner, as stated above.
- Not confirm the enrolment of a relative without the authorisation of the Principal Office.
- Inform the Principal Office immediately if bookings change in relation to relatives in care.
- Monitor the amount of relative in care in relation to non-relatives.
- Understand the ratio of less than 50% is applied to the number of children cared for at the service across the whole Child Care Child Subsidy fortnight and not the number of days the relative attends.
- Understand there is no Child Care Subsidy entitlement for an educator's child when:
 - The child counts toward the educator's ratio.
 - Another family day care educator cares for the educator's child on the same day the educator is providing family day care services.

- Ensure they sign their own children and stepchildren in and out of care when they are included in their ratios. A zero-fee session will be created for these sessions.
- Ensure they complete an enrolment form for their own children and stepchildren.

Families will:

- Ensure they declare if they are related to their educator on their enrolment form.
- Support the educator to meet this requirement.
- Understand their child's care may be ceased if it causes the educator's relatives in care ratio for the fortnight to be over 50%.

LINKS TO OTHER PROCEDURES

- Child Enrolment and Orientation
- Fees and Charges
- Persons Residing at Family Day Care Residences

Relief Educators & Relief Care

PROCEDURE STATEMENT

Relief educators are approved with Cabonne Family Day Care to provide care and education in the primary educator's home when the primary educator is on leave.

Cabonne Family Day Care has an obligation to the community to ensure that all relief educators are recruited in a fair and equitable manner based on merit and without bias.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Care Provider Handbook - [Child Care Provider Handbook - Department of Education, Skills and Employment, Australian Government \(dese.gov.au\)](http://dese.gov.au)

DEFINITIONS

Primary Educator - a person who is directly involved, at his or her home, in educating, supervising, and caring for children for a Family Day Care children's service.

Relief Educator - a person registered with a Family Day Care Service to provide education and care in another educator's place of work whilst the primary educator is on leave.

PROCEDURE

The Principal Office will

- Ensure all relief educators are registered in accordance with the Educator Registration and Assessment Procedure.
- Ensure relief educator does not provide relief care for more than a total of four weeks with a single educator.
- Ensure a relief educator is on the primary educator's public liability insurance, or have their own public liability insurance, and obtain evidence of this.

The Primary Educator will:

- Ensure the relief educator is registered with the service.
- Discuss with parents' which children will be needing care and what days of care they will require when they are unavailable. Explain the options available to the family and respect the choice they make.
- Contact the Principal Office at least one week before to discuss the proposed appointment of the relief educator and period of closure on each occasion.
- Discuss and document any fees for the relief educator charged by the Primary Educator.
- Allow families a chance to meet the relief educator.
- Have parents complete the relief care forms before commencing any relief care.
- Confirm with the relief educator at least one week before care commences, days needed, hours of care and number of children. Discuss any additional needs of children in care.

- Understand that the Principal Office will not be responsible for, or enter, any dispute arising between the Primary Educator and the Relief Educator regarding payment for relief care services provided or not provided, or any cancellation of care arrangements.
- Ensure the Relief Educator is familiar with the whereabouts of:
 - First aid kit
 - Fire extinguisher, fire blanket and evacuation plan
 - Emergency numbers
 - Medical management plans
 - Children's belongings
 - Equipment needed for the running of the day
 - Maintenance, safety, and cleaning supplies
 - Educational program
- Discuss the routines of children and the educational program.
- Supply the relief educator with a checklist to ensure all requirements are met regarding their usual cleaning and maintenance of residence.

Relief Educator will:

- Register with the service in accordance with the Educator Registration and Assessment Procedure, including setting fees and charges and completing an induction.
- Complete a Relief Care Agreement.
- Comply with all regulatory requirements, service policies and procedures and any other relevant legislation.
- Discuss payment of fees directly with the family and complete a Complying Written Arrangement.
- Be familiar with the whereabouts in the service of:
 - First aid kit
 - Fire extinguisher, fire blanket and evacuation plan
 - Emergency numbers
 - Medical management plans
 - Children's belongings
 - Equipment needed for the running of the day
 - Maintenance, safety, and cleaning supplies
 - Educational program
- Complete attendance records as per the Attendance Record Procedure.
- Meet with the families and children before commencing relief care.
- Ensure they are familiar with the Educator Workplace Health and Safety Audit and ensure requirements are always maintained.
- Ensure they fully understand and comply with the expectations of the primary educator regarding end of day procedures.

- Ensure each child in care has a Complying Written Arrangement completed for the relief care.
- Complete a daily hazard check to ensure compliance.
- Display their relief educator registration certificate while working at the primary educator's residence.
- Ensure they are listed on the Primary Educator's public liability insurance or have their own public liability insurance.
- Only take their own child to the primary educator's residence when conducting relief care if they remain in ratio and the child, if under 13 years, has a CCS Exempt attendance record.
- No provide care for longer than four weeks in a calendar year with a single educator.

Families will:

- Discuss payment of child care fees with the relief educator and ensure these fees are paid on time
- Provide the Relief Educator with appropriate updates on their child's development health status necessary for the education and care of their child.

PROCEDURES FOR PRINCIPAL OFFICE RELIEF CARE

Qualified Principal Office staff can conduct relief care for educators for periods of **up to three hours**. Educators who will be absent from their service for more than three hours will need to close or find an alternative relief educator.

Reasons for short periods of relief care may include:

- Medical appointments
- Attending school assemblies, parent morning teas, school meetings etc.
- Attending their own child's sporting matches, performances, medical appointments, etc.

Staff will not complete full days of relief care for the educator.

Educators will:

- Give educators as much notice as possible when relief care is needed.
- Alert their families before relief care occurs.
- Charge families as per normal. Children will not be signed into the care of the staff member during the relief care period.
- Ensure they alert the staff member conducting relief care if they are returning later than discussed.
- Ensure staff member conducting relief care is aware of any medical conditions and routines applicable to their children in care.

LINKS TO OTHER PROCEDURES

- Attendance Records
- Educator Registration and Assessment, including Educator Assistants
- Fees and Charges

Sleep and Rest

PROCEDURE STATEMENT

The purpose of the Sleep and Rest Procedure in Cabonne Family Day Care is to ensure the safety, health and wellbeing of children attending our service and appropriate opportunities are provided to meet each child's need for sleep, rest, and relaxation.

BACKGROUND

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for children's sleep and rest.

Our Sleep and Rest Procedure means our educators, families, staff, and the community can be confident that children's needs for sleep and rest are met while attending the service.

RELEVANT RESOURCES

- Children (Education and Care Services) National Law (NSW)
- Education and Care Services National Regulations
- Children (Education and Care Services) Supplementary Provisions Act 2011
- Children (Education and Care Services) Supplementary Provisions Regulation 2019
- [Safe Sleeping Long Brochure.pdf \(rednose.org, or have their own public liability insurance. .au\)](#)

RELEVANT LAW & REGULATIONS

- Section 165 of the Law – Offence to inadequately supervise children
- Section 167 of the Law – Offence relating to protection of children from harm and hazards
- Regulation 81 – Sleep and rest
- Regulation 82 – Tobacco, drug, and alcohol-free environment
- Regulation 87 – Incident, injury, trauma, and illness record
- Regulation 103 – Premises, furniture and equipment to be safe, clean and in good repair
- Regulation 105 – Furniture materials and equipment
- Regulation 106 – Laundry and hygiene facilities
- Regulation 107 – Space requirements
- Regulation 110 – Ventilation and natural light
- Regulation 115 – Premises designed to facilitate supervision
- Regulation 116 – Assessment of family day care residences

PRACTICES

A) SAFE SLEEPING BEDDING AND EQUIPMENT

- Children will be provided safe sleeping equipment and environment, including adequate ventilation and adequate lighting to enable effective supervision.

- Evidence that cots and portable cots meet the Australia Standard must be given to the Principal Office.
- Equipment will not be used in a way that was not originally intended, does not meet relevant safety standards, or has been recalled.
- Ensure that cots are regularly checked, maintained, and kept in a hygienic manner.
- Educators will follow the Red Nose safe sleep recommendations to create safe sleeping spaces, including removing soft items from cots.
- No quilts, electric blankets, hot water bottles, wheat bags or doonas will be used.
- Educators will respect the cultural practices of each family and discuss a sleep and/or rest routine that will benefit the child and can continue in the home. If there is a conflict with the safe sleeping guidelines, due to a family's culture, an educator's sleeping practice document will need to be updated to reflect this, unless this cultural practice goes against safe sleeping practices.
- Educators will ensure there is an adequate number of cots, beds, stretchers or sleeping mats for children and infants in care at any given time.
- Bedding will be firmly tucked in for babies to ensure it does not cover their heads.
- Pillows are not recommended for sleeping children; however pillows can be used for child over two years of age with written advice from a parent or medical practitioner.

B) SAFE PHYSICAL ENVIRONMENT FOR SLEEP AND REST

- Sleep area will have adequate ventilation.
- Sleep area will have adequate lighting.
- Children will not be placed in a bedroom if they are not within hearing distance of the educator, or have access to medications or dangerous items, such as loose blind cords.
- Sleep area should be easily accessible, with a clear route to each sleeping child.
- Children will not sleep in the same room as another adult, that is not the educator.
- Educators will have a separate resting space, with quiet activities, for children who do not sleep.
- Children will be clothed appropriately for the climate and not have any loose items, such as bibs, that could restrict breathing.
- Educators will make reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for are met having regard to the ages, developmental stages, and individual needs of the children.
- Educators will respect the cultural practices of each family and discuss a sleep and/or rest routine that will benefit the child and can continue in the home. If there is a conflict with the safe sleeping guidelines, due to a family's culture, an educator's sleeping practice document will need to be updated to reflect this, unless this cultural practice goes against safe sleeping practices.
- Children will not share a cot, portable cot, or bed at the same time.
- All linen and bedding will be used by one child only and washed once a weekly or more frequently if needed. If there is not enough bedding for each child, bedding must be washed after each use.

C) SUPERVISION OF SLEEPING CHILDREN

- Sleeping children will be checked regularly, with best practise being at least once every ten to fifteen minutes. These checks must be documented.
- Educators will check that a child is breathing by checking the rise and fall of the child's chest and the child's lip and skin colour from the side of the cot, mattress, or toddler bed.
- Checks may need to be increased in frequency if a child has a cold, lung disorder or other health care needs. These checks need to be documented.
- CCTV, audio monitors or any other kind of monitor must not replace physical checks. Educators must physically check the child at the side of the cot, mattress, or toddler bed.
- The educator will have procedures for recording the time and observation of the physical checks, that works from them. A form is provided by the service, but educators can use their own form of documentation.
- The Principal Office will ensure every educator has a unique risk assessment documenting the supervision of sleeping children, tailored to the unique layout and safety considerations of residence.

D) RED NOSE SAFE SLEEPING GUIDELINES FOR BABIES (0-12 MONTHS)

1. Sleep baby on the back from birth, not on the tummy or side.

- Healthy babies placed to sleep on their back are less likely to choke on vomit than tummy sleeping infants.
- Babies over four months can usually turn over, these babies may be placed in a safe baby sleeping bag. They should be placed on their back but are free to find their own sleeping position.

2. Sleep baby with head and face uncovered.

- Position baby's feet at the bottom of the cot
- Ensure bedding is tucked in securely and is not loose. Alternatively, place baby in safe baby sleeping bag.
- Remove head coverings before baby is placed for sleep.
- No doonas, loose bedding or fabric, pillows, lambswool, bumpers or soft toys in cot.

3. Keep a smoke free environment.

4. Provide a safe sleeping environment.

- Ensure cot, or portable cot, meets Australian Standards.
- No more than 20mm between gaps in cot sides.
- Firm, clean and flat mattress
- Lightweight bedding, firmly tucked in and only pulled up to chest. No doonas, loose bedding or fabric, pillows, lambswool, bumpers or soft toys in cot.
- Leave arms free once startle reflex disappears, usually around three months.
- Discontinue use of wrap once baby can roll from back to tummy and back again.

5. Sleep baby in their own safe sleeping place in the same room as an adult for the first six to twelve months

6. Breastfeed baby

E) OVERNIGHT OR EXTENDED CARE

- Ensure educators have procedures documented that refer to supervision when caring for a child overnight. This will be completed on a risk assessment and signed by the parent.
- Use a monitor whilst children are sleeping which will be positioned in the same room as where the educator is sleeping.
- Discuss an emergency evacuation plan for night time so that a plan is established in case of an emergency event. This will need to be discussed with the family, the child and/or the educator's household members.
- All practices must still be followed, as stated above, however educator will not need to physically check on the child every 10 to fifteen minutes as this is not practical overnight.
- Educator will check on the child before they go to sleep, at any time the educator wakes during the night and when the educator wakes in the morning.
- Educators should consider what the child will have access to during the night, in other areas of the house, and ensure the health and safety of the child is always maintained.
- Consider what other people have access to the child during the night and assess whether this will present a risk. If so, overnight care should not be an option for this educator.
- Ensure the environment is maintained as smoke, drug, and alcohol free.
- Ensure the child does not share a bedroom with another child, aged over seven years.
- Ensure all relevant authorisation forms are completed and the supervision procedures for overnight care has been discussed with the family.

F) SLEEP & REST RISK ASSESSMENT

- Individual risk assessment must be completed if a child is identified in the extreme risk category.

	0-3 months	3-6 months	6-12 months	1-2 years	2-5 years
Location - Sleep in sight of educator's regular location? <i>If no, use risk matrix.</i>	Extreme	High	Moderate	Low	Low
Comforters - Use comforters (e.g. dummy, soft toy)? <i>If yes, use risk matrix.</i>	Extreme	High	High	Moderate	Low
Developmental Milestones - Meet age-appropriate milestones? <i>If no, use risk matrix.</i>	Extreme	Extreme	High	Moderate	Moderate
Medical History - Underlying medical conditions? - Been unwell? - Currently unwell? <i>If yes, use risk matrix.</i>	Extreme	Extreme	High	High	High

PROCEDURES

The Principal Office will:

- Support educators to follow the above practices.
- Develop a unique risk assessment for the supervision of sleeping children, tailored to the unique layout and safety considerations of each family day care residence. This includes how educator's conduct physical checks of sleeping children while maintaining the adequate supervision of other children in their care.
- Monitor the educator's sleep check documentation during regular support visits.
- Keep educators up to date on current guidelines regarding safe sleep and rest practices.
- Educate new educators on the requirements of the Sleep and Rest Procedure during the induction.
- Assess educator's sleep areas using the Educator Workplace Health and Safety Audit, every 12 months and during monthly support visits.
- Ensure the service's approach to supporting and promoting children's health and physical activity, including safe sleep, is informed by current recognised guidelines and up to date information.

Educators will:

- Follow the above practices to ensure the health and safety of sleeping and resting children in their care.
- Ensure they provide opportunities to meet each child's sleep, rest, and relaxation needs.
- Discuss sleep and rest routines, cultural practices and child's health status with each family and agree on a routine to follow while the child is in care.
- Adequately supervise sleeping children by physically checking on them at least once every ten to fifteen minutes, as per the practices stated above.
- Support the Principal Office staff in developing a risk assessment for the supervision of sleeping children that is unique to educator's services.
- Always maintain a smoke-free environment while educating and caring for children.
- Document sleep checks and keep these documented checks until three years after the child's last date of attendance.
- Ensure all bedding and equipment is regularly cleaned and maintained.
- Provide a quiet, comfortable area for children who do not sleep to ensure they are still able to rest their body and mind.
- Know and understand how to implement Red Nose Safe Sleeping Guidelines.

Families are encouraged to:

- Discuss their child's sleeping routines with the educator.
- Provide safe sleeping bags and comforters, if this is a part of the child's sleep and rest routine.
- Work in partnership with educators ensure their child has consistent routines and settles into care with minimal stress.

LINKS TO OTHER PROCEDURES

- Completion of Educator Workplace Health and Safety Audit
- Hygiene, Cleaning, and Infection Control
- Interactions with Children
- Supervision

Storage of Dangerous Substances and Equipment

PROCEDURE STATEMENT

Cabonne Family Day Care has a duty of care to provide all persons with a safe and healthy environment.

The service defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury, or illness to a person.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2011

PROCEDURES

- The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.
- Educators and service staff need to be aware of the Work Health and Safety legislation and safe storage practices relating to hazardous substances. A hazardous substance may be:
 - A poison
 - Medicine
 - A substance that may trigger an allergic reaction e.g. dust, fumes, peanut butter
 - Petrol
 - Household cleaners
 - Toiletries
 - Gardening chemicals e.g. fertilizers, weed killer, pesticides
 - Gas
- A substance may become hazardous if it is not managed correctly. This may include the way a substance is:
 - Handled
 - Used
 - Stored
 - Transported
 - Disposed of

The Principal Office will:

- Provide information to educators relating to identifying hazards and assessing the levels of risk in the educator's home.
- Obtain Material Safety Data Sheets (MSDS) for all hazardous substances at the office.

- Ensure that there are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the service.
- Always ensure that there is a staff member on the office premises with first aid qualifications.
- Ensure that there are appropriate storage facilities in the service in which dangerous products are stored. Dangerous products will preferably be stored in areas of the service that are not accessible to children or in cupboards fitted with childproof locks.

Educators will:

- Consider using the least hazardous chemical, product, or equipment for the job.
- Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a securely locked place that is inaccessible to children.
- Ensure that all dangerous substances and medications are stored in their original labelled container and not transferred to any other container.
- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the educator's responsibility to eliminate or manage the risk.
- Seek medical advice immediately if poisoning has occurred.
- Complete a Daily Hazard check.
- Obtain Material Safety Data Sheets (MSDS) for all hazardous substances accessible to children. These should be limited and pertain mainly to dishwashing substances, sunscreen, and hand washing products.
- Consider minimising the use of dangerous products in the education and care service and use alternate "green cleaning" options.
- Complete the Educator Workplace Health and Safety Audit annually in September.
- Store all medications in an area inaccessible to children. If any medications or dangerous substances require refrigeration, they must be placed in a labelled childproof container, preferably in a separate compartment of the fridge.

LINKS TO OTHER PROCEDURES

- Administration of Medication
- Completion of Educator Workplace Health and Safety Audit
- Work Health and Safety

Sun Protection

PROCEDURE STATEMENT

Australia has the highest rate of skin cancer on the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first five years of life can greatly increase the risk of developing skin cancer later in life. Cabonne Family Day Care plays a major role in minimising a child's exposure as children attend during times when UV radiation levels are highest.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Occupational Health and Safety Act 2004
- Children's Services Act 1996
- NSW Cancer Council, Sun Smart

PROCEDURES

The Principal Office will:

- Inform families of *Sun Protection Procedure* in the Parent Induction Handbook.
- Monitor educator's compliance regarding sun protection during support visits.
- Role model sun protection practices, including wearing a hat and sunscreen during visits, playgroups and other outdoor events.

Educators will:

Incorporate sun protection into the learning and development program.

- Access the local sun protection times via the SunSmart widget on the service's website, the free SunSmart app or at <https://www.sunsmart.com.au/>. The sun protection measures listed are used for all outdoor activities during the daily local sun protection times. The sun protection times are a forecast from the Bureau of Meteorology for the time-of-day UV levels are forecast to reach 3 or higher. At these levels, sun protection is recommended for all skin types.
- Wash hands and wear a glove before applying sun cream to each individual child. It is recommended educators encourage the parent and the child to apply their sun cream when arriving to care.
- Follow these recommendations:
 - From October to March sun protection is always required. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities include reducing both the number of times (frequency) and the length of time (duration) children are outside.
 - From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am to 2pm sun protection is required.
 - In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for all children who have fair skin.

- Consider all sun protection measures (including recommended outdoor times, shade, hat, clothing, and sunscreen) when planning excursions.
- Ensure all babies under 12 months are kept out of direct sun when UV levels are 3 or higher.
- Understand that physical protection such as clothing and broad-brimmed hats are the best sun protection and implement these into your service.
- Ensure if babies are kept out of the sun or well protected from UV radiation by clothing, hats, and shade, then sunscreen need only be used occasionally on very small areas of the baby's skin
- Understand the widespread use of sunscreen on babies under 6 months old is not recommended
- Complete an incident report if a child suffers a sun burn while being educated and cared for.
- Apply sunscreen supplied by parent if a child is sensitive to other sunscreen brands.

Families are encouraged to:

- Send their children to care in appropriate clothing
- Supply sunscreen if requested by educator, or if their child is sensitive to sunscreen and needs a particular brand.
- Send their child to care with a wide brimmed hat and water bottle.

PRACTICES

1. Seek Shade

- Educators will make sure there is enough shelters and trees providing shade in the outdoor area particularly in high-use areas.
- The availability of shade is considered when planning all outdoor activities.
- Children are encouraged to choose and use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.
- A shade assessment is conducted regularly to determine the current availability and quality of shade

2. Slip on sun-protective clothing

- Children are required to wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended.
- Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts and skirts for their child.
- If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t-shirt/shirt to wear over this before going outdoors.
- Children who are not wearing sun safe clothing can be provided with spare clothing.

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

3. Slap on a hat

- All children are required to wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style).
- Peak caps and visors are not considered a suitable alternative. Children without a safe sun hat will be asked to play in an area protected from the sun or can be provided with a spare hat.

4. Slop on sunscreen

- SPF30 or higher broad-spectrum, water-resistant sunscreen is supplied by the service and/or families.
- Sunscreen is applied in accordance with the manufacturer's directions (which state to apply at least 20 minutes before going outdoors and reapply every two hours, or more frequently if sweating).
- To help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff and are encouraged to do so.
- Sunscreen is stored in a cool place, out of the sun and the expiry date is monitored.

5. Slide on sunglasses

Where practical, children are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Review

Management and staff should regularly monitor and review the effectiveness of the sun protection procedure. A sun protection procedure must be submitted every two years to the Cancer Council for review to ensure continued best practice. Refer to Cancer Council guidelines and website:

www.cancer council.com.au/smart for further information.

LINKS TO OTHER PROCEDURES

- Child Enrolment and Orientation
- Educational Program and Practice
- Excursions
- Health

Supervision

PROCEDURE STATEMENT

Cabonne Family Day Care will adequately supervise children that are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce incidents through early detection of potential hazards and an awareness of the children and their activities. The education and care service must prioritise regular assessment of their supervision practices to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

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 larger groups of children, and an understanding of child development including theories about how children play.

RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

GUIDELINES

The Education and Care Services National Law 2010 (Section 165) states:

“A Family Day Care Educator must ensure that any child to be educated and cared for by the educator as part of a Family Day Care service is adequately supervised.”

The service recognises that children of different ages need different opportunities for independence. Children in the age group of 5 to 12 years, have different needs to a 3 to 5 year old. Educators must ensure that their level of supervision balances the child's need for independence, with the educator's legal duty to keep the child safe from foreseeable risks.

PROCEDURES FOR SUPERVISION

The Principle Office will:

- Provide information on supervision requirement during educator induction.
- Create a Supervision Risk Assessment for each family day care educator that is unique to their residence.
- Monitor educator's supervision strategies and provide support and advice.
- Model appropriate supervision skills at playgroup.
- Use the educator's floor plan to determine potential supervision issues.

Educators will:

- Ensure children are always adequately supervised.
- Supervise children when they are eating, drinking, and sleeping.

- Ensure no child is left under the supervision of anyone other than the educator and service staff, while being educated and cared for.
- Ensure no child is left unattended in a vehicle.
- Focus their attention to the children and child related activities.
- Not perform any other duty, paid or unpaid, whilst children are in care that jeopardises the safety and wellbeing of children.
- Ensure all children in care are enrolled with the service.
- Be aware of their positioning in the environment.
- Constantly scan the environment.
- Listen whilst children play.
- Ensure increased supervision when children are involved in high risk activities, such as, an excursion near a significant water hazard, eating, drinking, and sleeping.
- Adequately supervise at handover times and ensure adequate supervision when family members and visitors arrive and leave the premise.
- Be aware of potential risks in the environment.
- Set up the environment to ensure maximum supervision.
- Have knowledge of the children in care and an understanding of how the groups of children interact and play together.
- Have knowledge of the physical and intellectual development of the children in care.
- Maintain adequate supervision whilst promoting play and learning experiences.
- Encourage school aged children to be involved in setting limits.
- Visually check sleeping children 10 to 15 minutes and document each check.
- Be especially alert to children during their first weeks in care.

Families will:

- Communicate with educators and service staff about their child's supervision needs and development.

LINKS TO OTHER PROCEDURES

- Child Protection
- Delivery of children to, and collection of children from, education and care service premises
- Emergency and Evacuation Procedures
- Exclusion of Unwell Children
- Excursions
- Nappy Changing, Toileting and Hand Washing
- Pets and Other Animals
- Physical Activity and Screen Time
- Sleep and Rest
- Transportation
- Visitors to Family Day Care Premise

Supporting, Monitoring and Supervising Educators

PROCEDURE STATEMENT

Cabonne Family Day Care offers support and guidance to all educators in a variety of ways that are beneficial to the educator, including face to face visits, phone calls and written information. Staff will conduct unannounced visits to ensure educators are consistently providing high quality education and care and meeting legislative requirements.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

PROCEDURES

The Nominated Supervisor and Support Officer will:

- Ensure all educators are visited once a month, or within six weeks of previous visit. These visits can include face to face visits, phone visits and playgroup visits.
- Document all support visits and supply a copy to the educator.
- Ensure they sign in and out on visitors record when conducting visits.
- Ensure a ratio of one full time equivalent coordinator is available to support a maximum of 25 educators.
- Ensure only staff with relevant qualifications conduct support visits.
- Ensure all staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
- Ensure all staff and educator interactions convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful to the role of the educator.
- Provide support for all educators in all locations, via personal visits, phone, and written information.
- Ensure legislative requirements are being adhered to and provide educators with feedback relating to their requirements
- Designate a suitably qualified and experienced Educational Leader.
- Support the provision of child care to ensure quality outcomes are provided to children and their families.
- Split educators into two groups (Group A and Group B). Alternate visit groups each month to ensure educators and children can interact with both staff members regularly.

The educator will:

- Ensure they work collaboratively and affirm, challenge, support and learn from others to further develop their skills and to improve practice and relationships.

- Ensure their interactions with staff convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful of the roles of service staff.
- Allow the service staff to enter their family day care residence at any time while providing care.
- Provide feedback to staff on improvements to the service.
- Notify the families that a visit has occurred that day.
- Incorporate service staff into activities while they are visiting
- Ensure any outgoing paperwork is handed to staff member during visit.
- Ensure they alert the Principal Office of any closures or outings to ensure Principal Office know when and where to visit.

PROCEDURES

Preparing for support visits, service staff will:

- Schedule visits on the whiteboard in the office to ensure other staff know their whereabouts.
- Prepare themselves with information and resources required for the visit.
- Take all outgoing mail and paperwork for the educator being visited.
- Ensure they have a device to complete the visit report on.
- Plan to visit on an alternate day to previous visit, to endeavour to see all children in care.
- If leaving from home, contact the service to identify start time and gain updates on absences.
- Update staff calendar with times you will be out of the office.

During support visits, service staff will:

- Sign the Visitor's Register.
- Say hello to all children, household members and visitors present.
- Complete the Visit Report and have educator sign the report once visit has finished.
- Collect any incoming mail.
- Note on the Visit Report any information communicated by the educator, tasks, and concerns to follow up on and any follow ups for the next visit.
- Complete an observation on a child, or group of children, if able to.
- Communicate respectfully with all children, educator's, household members and visitors.
- Respect the educator's workplace.
- Address and document any concerns with the educator.
- Assist educators to reflect on their practice and make any necessary improvements, if needed.

After the support visit, service staff will:

- Complete any follow up as identified on visit.
- Sign all incoming mail and place in Administration Officer's folder.
- Ensure Visit Report has been submitted via email and Administration Officer has received it.
- Debrief visits with other staff members.

PROCEDURE FOR SUPPORT ON WEEKENDS AND PUBLIC HOLIDAYS

Educators must inform the Principal Office if they will have children in care on a weekend or public holiday.

The Family Day Care Coordinator will be available in the event of an emergency on these days. If the Coordinator is unavailable (due to holidays for example), the Family Day Care Support Officer will be available in the event of an emergency.

In the event of an emergency, where a visit is necessary:

A Principal Office staff member will attend an educator's service on a weekend or public holiday in the event of an emergency only.

Emergencies include:

- Death of child or the educator
- Missing child
- Serious injury or trauma to child or educator
- Circumstance where a child has been kidnapped from the service
- An incident of physical or sexual abuse of a child

If a staff member attends an educator's service outside of their normal work hours due to an emergency, the staff member must alert the Department Leader as soon as practical.

Staff will not attend an educator's service to conduct relief care on a weekend or public holiday.

LINKS TO OTHER PROCEDURES

- Assessment of Family Day Care Residences and Venues
- Ethical Conduct
- Interactions with Children
- Visitors to Family Day Care Premise
- Work Health and Safety

Tobacco, Alcohol and Other Drug Free Environment

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the importance of ensuring all children are cared for in a safe and healthy environment free from tobacco, drugs, and alcohol.

The Education and Care Services National Regulations 2011 (Clause 82 and 83) states:

“A Family Day Care Educator must ensure that children being educated and cared for by the educator as part of the service are provided with an environment which is free from the use of tobacco, illicit drugs and alcohol.”

“A Family Day Care Educator must not, while providing education and care for children as part of a Family Day Care Service consume alcohol or be affected by drugs (including prescription medication) so as to impair his or her capacity to provide education and care to the children.”

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Children and Young Persons (Care and Protection) Act 1998
- Child Protection (Prohibited Employment) Act 1998

PROCEDURES

The Principal Office will:

- Not consume, or be under the influence of, alcohol or illicit drugs when working.
- Not smoke cigarettes within ten metres of the office, or any family day care residence. Staff are encouraged not to smoke and must smoke in a designated smoking area if they do, during their break times.
- Ensure educators maintain a tobacco, alcohol, and illicit drug free environment when education and caring for children.
- Ensure other household members are aware of the requirement of family day care residences to be tobacco, alcohol, and illicit drug free environment during operational hours.
- Report any incident of a family day care environment not being free from tobacco, alcohol, and illicit drugs to the Regulatory Authority within 24 hours of becoming aware.
- Provide information on healthy living habits to families and educators.

Educators will:

- Not consume, or be under the influence of, alcohol or illicit drugs when working.
- Not smoke cigarettes while operating an education and care service.
- Report any incident of a family day care environment not being free from tobacco, alcohol, and illicit drugs to the Nominated Supervisor immediately after becoming aware.

- Ensure other household members are aware of the requirement of family day care residences to be tobacco, alcohol, and illicit drug free environment during operational hours.
- Ensure all tobacco products and alcohol are securely stored away from areas used for family day care so they are inaccessible to the children. A fridge containing alcohol will need to be locked.
- Ensure students, volunteers, and visitors to the service do not smoke or consume alcohol or drugs on the premises and will adhere to the tobacco, drug, and alcohol-free environment procedure
- Ensure parents, family members or relatives of children enrolled at the service will not be permitted to smoke or consume alcohol or drugs on the premises and will adhere to the tobacco, drug, and alcohol-free environment procedure.
- Incorporate healthy living habits into your educational program.
- Contact the police if they believe any person collecting a child from care is under the influence of alcohol or drugs. If this person becomes angry or violent, allow the child to be collected and ensure police are immediately notified.

Families will:

- Not consume tobacco product, alcohol, or illicit drugs while on the educator's property.
- Not collect child when under the influence of alcohol or illicit drugs.

LINKS TO OTHER PROCEDURES

- Access
- Child Protection
- Delivery of children to, and collection of children from, education and care service premises
- Non-Compliance
- Persons Residing at Family Day Care Residences
- Visitors to Family Day Care Premise

Transportation

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the importance of ensuring the safety of children when travelling in motor vehicles. Vehicles used by educators and service staff to transport children must be safe and all child car restraints professionally and securely fitted.

RELEVANT RESOURCES

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011.
- Work Health and Safety Act 2011 (NSW)
- Work Health and Safety Regulation 2011 (NSW)
- Road Transport (Safety and Traffic Management) Act 1999
- Australian Road Rules 2008 (NSW)
- Kidsafe: Car and Road Safety <https://kidsafe.com.au/car-road-safety/>

PROCEDURES

The Principal Office will:

- Provide resources and professional development for educators on matters relating to road safety and the safe transporting of children.
- Ensure all educator's child car restraints have been fitted and checked by a qualified person and a certificate has been issued.
- Keep a record of educator's current vehicle registration, if using vehicle.
- Request a copy of the educator's current driver licence.
- Ensure the family day care pool car is regularly serviced and child car restraints fitted by a qualified person and a certificate has been issued.

Educators will:

- Ensure that they have a driver licence appropriate to the class of vehicle before they transport children in the vehicle.
- Ensure their vehicle is registered and roadworthy before they transport children in the vehicle.
- Ensure that any motor vehicle that is used to transport children on regular outings is fitted with age appropriate child car restraints.
- Ensure all child car restraints have been fitted by a qualified professional and a certificate of installation has been issued.
- Ensure all child car restraints are inspected annually and a certificate of installation or inspection is issued.
- Discuss with families the type of child car restraint required for their child and ensure the child is transported in the correct child car restraint.

- Ensure written authorisation is received on the risk assessment before transporting any child.
- Ensure that car safety equipment has been properly installed, and any modifications to their car have been certified as safe by a qualified professional.
- Not use car restraints which are more than 10 years old.
- Ensure all children are restrained whilst in the vehicle.
- Ensure each child has a separate car restraint, for example, two children must not be placed in the one seatbelt. Children must use the rear seat belts before placing the biggest child in the front seat.
- Restraints must be appropriate to the age of each child. Specifically:
 - Under 6 months must be restrained in rearward facing restraint
 - Between 6 months and 4 years must be restrained in rearward or forward-facing restraint.
 - Between 4 and 7 years must be restrained in forward facing restraints or booster seats fastened by a lap sash seat belt.
- Ensure children 12 years and under are not transported in the front seat of a vehicle.
- Not leave children unattended in the car at any time.
- Consider transport options and route when planning excursions.
- Only use transport which is suitable and safe for all children.
- Ensure, as far as practicable, child passengers enter and exit the car by the "safety door" (Safety door being the left-hand back passenger door also known as door closest to kerb).
- Always obey road rules and drive to the conditions when transporting children.
- Immediately notify families and the Nominated Supervisor of any car accidents when transporting family day care children.
- Ensure there is a first aid kit in the vehicle.

Families will:

- Support the good habits of educators and children in care regarding car safety by always placing their child in an appropriate child restraint before driving with the child.
- Discuss what car restraint or position in the car their child will be transported in with the educator.
- Give transportation consent on enrolment form and again when signing risk assessments.

LINKS TO OTHER PROCEDURES:

- Acceptance and Refusal of Authorisations
- Excursions
- Supervision

Visitors to Family Day Care Premise

PROCEDURE STATEMENT

Cabonne Family Day Care will ensure visitors to the Principal Office and family day care residence complete the visitor register. This ensures all persons are accounted for in an emergency and protects the safety and wellbeing of children in care.

RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

DEFINITION

Visitor - Any person at the educator's premises that is not permanently living at the premises.

PROCEDURES

The Principal Office will:

- Supply a visitor register sign in sheet for educators.
- Ensure all visitors to the office complete the visitor register when arriving and leaving.
- Ensure they sign the educator's visitor register when conducting support visits.

Educators will:

- Ensure all visitors to the service complete the visitor register when arriving and leaving.
- Not leave children alone with a visitor to a family day care service, while providing care and education to that child as part of the family day care service.
- Ensure all visitors are fit and proper to attend the service.
- Ensure that the educator is not distracted by the visitor and still provide adequate supervision to all children.
- Visitors do not include:
 - Families that are signing the children in and out on the timesheet.
 - Household members who live at the residence.
- Ensure if a visitor is staying for more than two weeks at the residence that a Working with Children Check is completed.
- Ensure that no improper relationship is established by spending inappropriate special time with a child, inappropriately giving gifts, showing special favours, or asking a child to keep a relationship or secret by a visitor.
- Ensure there is no inappropriate physical contact with a child, undressing in front of a child or any discussion of a sexual nature by a visitor.
- Visitor's registers must be returned to the service when page is full and kept for a minimum three years after the record was made.

Visitors will:

- Treat families, children, staff, and other educators with respect.
- Be fit and proper persons.
- Maintain confidentiality about the families in care.
- Complete the visitor register.
- Respect the need for privacy on occasions when the educator is discussing issues with staff or families, or when a child is bathing or toileting.
- Always ensure the use of age appropriate language and tone of voice.
- Ensure only the educator toilets, bathes, and changes the children's nappies.
- Ensure they do not consume, or are under the influence of, alcohol or other drugs when visiting the service.
- Never discipline a child in any way.
- Ensure that no improper relationship is established with a child by spending inappropriate special time with a child, inappropriately giving gifts, showing special favours, or asking a child to keep a relationship or secret to himself or herself.
- Ensure there is no inappropriate physical contact with a child, undressing in front of a child or any discussion of a sexual nature.

LINKS TO OTHER PROCEDURES

- Access
- Child Protection
- Interactions with children
- Managing Records
- Supervision

Water Safety

PROCEDURE STATEMENT

Cabonne Family Day Care acknowledges the importance of safe practices when water play is included in the educational program.

Swimming pools are a high risk to children's safety and are not to be used when educating and caring for children.

RELEVANT RESOURCES

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Swimming Pools Act 1992
- Kidsafe Family Day Care Safety Guidelines

PROCEDURES

The Principal Office will:

- Ensure all family day care environments with swimming pools have the appropriate documentation from their local council.
- Ensure swimming pools are included in the Educator Workplace Health and Safety Audit.
- Ensure all educators and families are aware that family day care children **cannot** use the swimming pool while being educated and cared for.
- Include water hazards when completing a risk assessment of the educator's environment.

Educators will:

- Ensure no child being educated and cared for by the educator swims in a pool at any time while the education and care is being provided.
- Ensure they do not take children to a public swimming pool or other persons pool for any reason.
- Only fill water troughs or containers to a safe level and ensure these are emptied immediately after use.
- Always supervise water play activities. If a small wading pool is being used, the educator will stand immediately beside it.
- Ensure all water holding containers are stored so they cannot refill with water.
- Ensure buckets used for cleaning are emptied immediately.
- Any water features at the premises that could constitute a drowning hazard are securely covered or inaccessible to children.
- Submit a detailed risk assessment to office, where the excursion has water hazards, before attending this excursion.
- Sprinklers, soaker hoses may be used if children are always in the sight of the educator.

- Shallow wading pools can be used when the educator completes a risk assessment and has written parent authorisation. Educator must be always seated directly next the wading pool and the wading pool must be emptied immediately after use.
- Ensure pools are fenced and gated according to the Swimming Pools Act 1992 and provide the service with a Certificate of Currency upon induction.
- Ensure any pool filters are inaccessible to children.
- Inform families of a swimming pool on the property.
- Ensure there is a CPR Chart on display both indoors and outdoors.
- Ensure the pool fence and gates are well maintained. Any broken fences, gates or gate latches must be fixed immediately, and the Principal Office informed.

Families will:

- Understand the educator cannot use their swimming pool while educating and caring for children.
- Report to Principal Office if they are aware of children using swimming pool while being educated and cared for.

LINKS TO OTHER PROCEDURES

- Adventurous Play
- Assessment of Family Day Care Residences and Venues
- Completion of Educator Workplace Health and Safety Audit
- Excursions
- Fencing
- Supervision

Work Health and Safety

PROCEDURE STATEMENT

The Work Health & Safety (WHS) Act 2011 (NSW) and Work Health & Safety Regulation 2011 (NSW) aims to protect the health, safety, and welfare of people at work. It lays down general requirements for health, safety, and welfare, which must be met at all places of work in New South Wales. The Act covers self-employed people as well as employees and employers.

Family day care educators, as self-employed business operators must ensure the health and safety of people visiting or working at their family day care service, by not exposing them to risk.

Risk management is the process of recognising situations that have the potential to cause harm to people or property and doing something to prevent the hazardous situation occurring or the person being harmed.

Risk management involves:

Step 1: Identify the problem, which is known as hazard identification.

Step 2: Determine how serious a problem it is, known as risk assessment.

Step 3: Deciding what needs to be done to solve the problem, risk elimination or control.

RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2011 (NSW)
- Work Health and Safety Regulation 2011 (NSW)

PROCEDURES

The Principal Office will:

- Provide information to educators on health, hygiene, and safety matters relevant to early childhood education as the information is made known to staff.
- Offer professional development and resources to educators.
- Monitor the compliance of educators during support visits to ensure the family day care service is meeting requirements.
- Review the systems and procedures relating to risk management within the service on a regular basis.
- Appoint a work, health and safety officer for the Principal Office.
- Complete a WHS check before playgroups and meetings.
- Consult with Cabonne Council's Risk Management Officer when WHS incident occurs.

Educators will:

- Comply with the Work Health & Safety Act 2011 (NSW) as a self-employed business operator.
- Comply with the Educator Workplace Health and Safety Audit.

- Maintain a safe environment in their homes whilst conducting their business.
- Develop and implement safe work practices in relation to WHS standards.
- Remain up to date with current safety requirements for Family Day Care.
- Complete daily hazard checks and document these checks.
- Ensure regular outings and excursions are conducted in a safe manner.
- Report any WHS incidents to the Nominated Supervisor.
- Actively identify hazards in their environment and develop strategies to maintain the risk level. This can be done through risk assessments or in the Educator Workplace Health and Safety Audit.
- Complete an incident report if any WHS incident occur.

Families will:

- Support educator to maintain a safe and healthy family day care environment.
- Alert the educator of any hazards in the environment that they may not be aware of.

MANUAL HANDLING PRACTICES

It is recommended that:

- Where possible, kneel rather than bend down, to avoid neck and back issues.
- Carry children only when necessary. The recommended technique for carrying children is to place one arm under the child's buttocks and the other arm supporting the child's neck. Avoid carrying the child on your hip as this may strain your back.
- When lifting an awkward load, do so with a balanced and comfortable posture.
- Store equipment at the right height and in an orderly fashion. Avoid reaching above shoulder level. It is recommended to use a step stool or ladder for handling items above shoulder level.
- Arrange your physical environment to facilitate easier lifting and movement. This includes furniture. It is not good practice to twist whilst lifting.
- Only lift items within your limitations.
- Ensure that you can see where you are going when lifting an object. Ensure floors are not slippery or cluttered and that lighting is adequate.
- Try and keep physically fit as working with children can be physically demanding. Stretching exercises before and after work is a good idea, as well as a few stretches before you lift items or children.

LINKS TO OTHER PROCEDURES

- Completion of Educator Workplace Health and Safety Audit
- Storage of Dangerous Substances and Equipment

