

# Cabonne Blayney Family Day Care Policies and Procedures

## 1 Document Information



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<b>Author</b>	Community Services Manager
<b>Owner</b> <i>(Relevant director)</i>	Director of Finance & Corporate Services
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## 2 Summary

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

## 3 Approvals

Title	Date Approved	Signature
Director of Finance & Corporate Services		

## 4 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
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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
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## 5 Reason

Please refer to individual policies

## 6 Scope

Please refer to individual policies

## 7 Associated Legislation

Please refer to individual policies

## 8 Definitions

<b>Additional needs</b>	<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"> <li>• Are Aboriginals or Torres Strait Islanders</li> <li>• Are recent arrivals in Australia</li> <li>• Have a culturally and linguistically diverse background</li> <li>• Live in isolated geographic locations</li> <li>• Are experiencing difficult family circumstances or stress</li> <li>• Are at risk of abuse or neglect</li> <li>• Are experiencing language and communication difficulties</li> <li>• Have a diagnosed disability – physical, sensory, intellectual or autism spectrum disorder</li> <li>• Have a medical or health condition</li> <li>• Demonstrate challenging behaviours and behavioural or psychological disorders</li> <li>• Have developmental delays</li> <li>• Have learning difficulties</li> <li>• Are gifted or have special talents</li> <li>• Have other extra support needs.</li> </ul> <p>It is important to note that additional needs arise from different causes, and that causes require different responses any child may have additional needs from time to time.</p>
<b>Approved family day care venue</b>	A place other than a residence where an approved family day care service is provided.
<b>Approved learning framework</b>	A learning framework approved by the Ministerial Council ( <i>National Law</i> ).
<b>Approved provider</b>	A person who holds a provider approval ( <i>National Law</i> ).
<b>Australian Children's Education and Care Quality Authority (ACECQA)</b>	The regulatory authority that is responsible for the approval, monitoring and quality assessment of each children's service.
<b>Authorised nominee</b>	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> ).

<b>Centre-based service</b>	An education and care service other than a family day care service ( <i>National Regulations</i> ).
<b>Child Care Subsidy</b>	A payment made by the Australian Government to families to assist with the cost of childcare.
<b>Certified Supervisor</b>	A person who holds a supervisor certificate ( <i>National Law</i> ).
<b>Children</b>	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).
<b>Coordinator</b>	Refers to a family day care coordinator and means a person employed or engaged by an approved provider of a family day care service to monitor and support the family day care educators who are part of the service ( <i>National Law</i> ).
<b>Provision Office</b>	The support unit that monitors the provision of Family Day Care Services provided by registered educators.
<b>Community Services</b>	Community Services is the leading NSW Government agency responsible for Community Services. Community Services works to promote the safety and wellbeing of children and young people. Formerly known as DoCS (Department of Child Services).
<b>Community Support Program</b>	Federal funding provides assistance to the operation of Family Day Care Services.
<b>Critical reflection</b>	Reflective practices that focus on implications for equity and social justice ( <i>The Early Years Learning Framework</i> , page 45).
<b>Curriculum</b>	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).
<b>Department Of Education and Communities</b>	Department of Education and Communities. Responsible for service approvals compliance and assessment and rating process.
<b>Department of Social Services</b>	Provides community support program funding to Family Day Care Services, and is responsible for the administration of CCB and CCR.
<b>Each child</b>	Is used in the National Quality Standard when an individualised approach is warranted and educators are required to modify their response to meet the needs of an individual child. An example is 'each child's current knowledge, ideas, culture and interests provide the foundation for the program'.
<b>Education and Care Services National Law</b>	The law that works in conjunction with the National Regulations.
<b>Education and Care Services National Regulations</b>	Children's Services Regulations commencing 1 <sup>st</sup> January 2012.
<b>Educational Leader</b>	The person the approved provider of an education and care service designates in writing to be a suitably qualified and experienced educator, coordinator or other individual to lead the development and

	implementation of educational programs in the service ( <i>National Regulations</i> ).
<b>Educator</b>	An individual who provides education and care for children as part of an education and care service ( <i>National Law</i> ).
<b>Every child</b>	Used in the National Quality Standard when it is intended to suggest an inclusive approach. It implies that all children have the same opportunity regardless of their age, gender, background or abilities. An example is 'every child is supported to participate in the program'.
<b>Excursion</b>	An outing organised by an education and care service or family day care educator, but does not include an outing organised by an education and care service provided on school a school site if- <ul style="list-style-type: none"> <li>• The child or children leave the education and care service premises in the company of an educator; and</li> <li>• The child or children do not leave the school site.</li> </ul>
<b>Family Day Care Service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than a residence ( <i>National Law</i> ).
<b>Family Day Care Educator</b>	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.
<b>Family Day Care Educator Assistant</b>	A person engaged by or registered with a family day care service to assist family day care educators ( <i>National Regulations</i> ).
<b>Family Day Care Residence</b>	A residence at which a family day care educator educates or cares for children as part of a family day care service.
<b>Family Day Care Service</b>	An education and care service that is delivered through the use of 2 or more educators to provide education and care for children in residences whether or not the service also provides education and care to children other than a residence.
<b>Family Member</b>	In relation to a child, means: <ul style="list-style-type: none"> <li>• 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</li> <li>• A relative of the child according to Aboriginal or Torres Strait Islander tradition or</li> <li>• A person with whom the child resides in a family-like relationship or</li> <li>• A person who is recognised in the child's community as having a familial role in respect of the child (<i>National Law</i>).</li> </ul>
<b>Jobs Education and Training</b>	CCS assists with sole parents who are training and/or studying.
<b>National Quality Framework</b>	The National Quality Framework consists of the Law, Regulations, National Quality Standard and assessment and rating system.
<b>Nominated supervisor</b>	In relation to an education and care service, means a person who: <ul style="list-style-type: none"> <li>• Is a certified supervisor</li> <li>• Is nominated by the approved provider of the service to</li> </ul>

	<ul style="list-style-type: none"> <li>be the nominated supervisor of that service</li> <li>Has consented to that nomination (<i>National Law</i>).</li> </ul>
<b>Parent</b>	<p>In relation to a child, includes:</p> <ul style="list-style-type: none"> <li>A guardian of the child</li> <li>A person who has parental responsibility for the child under a decision or order of a court (<i>National Law</i>).</li> </ul>
<b>Preschool Program</b>	An early childhood educational program delivered by a qualified early childhood teacher to children in the year that is two years before grade 1 of school ( <i>National Law</i> ).
<b>Reflective Practice</b>	A form of ongoing learning that involves engaging with questions of philosophy, ethics and practice ( <i>The Early Years Learning Framework</i> , page 13)
<b>Serious Incident</b>	<p>For the purpose of section 174(5) of the National Law, the following are prescribed as serious incidents-</p> <ul style="list-style-type: none"> <li>The death of a child- <ul style="list-style-type: none"> <li>(i) while being educated and cared for by an education and care service; or</li> <li>(ii) following an incident while being educated and cared for by an education and care service;</li> </ul> </li> <li>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"> <li>(i) the attention of a registered medical practitioner was sought, or ought reasonably to have been sought; or</li> <li>(ii) the child attended, or ought reasonably to have attended, a hospital;</li> </ul> </li> <li>Any incident where the attendance of emergency services at the education and care service premises was sought, or ought reasonably to have been sought;</li> <li>Any circumstance where a child being educated and cared for by an education and care service - <ul style="list-style-type: none"> <li>(i) appears to be missing or cannot be accounted for; or</li> <li>(ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or</li> <li>(iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.</li> </ul> </li> </ul>
<b>Service Approval</b>	<ul style="list-style-type: none"> <li>A service approval granted and amended under Part 3 of the National Law or this Law as applying in another participating jurisdiction</li> <li>Includes a service approval as amended under this Law or this Law as applying in another participating jurisdiction</li> <li>Does not include a service approval that has been cancelled (<i>National Law</i>)</li> </ul>
<b>Staff Member</b>	In relation to an education and care service, means any individual (other than the nominated supervisor or a volunteer) employed, appointed or engaged to work in or as a part of an education and care service, whether as a family day care coordinator, educator or otherwise ( <i>National Law</i> ).
<b>Statement of philosophy</b>	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> ).
<b>Supervisor Certificate</b>	<p>A supervisor certificate:</p> <ul style="list-style-type: none"> <li>• Issued under Part 4 of this Law or this Law as applying in another participating jurisdiction; and</li> <li>• As amended under this Law or this Law as applying in another participating jurisdiction - but does not include a supervisor certificate that has been cancelled.</li> </ul>
<b>Transitions</b>	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).
<b>Working with Children Check</b>	<p>A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that-</p> <ul style="list-style-type: none"> <li>• The person has been assessed as suitable to work with children or;</li> <li>• There has been no information that if the person worked with children the person would pose a risk to the children or;</li> <li>• The person is not prohibited from attempting to obtain, undertake or remain in child-related employment.</li> </ul>

### **Acronyms**

<b>ACECQA</b>	Australian Children's Education and Care Quality Authority
<b>CCMS</b>	Child Care Management System
<b>CCS</b>	Child Care Subsidy
<b>CEO</b>	Chief Executive Officer
<b>DEC</b>	Department of Education and Communities
<b>DSS</b>	Department of Social Services
<b>EYLF</b>	Early Years Learning Framework
<b>FAO</b>	Family Assistance Office
<b>FDC</b>	Family Day Care
<b>FDCA</b>	Family Day Care Australia
<b>IHC</b>	In-Home Care
<b>ISP</b>	Inclusion Support Program
<b>NICA</b>	National In-Home Care Association
<b>NQF</b>	National Quality Framework
<b>NQS</b>	National Quality Standards
<b>NSWFDCA</b>	New South Wales Family Day Care Association

<b>PSSP</b>	Professional Support Service Provider
<b>PEAK</b>	NSWFDCA's Registered Training Organisation
<b>QIP</b>	Quality Improvement Plan
<b>RTO</b>	Regional Training Organisation
<b>S.C.</b>	State Committee
<b>WHS</b>	Work Health and Safety

## 9 Responsibilities

### 9.1 General Manager

Approved Provider

### 9.2 Directors and Managers

Director of Finance and Corporate Services

Community Services Manager

### 9.3 Supervisors

Family Day Care Nominated Supervisor

### 9.4 Employees

Family Day Care Support Coordinators

Administration Officer

### 9.5 Others

Registered Educators – Cabonne/Blayney Family Day Care

## 10 Related Documents

Document Name	Document Location
Australian Children's Education and Care Quality Authority (ACECQA)	<a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a>
Australian Competition and Consumer Commission (ACCC)	<a href="http://www.accc.gov.au">www.accc.gov.au</a>
Building Code of Australia	<a href="http://www.abcb.gov.au">www.abcb.gov.au</a>
Cabonne Council Complaints Handling Policy	<a href="http://www.cabonne.nsw.gov.au">www.cabonne.nsw.gov.au</a>
Cabonne Council Fees and Charges	<a href="http://www.cabonne.nsw.gov.au">www.cabonne.nsw.gov.au</a>
Caring for Children Food, Nutrition and Fun Activities	<a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a>
Car and Home: Smoke Free Zone Campaign Fact Sheet	<a href="http://www.smokefreezone.org.au">www.smokefreezone.org.au</a>

CCMS Child Care Services Handbook Current	<a href="http://www.deewr.gov.au/childcarehandbook">www.deewr.gov.au/childcarehandbook</a>
Community Services	<a href="http://www.community.nsw.gov.au">www.community.nsw.gov.au</a>
Community Services (Complaints Review and Monitoring) Act 1993	<a href="http://www.ombo.nsw.gov.au/complaints">www.ombo.nsw.gov.au/complaints</a>
Family Day Care Australia	<a href="http://www.familydaycareaustralia.com.au">www.familydaycareaustralia.com.au</a>
Food Regulation 2004	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Education and Care Services Laws and Regulations	<a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a>
Early Childhood Australia Inc. (ECA Code of Ethics) Anti-Discrimination Act 1977	<a href="http://www.earlychildhoodaustralia.org.au">www.earlychildhoodaustralia.org.au</a> <a href="http://www.austil.edu.au">www.austil.edu.au</a>
Fair Trading (Safety Standard) Children's Portable Folding Cots Regulation 2008	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Fire Protection Association Australia	<a href="http://www.fpaa.com.au">www.fpaa.com.au</a>
Health Institute 'Teeth'	<a href="http://www.healthinsite.gov.au">www.healthinsite.gov.au</a>
Inclusion Support Agencies (ISA's) Inclusion Support Facilitators (ISF's) Children with Disabilities in Australia 16/12/2004 (Australian Institute of Health and Welfare, Australian Government.	<a href="http://www.aiwh.gov.au">www.aiwh.gov.au</a>
Kids Alive do the Five	<a href="http://www.kidsalive.com.au">www.kidsalive.com.au</a>
Kids and Poisons: Safeguarding against Poisons	<a href="http://www.kidssafensw.org">www.kidssafensw.org</a>
Kids and Traffic	<a href="http://www.kidsandtraffic.mg.edu.au">www.kidsandtraffic.mg.edu.au</a>
Learner Resource: Workplace Hygiene 9542H/PLSP	Community Services, Health, Tourism and Hospitality Division TAFE NSW
National Privacy Principles (NPPs) under the Privacy Act 1988	<a href="http://www.privacy.gov.au/act/npps">www.privacy.gov.au/act/npps</a>
National SIDS Council of Australia	<a href="http://www.birth.com.au/Sudden-Infant-Death-Syndrome-(SIDS)/National-SIDS-Council-of-Australia">http://www.birth.com.au/Sudden-Infant-Death-Syndrome-(SIDS)/National-SIDS-Council-of-Australia</a>
NSW Commission for Children	<a href="http://www.kids.gov.au">www.kids.gov.au</a>



and Young People	
NSW Health 'Oral Health'	<a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a>
NSW Interagency Guidelines for Child Protection Intervention Chapter 2	<a href="http://www.community.nsw.gov.au/html/childprotection.mandatory.htm">www.community.nsw.gov.au/html/childprotection.mandatory.htm</a>
Nutrition Australia	<a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a>
Ombudsman Act 1974 Part 3A	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Public Health Act 1991	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Staying Healthy in Childcare 'Preventing Infectious Diseases in Childcare' Current Edition	<a href="http://www.nhmrc.gov.au">www.nhmrc.gov.au</a>
Swimming Pool Act 1992	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
The Cancer Council Australia	<a href="http://www.cancer.org.au">www.cancer.org.au</a>
The Cancer Council NSW, SunSmart	<a href="http://www.cancercouncil.com.au/smart">www.cancercouncil.com.au/smart</a>
The Children's Hospital Westmead Safety Fact Sheet 'Home Safety Checklist'	<a href="http://www.childsafetyaustralia.com.au">www.childsafetyaustralia.com.au</a>

## 11 Policy Statement

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## Introduction

All Family Day Care Staff and Educators are required to be aware of and follow the outlined procedures and practices at all times. This document is reviewed regularly to reflect changing community needs, legislation, theory and practice. If at any time you have suggestions for change, these are most welcome and should be forwarded to the Family Day Care Service who will raise concerns at the appropriate forum in consultation with the Approved Provider, Cabonne Council.

### Family Day Care

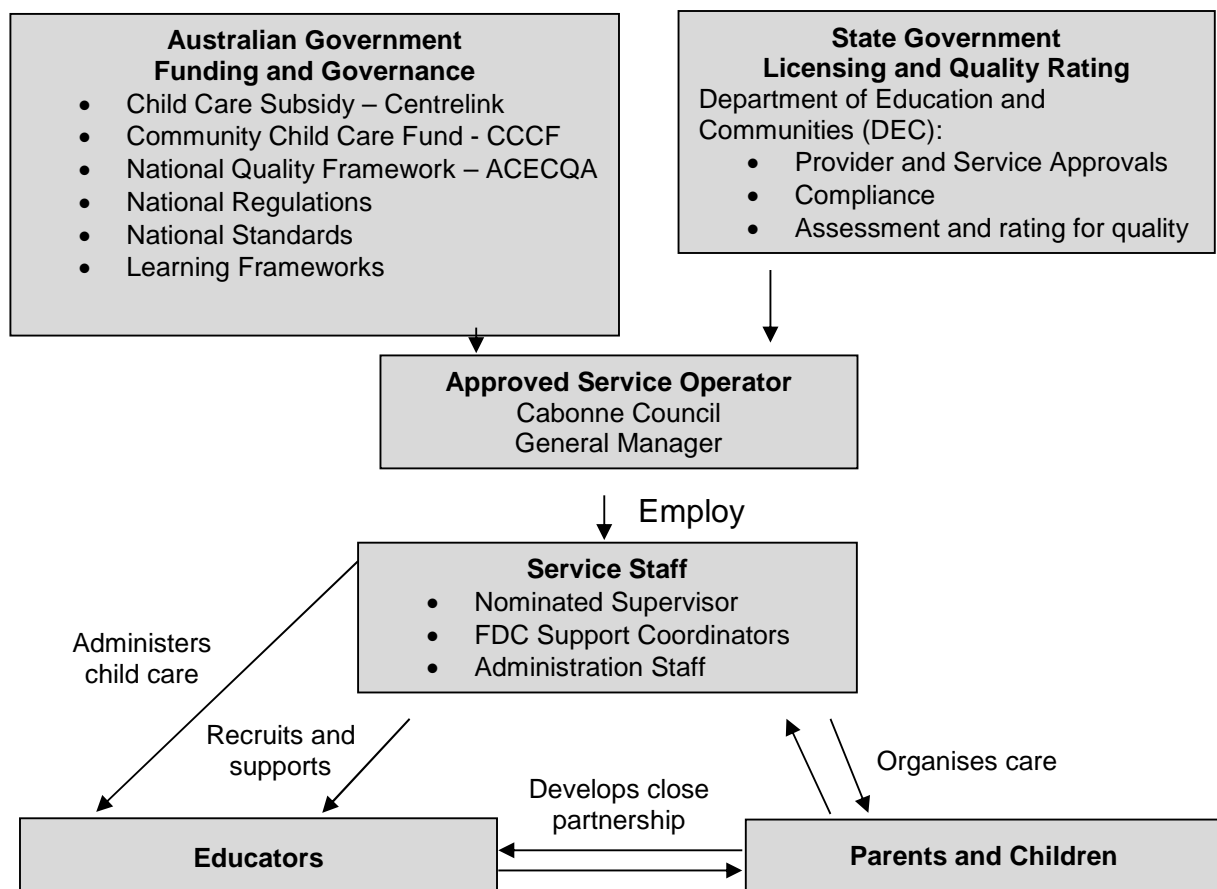
Family Day Care provides quality care for children aged 8 weeks to 13 years of age in the homes of Family Day Care Educators. A Family Day Care Service provides education and care through a network of registered Family Day Educators, who are organised and supported by a professional Service.

Family Day Care provides a safe, secure and stimulating home environment for children, with education and care being provided for small groups of children in the Educator's home. Family Day Care provides the opportunity for children to develop a close relationship with an Educator.

### Accountability Structure of Cabonne/Blayney Family Day Care

All staff in Cabonne/Blayney Family Day Care are accountable to the following people:

- Nominated Supervisor of Family Day Care – Cabonne Council
- Manager of Community Services – Cabonne Council
- Director of Finance and Corporate Services – Cabonne Council
- General Manager – Cabonne Council



## Acceptance and Refusal of Authorisation

**RATIONALE:** Cabonne/Blayney Family Day Care will ensure that we only act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care requires authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

### RELEVANT LEGISLATION

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

### KEY RESOURCES

- Children (Education and Care Services National law Application) Act 2010
- Education and Care Services National Regulations 2011

### PROCEDURES

**The Coordination Unit will:**

- Ensure documentation relating to authorisations contains:
  - ❖ the name of the child enrolled in the service;
  - ❖ date;
  - ❖ signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
  - ❖ The original form/letter/register provided by the service.
- Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
- Keep these authorisations in the enrolment record.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- 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 children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards.

#### Refusing a Written Authorisation

On receipt of a written authorisation from a parent/guardian that does not meet the requirements outlined in the related service policy, the Approved Provider or delegated authority will:

- Immediately explain to the parent/guardian that their written authorisation does not meet legislative and policy guidelines.
- Provide the parent/guardian with a copy of the relevant service policy and ensure that they understand the reasons for the refusal of the authorisation.
- Request that an appropriate alternative written authorisation is provided by the parent/guardian.
- In instances where the parent/guardian cannot be immediately contacted to provide an alternative written authorisation, follow related policy procedures pertaining to the authorisation type.
- Follow up with the parent/guardian, where required, to ensure that an appropriate written authorisation is obtained.

## Access

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

### POLICY STATEMENT

When there is joint custody of a child or a situation which has created issues over access to a child, it is important for Educators and families to be able to work together to ensure the children can continue in care in a stress-free and safe environment. For this to occur, it is important to have good communication between families, Educators and Service staff, and for all parties to be informed of the requirements of the Education and Care National Law 2010 and the Education and Care National Regulations 2011.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2081 (ACECQA).

### PROCEDURES

#### The Coordination Unit will:

- Maintain confidentiality for all matters relating to custody, access and court orders;
- Store copies of all relevant documents provided by families and/or Educators in a safe and secure manner respecting the individuals privacy
- Provide advice, support and information to Educators and families on issues relating to access and custody.
- Request a copy of the relevant court order.

#### Educators will:

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

#### Families will:

- Provide copies of any relevant court orders to the Educator and Service (to be securely stored).
- Discuss all relevant issues with the Educator regarding who has legal access to the children.

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

- Not give that person any information concerning the child.
- Not allow that person access to the child.

- Inform the custodial family of the situation ASAP 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 representative for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

*NB: Under no circumstances should the Educator place themselves or other children at risk.*

**If a child is taken against the Educators wishes the Educator should:**

- Contact the custodial parent/guardian
- Contact the police
- Contact the Nominated Supervisor

In relation to a parent/guardian where there is no court order forbidding that parent/guardian contact with a child, the Education and Care Services National Regulations 2011 states a FDC Educator must not prevent a parent of a child being educated and cared for by the Educator as part of a FDC service from entering the FDC residence or approved venue at any time that the child is being educated and cared for by the educator.

In any case the family is required to contact the Educator to make arrangements for appropriate contact times and ring the Educator before visiting. An Educator's home is not to be used as a point of contact for access visits without approval from the Educator and Nominated Supervisor for this arrangement to proceed.



## Accident, Injury, Trauma and Illness

**RATIONALE** To ensure children receive immediate and appropriate medical attention and care in the event of an illness, accident or emergency.

### POLICY STATEMENT

In the event of an accident or emergency situation occurring to a child in care in the presence of an Educator, the Educator has a duty of care to take immediate action and provide appropriate services or care to those involved. The Education and Care Service National Regulation states authorisation by the family for such action and treatment of a child must be made at enrolment with the service.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

To ensure immediate action and appropriate services and care are provided in a medical or dental emergency or accident.

#### The Coordination Unit 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/or information on appropriate practices when dealing with emergency situations with a child.
- ☐ On enrolment of a child, ensure the family has given written authorisation for any Educator or staff member of the Service, to seek and/or carry out emergency ambulance, medical, hospital or dental advice or treatment if required.
- ☐ Upon receiving notice of a serious incident involving a child attending Family Day Care where the incident results in the child receiving medical, dental or hospital treatment immediately notify the Family; the Approved Provider of the Service (Cabonne Council); the Department of Education and Communities and the Australian Government Department of Education.
- ☐ Follow internal administrative procedures.
- ☐ Notify the families or emergency contacts as soon as it is possible to do so if an incident, injury, trauma or illness occurs.
- ☐ Have a current First Aid qualification and Asthma and Anaphylaxis Management Training as described in the Regulations.
- ☐ Upon receiving notice of a serious accident involving a child attending Family Day Care where the accident results in the child receiving medical, dental or hospital treatment immediately notify the family, the Approved Provider of the service and the Department of Education and Communities.
- ☐ Upon receiving notice of the death of a child while being provided with care, the Authorised Supervisor will immediately notify the child's family, a police officer, Approved Provider of the service and the Department of Education and Communities.

#### Educators will:

- Take all precautions to reduce the incidence of accidents and injuries, recognise potential accidents that can occur which need to be responded to effectively, e.g. burns, convulsions, head and eye injuries, fractures, poisons, bites, stings, cuts.
- Regularly practice emergency procedures, as per regulations and Service procedures including accident emergency procedures.
- Update and prominently display cardiopulmonary resuscitation (CPR) guides both inside & outside premises.
- Display emergency procedures and current relevant emergency telephone numbers - 000 (ambulance, police, fire brigade), Poison Information Centre, & for Educators, FDC Service & after hours contact. Have available emergency contact numbers documented.
- Have a current First Aid qualification, asthma, and anaphylaxis management training.
- Discuss with the families of children in care, their responsibility in covering any expenses arising from emergency treatment, (as documented in the Family 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 and allergies, asthma management, haemophilia, diabetes, epilepsy, etc.
- Inform the Service staff of any relevant emergency plan for a child, if relevant, after the child has commenced in care.
- In the event of an incident, injury, trauma or illness, inform the family or emergency contact as soon as possible so that they can take over the responsibility of their child and decide on further action to take if necessary.
- Complete the incident, injury, trauma or illness record. The form is to be signed by both the Educator and the Parent. This form is to be sent in and stored at the Service with a copy being provided to the parent.
- Inform the Service staff of any injury to a child that requires medical attention.
- Inform the Service of any serious incident (Definition Clause 12 of the National Regulations).
- Complete the incident, injury, trauma or illness record and the Family Day Care Australia (FDCA) Incident Report Form (for insurance purposes) for any accident where third party medical advice has been required (e.g. doctor, dentist). This form needs to be returned to the Service as soon as possible.

**Families are encouraged to:**

- Provide up to date medical and contact information in case of an emergency.
- Seek their own health insurance if they so desire.
- Complete a risk minimisation and communication plan to assist the Educator with the management of a child's medical condition annually.
- Take over the responsibility of their child as a matter of urgency if contacted by their child's Educator to do so.

**In the event of a serious incident, accident, illness, injury or trauma**

**The Educator will:**

- Attend to the child immediately.
- Provide appropriate first aid treatment, including medical assistance e.g. any medical/dental treatment required should be carried out by the parents' nominated preferred medical/dental practitioner, where possible. If necessary, an ambulance is to be contacted immediately by dialling 000.

- Stay with the child until the ambulance arrives. While awaiting the ambulance, the Educator is to contact the Service to report the accident.
- Contact the family and inform them that the child is being taken to the hospital;
- Educators are to ensure that they reassure the parents, and inform them regarding which hospital the child has been taken to.
- Complete the incident, injury, trauma or illness record. This form is to be signed by both the Parent and the Educator. The Parent is to sign this form as an acknowledgement that they have been notified of the incident. Complete the Family Day Care Australia (FDCA) Incident Report Form. Forward both forms to the Service.
- Provide parents with a copy of the incident, injury, trauma or illness record form.

## Administration of First Aid

**RATIONALE:** To ensure all Staff and Educators know their responsibilities and follow correct procedures to administer first aid in an emergency.

### POLICY STATEMENT

First Aid equipment should be available to all Staff, Educators, Children and Visitors while children are being educated and cared for. This includes while on excursions. All Staff and Educators must undertake First Aid, Anaphylaxis and Asthma management training. All precautions must be taken to prevent accidents and injuries and to minimise complications. Managing accidents and emergencies requires careful planning and reduces the likelihood of major injuries and complications from injuries.

*"The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an injury. The careful exercise of this discretion is considered part of the staff/educator's duty of care."*

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### The Co-Ordination Unit will:

- Adhere to the Incident, Injury, Trauma and Illness Policy in all accident situations.
- If required ensure a FDC staff member goes to support the Educator at the scene of accident.
- If necessary organise alternate care or collection by parents of other children at the Educator's service
- Ensure that all blood or bodily fluids are cleaned up in a safe manner;
- Ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water.
- Report accidents/incidents to appropriate authorities as soon as possible where medical or emergency attention was sought or should have been sought for a child. These authorities include (Not necessarily in this order):
  - ❖ Parents/Guardians;
  - ❖ CBFDC Nominated Supervisor;
  - ❖ Cabonne Council Community Services Manager
  - ❖ An ambulance service;
  - ❖ The police;
  - ❖ The Department of Education & Communities made within 24 hours if it is a serious incident or death of a child;
  - ❖ Australian Government Department of Education

#### Educators will:

- Adhere to the Incident, Injury, Trauma and Illness Policy in all accident situations.
- Reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.

- Ensure that the child is kept under adult supervision until the child recovers or until a parent of the child or some other responsible person takes charge of the child.
- Take immediate steps to secure urgent medical or dental treatment.
- Advise the parent or guardian if any matter concerning the child's health arises while the child is being provided with the education and care service.
- Ensure the child is returned as soon as practicable to the care of a parent/guardian of the child.
- Inform parent, family or other responsible person as required of the emergency.
- Ensure a fully stocked and updated first aid kit will be kept in a secure storage facility at the service. Staff/Educators are to ensure that this is easily recognisable and readily accessible to all staff/Educators and kept inaccessible to the children.
- Take a first aid kit on all excursions. Educators may choose to take their home first aid kit on excursions. A first aid kit will also be kept at the service.
- Keep a cold pack in the freezer or single use "chemical" cold pack for treatment of bruises and strains.

**In the case of a minor accident, the Educator will:**

- Assess the injury.
- Attend to the injured person and apply first aid as required
- Ensure that disposable gloves are worn when dealing with all blood or bodily fluids and that they are cleaned up and disposed of in a safe manner.
- Record the incident and treatment given on the Accident/Injury/Illness form, how occurred, treatment given and by whom, to be signed by Educator. A copy is to be given to parents/guardians.
- Obtain parent signature confirming knowledge of the accident.
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.

**In the case of a major accident requiring more than first aid the educator will:**

- Assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called.
- If the child's injury is serious the first priority is to get immediate medical attention. Although parents should be contacted straight away, if not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime.
- Contact the Service and advise of accident as soon as possible. FDC staff will contact parents/guardians of the injured child if necessary and provide support to Educator.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids;
- Stay with the child until suitable help arrives, or further treatment taken.
- Try to make the child comfortable and reassure them.
- If an ambulance is called and the child is taken to hospital a staff member/Educator will accompany the child if possible.
- Record the incident and treatment given on the appropriate form.
- Obtain parent signature confirming knowledge of the accident, where necessary.

**In all cases Educators will ensure in the case of a personal family emergency they ring coordination unit staff to take responsibility of Family Day Care children before attending the personal emergency.**

**Families will:**

- Provide written consent for appropriate medical, dental or hospital treatment to be carried out in the event that such actions appear to be necessary because the child has been injured, or is ill. Enrolment will be denied if consent is not provided.
- Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and expiry date.
- Supply contact information for those authorised to act in the event that a parent cannot be contacted.

## Administration of Medication

**RATIONALE:** To ensure all medications are administered in a safe and accountable manner according to the National Law and Regulations.

### POLICY STATEMENT

Family Day Care acknowledges administering medication should be considered a high risk practice. Authority must be obtained from a family or legal guardian named on the Child enrolment record before Educators administer any medication (prescribed or non-prescribed). Families place a high level of trust and responsibility on Educators when they are administering medication to children, or observing older children self-administer.

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 (skin) medications.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011 (Clause 92, 93, 94, 95, 96).
- Poisons and Therapeutic Goods Act 1966 No31 (NSW).
- Public Health Act 2010 No 127 (NSW).
- Work Health and safety Act 2011 (NSW).
- Work health and safety Regulation 2011 (NSW).

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2011 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Staying Healthy In Childcare – Preventing infectious diseases in child care 5<sup>th</sup> edition – 2012.
- [www.nhmrc.gov.au](http://www.nhmrc.gov.au).

### PROCEDURES

#### The Coordination Unit will:

- Provide the families with relevant information about health management policies and practices when starting and regularly after that through newsletters.
- Provide resources and information to Educators and families on health matters when required.
- Provide forms for Educators to record relevant health and medication details;
- Support families and Educators when dealing with health management matters.
- Safely store confidential health and medical details on children until they reach the age of 25 years old. The medication record needs to be kept until 3 years after the child's last attendance.
- Keep up to date on current health management practices.
- Request families to update their child enrolment records annually to ensure current medical authorisations.

#### 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 family or legal guardian using the Medication Authorisation Form
- Ensure that each family in care has a separate medication form
- Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor
- 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
- Store medical information in a safe and secure place
- 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 Medical Authority 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 or medication to a child where the instructions are not clear to the Educator e.g. in an unfamiliar language to the Educator
- Keep families informed of service requirements on the administering of medications
- Comply to the management plans of children with chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis
- 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
- Discuss any concerns about administering medication with families and if necessary Service staff
- 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.

**It is the responsibility of the Family to:**

- 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 approved by a Doctor, if available, to the Service staff 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
- Provide medication in its original packaging
- 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 (This does not relate to circumstances where a parent has completed a "Continuing Medication Authorisation Form" or an "Emergency Medication Authority Form").
- Request the Educator to administer only the recommended dosage on the original medication package, and sign the medical Authority Form at the end of the day to approve
- Seek a doctor's certificate for a child if requested by the Educator
- Complete an Unprescribed Creams Form, if unprescribed creams are to be administered by an Educator when a child is in care. This may include teething gels, sun block, nappy rash cream, lotions etc.

**Practices for 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 Dealing with Medical Conditions Policy including anaphylaxis and allergies, asthma and diabetes.
- Self-administration of medication for children over pre-school age will be supervised by the Educator.

## Adventurous and Risky Play Policy

**RATIONALE:** We believe that activities that contain a higher level of risk are important for children to take part in to help children grow, learn and become independent in assessing risks that may be around them. Play and Learn allows children to assess the risk of activities themselves and staff members support children with this when necessary. We believe that the children should feel empowered in the decision process of setting boundaries.

**POLICY STATEMENT:** CBFDC recognises the importance of play to a child's development and follow the Playwork Principles and loose parts play. We support and facilitate play, and do not seek to control or direct it. We will never force children to participate in play, but allow children to initiate and direct the experience for themselves. We believe that play builds a child's self-esteem, communication/social skills and confidence and we use techniques to get children to become self-motivated and willing to give things a try through demonstration, encouragement and positive feedback.

### Relevant Legislation:

- Education and Care Services National Law 2010
- Education and care Services National regulations 2011

### Key Resources:

- National Quality standards 2018
- Guide to the National Quality Framework 2018

### Definitions:

- **Risk:** A situation that is possible to negotiate and may be appropriate for particular situations and children.
- **Challenge:** Something that motivates, interests or engages an individual
- **Hazard:** is something that is inherently dangerous and needs to be remedied.

### Educational Outcome:

Cabonne/Blayney Family Day Care creates opportunities learning and play environments that include a range of materials and equipment with appropriate risks in their learning according to the child's current capacities, strengths and interests.

### Responsibilities:

Cabonne/Blayney Family Day Care upholds the following responsibilities in relation to staff, educators, volunteers, students, families and children.

### Procedures:

#### The Coordination Unit and Educators will:

- At all times, ensure that reasonable precautions and adequate supervision plans are in place for all children to be protected from harm and hazard.
- Ensuring 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 outweigh the benefits over risks, and is approved from the Principle Office prior 24 hours.
- 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.
- Plan learning and play environments with appropriate levels of challenge.
- Engage children in discussions regarding the establishment of play environments. Planning activities that enable children to develop their natural curiosity and imagination.
- Allowing 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.
- Warning children in advance when an activity or game is due to end.
- Every three months we carry out an accident analysis to find out where any accidents may have occurred and if there are any areas where a new risk assessment needs to be carried out or another action taken.
- Educators are always alert and aware to the children's needs, and support them as much as they can.
- Types of risky play that the children may be involved in includes using rope ladders and swings and building and using balancing beams using natural materials such as wood and tree stumps.

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

## Advertising

**RATIONALE:** To ensure the service is promoted professionally in an ethical and positive manner, and reflects the philosophy of the service.

### POLICY STATEMENT

Family Day Care Providers are self-employed childcare providers, operating their business under the approved provider Cabonne Council. All advertising and promotional material used to endorse any aspect of Cabonne/Blayney Family Day Care must be professional and endorsed by the Nominated Supervisor (or representative) of the service.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### **Cabonne Council will:**

- Ensure the policies of the service meet the relevant legislative requirements in regard to promotion and advertising of the service.

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

- Ensure the Advertising Policy for the service reflects the best interests of the service within the community.
- Develop advertising material for the service.
- Advertise the service regularly using a variety of media.
- Participate in promotional activities regularly.
- 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.

#### **Educators will:**

- Promote the service to the wider community in a positive manner at all times.
- Ensure the CABONNE/BLAYNEY FAMILY DAY CARE logo appears on all individual advertising materials developed and is not altered in any format, according to Sect 104 of the Education and Care Services National Law 2010 which states: *“104 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/Blayney Family Day Care is endorsed by the Nominated Supervisor (or representative) of the service.
- If using Facebook or other social media sites to advertise a Family Day Care business a separate business page must be set up. Obtain written authorisation from the parent/guardian of each child in care before using any information regarding their child on any social media site. This authorisation should include any restrictions the child's parents/guardian wishes to make and be updated annually.
- Educators must not advertise vacancies or other CBFDC business relevant items on personal social media sites, without permission from the Service.

## Assessment of Family Day Care Residences and Approved Venues

**RATIONALE:** Cabonne/Blayney Family Day Care acknowledges the importance of assessing and reassessing the suitability of Educators environments. The Service will develop practices to initially assess and reassess Educators venues and to train educators in this process

### POLICY STATEMENT

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

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Australian Government Department of Education Childcare service handbook 2017-2018.

### PROCEDURES

#### The Coordination Unit will:

- Develop the Educator Workplace Health and Safety Audit (EWSA) based on the requirements of the National Law and Regulation to use in the assessment and re-assessment of FDC residences and approved venues.
- Develop a procedure for the completion of the EWSA by Educators on an ongoing basis. This must be completed annually in March, in conjunction with FDC staff and the educator.

#### Educators will:

- Consistently conduct safety checks and monitor the maintenance of buildings and equipment.
- Follow safety advice from recognised authorities and manufacturers.
- Develop a schedule for cleaning toys and all equipment and document.
- Ensure all equipment used complies with Australian Standards.
- Inform the Service in writing of any proposed renovations to the residence or venue (at least 2 weeks before).
- 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.
- Ensure premises, furniture and equipment are safe clean and well maintained.
- Complete the annual EWSA and six monthly EWSA.
- Comply with the EWSA requirements at all times the education and care service is operating.

Version: 1

## Child Enrolment

**RATIONALE:** To ensure Cabonne/Blayney Family Day Care manages children's enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements. Educators will provide children and families with an orientation process for their individual service

### POLICY STATEMENT

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

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Privacy and Personal Information Protection Act 1998
- Health records and privacy information Act 2002

### PROCEDURES

#### 1. Priority of Access

The Australian Government has determined Priority of Access guidelines for allocating places in

Children's Services. These guidelines are set out in the following levels of priority.

**Priority 1** - A child at risk of serious abuse or neglect.

**Priority 2** - A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999.

**Priority 3** - Any other Child.

Within each category mentioned above, the following Children are given priority (these are not in priority order as children may fall into more than one category):

- 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;
- Children of single families.

In addition to legislative Priority of Access Guidelines the Service Priority of Access Guidelines are as follows:

- Existing families that need to change Educators or have a sibling starting care;
- Families in an "emergency/at risk" situation and/or low income families may be given overall priority;
- Educators will develop an orientation process for families and children when they first enter their individual service. This will include developing a business folder for interviewing new families and settling new children into care information

## **2. Placement Register**

### **The Service will:**

- Maintain a register of families requiring care i.e. Placement Register;
- Provide information to families at the time of registration with the service on the procedures for placing children into Family Day Care;
- Review and update the Placement Register on a regular basis.

## **3. Educator Vacancies**

### **The Service will:**

- Maintain an up to date register of Educator vacancies.
- Develop and implement systems to ensure information on Educator vacancies is current.
- Refer families to Educators taking into consideration the needs of the child, family and the Educator.

## **4. Hours of Operation**

The scheme complies with the Child Care Service Handbook, and this information is related to families in a number of ways (e.g. Parent Handbook).

## **5. Entitlements**

The Service provides information to families in regard to entitlements for which they may be eligible. (I.e. Child Care Subsidy).

## **6. Number of Educators a family will be referred to**

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

## Child Protection Policy: Service

### RATIONALE:

Every child has a right to be cared for in a safe secure environment at all times. It is important that every child coming into care is kept safe and is nurtured, has their emotional and physical needs met, and has issues relating to child abuse dealt with in a sensitive and reassuring manner. It is the legal and moral obligation of all adults who work within Cabonne/Blayney FDC to ensure the safety and wellbeing of all children in our care.

### POLICY STATEMENT:

Cabonne/Blayney FDC 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.

The safety and welfare of all children is of paramount importance. All Stakeholders have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be of significant risk of harm. Cabonne/Blayney FDC will carry out the responsibilities of Mandatory Reporters as indicated under Legislation.

### RELEVANT LEGISLATION:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations under the Children (Education and Care Services) National Law 2011
- The NSW Commission for Children and Young People Act 1998
- The NSW Ombudsman's Act 1974
- Child Protection Legislation Amendment Act 2003
- Children and Young Persons (Care and Protection) Act 1998
- Child Protection (Working with Children) Act 2012
- Education and Care Services National Regulations Regulation 84
- "Keep Them Safe: A shared approach to child wellbeing", NSW Government [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)
- Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13
- Child Protection (Working with children )Regulation 2013
- Ombudsman Amendment (Child Protection and Community Services )Act 1998
- Health records and privacy information Act 2002

### KEY RESOURCES:

- NSW Community Services Helpline 13 3627 (Mandatory reporters line only)
- Guide to The National Quality Framework 2018
- NSW Ombudsman's Office: 1800 451 524
- NSW Community Services *Keep Them Safe* Information Sessions 2009/10
- [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)

### 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, as a consequence, 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; or
- The child was the subject of a pre-natal report under section 25 of the Children and Young Persons Care and Protection Act 1998 and the birth mother of the child did not engage successfully with the support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

**'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.

**INVESTIGATIONS** All aspects of a Child Protection investigation will be conducted with confidentiality, procedural fairness and natural justice, as specified in Cabonne Council and Cabonne/Blayney Family Day Care and Grievance Handling Policy.

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

## Practices

### **ROLE OF THE APPROVED PROVIDER**

- With the support of the Co-ordination Unit Staff, if required will:
- Undertake an internal investigation to determine appropriate action to be taken in relation to a report against an Educator or Co-ordination Unit Staff
- Ensure a report is made of any reportable allegations to the Department of Family and Community Services, and/or Police and, in the case of an allegation against an Educator or Co-ordination Unit Staff, to the Ombudsman's office within the specified timeframe (30) days.
- Provide a final report to the Ombudsman's Office and other appropriate agencies e.g: NSW Commission for Children and Young People, if the report is against a Staff Member or an Educator

### **ROLE OF THE COORDINATION UNIT STAFF**

- In the area of child protection, the Coordination unit Staff will:
- Support the Approved Provider with reporting child protection matters if requested
- Report to the Department of Family and Community Services where there is reasonable grounds to suspect a child is at significant risk of harm.
- Document all areas of concern in relation to child protection (record keeping)
- Maintain confidentiality –see *Confidentiality of Records Policy* Protect the well-being of the children by acting sensitively in matters of child protection

- Work in collaboration with other agencies and organisations to ensure children's safety and wellbeing is supported.
- Support Educators, and/or Families, when a child protection incident occurs.
- Conduct investigations when required in a sensitive and respectful manner.
- Provide information to Educators and Families in relation to the Cabonne/Blayney FDC Child Protection Policy and related information.
- Provide Educators with access to the Mandatory Reporters Guide (MRG) and other relevant information from the "Keep Them Safe" action plan.
- Conduct themselves professionally, as a role model and in the best interests of the protection of children from harm, using the child focused response to disclosure guidelines.
- Keep informed of current Child Protection matters by participating in professional development every 2 years.
- Offer regular professional development on child protection to Educators.

### **ROLE OF THE FAMILY DAY CARE EDUCATOR**

- 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.
- Utilise the Mandatory Reporters Guide from the Child Story Reporter website to inform decisions about whether a child is at risk of significant harm.
- Provide the Approved Provider and the Co-ordination Unit staff with information, if required to complete Child Protection reports.
- Report to Community Services Mandatory Reporters helpline 13 36 27 where there is reasonable grounds to suspect a child is at risk of significant harm.
- Document all areas of concern in relation to Child Protection (record keeping).
- Maintain confidentiality – see Confidentiality of Records Policy
- Protect the wellbeing of the children by acting sensitively in matters of Child Protection.
- Conduct themselves professionally and in the best interests of the protection of children from harm, using the child focused response to disclosure guidelines.
- Seek advice from the Co-ordination Unit staff or other professionals in matters relating to Child Protection and when making a child protection report.
- Keep informed of current Child Protection matters by participating in Professional Development at least every 2 years and complete the Child Safe Workshop from Children's Guardian.
- Work in collaboration with the Co-ordination Unit and other agencies as required according to the "Keep Them Safe" guidelines.
- Ensure family members and visitors are fit and proper to attend the education and care service and are aware of child protection responsibilities.
- Implement Protective Behaviours programs with the children in care as appropriate, and inform families.
- Ensure all visitors sign the Visitors register.
- Provide adequate supervision of children at all times to protect children from risk of significant harm.

### **Families are encouraged to:**

- Read the Child Protection Policy of the service.
- Report any concerns of a child being at risk of significant harm whilst in care to the Educator or Co-ordination Unit.
- 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.
- Seek support and advice from Co-ordination Unit staff if required

**If a child discloses to you that abuse is occurring:**

- Listen to the child (let the child speak, do not talk for them)
- Use a calm reassuring voice at the child's level.
- Don't ask leading questions or pry.
- Believe the child.
- Don't make promises you can't keep. Don't 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 OK 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 jobs 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.

**INFORMATION EXCHANGE**

In order 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 (Government agencies and non-government organisations) relating to a child or young person's safety, welfare or wellbeing. Certain agencies can share information regarding the safety, welfare and wellbeing of children and young people and their families/Educators without their consent; however, where possible, client consent should be sought.

A Child focused response to disclosures guideline:

- Find a private place to talk
- Listen without interrupting or criticising
- Take their fears and concerns seriously
- Acknowledge impact of the disclosure and be aware of cultural implications
- Be aware of your own emotions toward the disclosure and be non-judgemental
- Do not ask leading questions
- Focus on the child's needs
- Do not make promises you can't keep

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.**

## Child Safe Policy

**RATIONALE:** Cabonne/Blayney Family Day Care is committed to child safety and wellbeing that's embedded into our service. We support the active participation of children in our service, and listen to the children's views and respect what they say.

**POLICY STATEMENT:** Our FDC provides an open, welcoming and safe environment for all children enrolled in our service. We provide high quality education and care for children that is safe for each child. All educators, educators' families and staff are responsible for ensuring children are safe in our service. One of the ways we do this is by following this code of behaviour.

### **KEY RESOURCES**

- NSW Office of the Children's Guardian
- NSW Family Day Care Association

### **Code**

#### **Do:**

- Take all reasonable steps to protect children from abuse
- Have boundaries around conduct with children
- Help children learn protective behaviours
- Report and act on all complaints of abuse to [insert name of Child Safe Officer]
- Fully include all children in our service
- Educate children about their rights
- Assist children to develop skills around dressing and toileting themselves
- Inform families and coordinators when visitors are staying at the service
- Treat children at our service with the same amount of care as we would our own

#### **Don't:**

- Put children at risk of abuse
- Be unnecessarily physical with children
- Have discussions of a mature or adult nature when children are there
- Develop special relationships with individual children
- Discriminate against children or express personal views on cultures, race or sexuality/
- Leave children alone with members of educator's families or visitors to educator's houses
- Assist children with changing and toileting when they no longer need assistance
- Have contact with a child or their family outside of our organization.

## Children's Services

### **Policy Title:** Children's Services

**Rationale:** To play a major role within the community in supporting the provision of Services which address the care, support and education of children in the Cabonne/Blayney Shire.

To ensure that Children's Services provided by Council continue to effectively meet the needs of children and their Educators in the Cabonne/Blayney Shire.

**Introduction:** Local Government is well positioned to perform a range of important functions in the provision and stewardship of children's services. Cabonne Council has had a strong and influential role in the planning, development, provision and support of children's and family services over a long period.

**Policy Details:** Cabonne Council endorses the following Policy Framework, which acknowledges that:

- Children's best interests are the primary consideration in the provision of services;
- Children have the right to care and education for individual development and participation in society;
- High quality children's services and education is an investment, which develops and enhances the social, spiritual and economic wellbeing of the entire community.
- Community participation in decisions about services for families and children is essential for the development of responsive services that meet local needs;
- Cabonne Council is committed to ensuring the availability of a range of responsive and quality children's services to the community by provision of land, buildings and office space, employment of staff, application of government funds, providing financial advice and participating in management of individual services.

**Policy Outcomes:** Cabonne Council establishes this policy to:

- Strengthen, support and promote the provision of affordable quality childcare;
- Ensure services are staffed by skilled and suitably qualified workers;
- Ensure continued accessibility of children's services to all potential users, including children with special needs, low income families, families from diverse cultural backgrounds and Torres Strait Islander and Aboriginal families;
- Ensure continuous quality improvement of Council provided childcare services;
- Identify options open to Council for future development of additional children's services
- Continue to extend support to families;
- Acknowledge Cabonne Council's support of children's services.

### **References:**

- Investing in the Early Years - a National Early Childhood Strategy, Council of Australian Governments.
- The Early Years Learning Frameworks – Being, Belonging and Becoming and My Time Our Place for School Aged Children.
- UN Convention on the Rights of the Child.

## Closing and Opening an Existing Family Day Care Business

**RATIONAL:** To ensure the Service is aware of the operation of Approved Educators.

### POLICY STATEMENT

It is important that the Approved Provider of the childcare service is aware of the operations of Approved Educators. This allows the service to ensure Educators are operating within the legislative and policy requirements at all times and to ensure families are aware of changes to care requirements. The requirements for short term closure of business will be less than for those Educators closing their business for extended periods of time.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2011 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURE

#### For closures less than a 2 week period:

- Educators are to notify the Service, by phone or in writing of when they intend to close their business and when they intend to re-open their business;
- Educators are to notify the Service if these dates change prior to reopening their childcare business.

#### For closures more than a 2 week period:

- Educators are to notify the Service in writing (Closure of Business Form provided by the service) at least one week prior to closure (if possible), advising of closure and reopening dates. For any occurrence of closure where the health status of the Educator has changed e.g. illness, medical procedure or birth of a child, a doctor's certificate may be requested by the Service before the Educator can reopen their business.
- Closures of more than 12 months will result in the Educator's name being removed from the Family Day Care Register.
- In all cases of an Educator being unavailable to provide childcare, Educators will notify families by phone or in writing of their closure period (dates) and refer them to the Service for alternative care.
- In all cases when an Educator closes their service for any period of time the Educator must ensure that the Workplace Health Safety Audit will be reviewed and the premises will be compliant to this document before the Educator reopens their business.
- When the closure is for more than a 2 week period Service staff will review the HIS with the Educator.

## Code of Conduct

**RATIONALE:** To ensure all stakeholders are clear about their responsibilities in relation to one another and to the families and children using the service.

**Management (Cabonne Council representatives) agree to:**

- Enter into an agreement with the Australian Government to operate the service within the requirements of the Children's Services Handbook.
- Make decisions appropriate to those of the approved provider of the service.
- Participate in Professional Development.
- Support the Service staff in the operation of the service in meeting the Commonwealth and State Legislative requirements.
- Recruit and select suitable persons to operate the Cabonne/Blayney Family Day Care Service.
- Provide a safe workplace for the Service staff.
- Provide support and direction to the service in strategic planning.
- Pass relevant information on to the Service in a timely manner.

**The Coordination Unit agree to:**

- Actively promote Family Day Care to the wider community.
- Administer the Child Care Subsidy claims on behalf of the families, Educators and the Family Assistance Office.
- Monitor the provision of quality childcare, including compliance with the Children (Education and Care Services National Law Application) Bill 2010 and the Education and Care Services National Regulations 2011.
- 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 people that enter the workplace.
- Communicate in a positive and respectful manner to all staff, Educators, families, children and others who interact with the Service.
- Provide Professional Development and resources to Educators and families on Early Childhood matters.
- 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.
- Conduct visits to Educators.
- Provide Play session opportunities for Educators and the children in care.

**Educators agree to:**

- Actively promote Family Day Care to the wider community.
- Operate as a self-employed business operator.
- Abide by the Cabonne/Blayney Family Day Care Educator's Agreement.
- Ensure other family and other household members are aware of their roles as per the Guideline "The Roles of Educator's Families and other Household Members".
- Communicate in a positive and respectful manner with families, children, Educators and staff.
- Pass relevant information on to families in a timely manner.
- Implement anti-bias practices in their childcare environment and promote diversity.
- Maintain a safe workplace.
- Encourage each child to develop their potential to gain independence and positive self-esteem.
- Guide children towards positive and responsible behaviour.

- Be trained in responding to Child Protection situations.
- Participate in Professional Development and self-improvement practices.
- Educators who breach the Code of Conduct may be removed from the Register of Approved Educators at the discretion of the Approved Provider and/or Nominated Supervisor.
- Educators will be familiar with the legislation and statutory documents that apply to their role with children, families and other staff in the Service.
- Educators will be familiar with the ECA Code of Ethics and service philosophy.
- Maintain their knowledge of the broad legislation and conventions that apply to their role with children, families and their team.
- Demonstrate an ongoing engagement with the principles outlined in The Early Years Learning Frameworks and the ethical requirements in the National Quality Standards.
- Use staff meetings to critically reflect on practices in relation to continuing improvement.



## Collaborative Partnerships with Families

**RATIONALE:** Cabonne Family Day Care acknowledges collaborative relationships with families are fundamental to achieving quality outcomes for children. Educators and Service staff will actively and intentionally provide opportunities for families to be involved in the planning and development of the service, as well as in the activities for children.

### POLICY STATEMENT

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

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### Approved Provider Cabonne Council will:

- Ensure the Service is inclusive of all stakeholders in policy development and consultation within the service.

#### Service Staff will:

- Offer individual parent information sessions when families commence with the service;
- Communicate service news to families through regular newsletters;
- Provide opportunities to families to offer feedback and/or comments on the service;
- Invite families to be part of consultation groups and to attend Professional Development that may be relevant to families;
- Organise regular social functions that are inclusive of families e.g. BBQ at the Botanic Gardens.

#### Educators will:

- Make time to talk with families about their child's care and development in Family Day Care;
- Keep families informed about the activities of the children in care through a weekly written program;
- Provide opportunities for families to become familiar with the service they provide to the children;
- Ask families for feedback on the quality of care the children are receiving and ideas for future programming/activities and procedures;
- Invite families to attend Family Day Care outings with their children e.g. children's Christmas party;
- Respect the opinions of families in regard to the way they would like their child cared for, and if this is not practical, for the Educator to be sensitive in the way they address these differences in care requirements/provision.

**Families are encouraged to:**

- Provide information to their child's Educator that will assist in the smooth transition to childcare for the child and family.
- Be involved in the activities of their child and Family Day Care when invited to participate.
- Take time to talk to their Educator about their child's activities and progress in Family Day Care, and to be interested in the Educator's weekly program for the children.
- Provide constructive feedback to Educators and the service about matters that can be improved in Family Day Care, either at Educator or Service level.
- Read family newsletters and information forwarded from the Service or from the Educator.

## Complaint Handling Policy

**RATIONALE:** Cabonne/Blayney Family Day Care will ensure families, educators and staff of the Service are able to raise and have resolved any complaint/Grievance they may have regarding the service without fear of retribution.

### POLICY STATEMENT

Cabonne/Blayney 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 feed-back from the originating person.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011 Clause 168.

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 4, Quality Area 7.
- Guide to the National Quality Framework 2018 (ACECQA).
- Australian Government Department of Education Current CCS Handbook.

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## PROCEDURE

### How is feedback encouraged?

Cabonne/Blayney Family Day Care Service encourages feedback in a number of ways, both formal and informal. For example, the Parent Handbook incorporates invitations to provide feedback and information about the service's complaints policy and procedures. Information about the importance of encouraging feedback is included in the Educator Manual as is detail of the service's complaints management system.

Feedback is sought using a variety of methods including a complaints form, feedback surveys, and interviews with parents, one-on-one contact with educators and exit interviews with parents. In addition, feedback is routinely sought in conversations with parents and educators.

The service actively promotes a positive attitude to complaints amongst its personnel. All service personnel are trained in client service and complaints management, including conflict resolution. Their knowledge and practice with respect to these areas are regularly reviewed in line with quality assurance guidelines.

### How can a complaint be made?

Both verbal and written complaints are accepted. A complaints form is used to record complaints, whether formal or informal.

### Who can make a complaint?

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 5 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 in order to avoid the complaint escalating and becoming more serious.

Personnel about whom a complaint is made will be informed about the complaint and have the opportunity to 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.

### **Documentation**

All concerns and complaints, whether formal or informal, are recorded on the complaints form. All communication with parties to the complaint will be carefully recorded, particularly if communication takes place by telephone or in person. The outcome of each complaint will also be clearly recorded.

All files concerning complaints are stored in a secure fashion in order to preserve confidentiality.

### **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 believes they will have to share a confidence with another person in order to resolve and issue, or of the nature of a complaint requires that a third party has to 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 by the Approved Provider to the Regulatory Authority within 14 days of the complaint being made (Section 174(2) (b), Regulation 176(2) (b)). 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.
- Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: [www.acecqa.gov.au](http://www.acecqa.gov.au)

## **PRACTICES**

### **Step 1**

It is expected the complaint should initially be discussed with the person concerned. Every effort should be made to resolve the complaint at this level before moving on to the following steps.

#### **A. Between Family and Educator/Staff**

##### **Step 2**

If the complaint is not resolved satisfactorily either party can bring the matter to the attention of the Senior Support Co-ordinator to assist in the resolution of the matter.

##### **Step 3**

Any complaint, which has been fully discussed between the Senior Support Co-ordinator and the parties involved and is still unresolved, can be referred for further mediation to the Nominated Supervisor or a representative of the Approved Provider, Cabonne Council.

#### **B. Between the Educator and Service Staff**

##### **Step 1**

The Educator has the right to approach the staff member concerned and to expect to have the complaint addressed in an understanding and sensitive manner.

##### **Step 2**

If unresolved the Educator can contact the Cabonne/Blayney Family Day Care Senior Support Co-ordinator or Approved Provider who will attempt to find a resolution or an acceptable compromise by both parties.

##### **Step 3**

Families can make a complaint directly to the Regulator Authority where the complaint alleges that:

- The safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service.
- The relevant legislation has been contravened.
- Contact details are available in the family hand book and displayed in the foyer of the service.

#### **C. Between the Service and the Educator**

- a. 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 verbally by the Senior Support Co-ordinator or a delegated representative.
- b. If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Senior Support Co-ordinator will investigate the circumstances and organise the issue to be discussed with the Educator.
- c. An action plan will be developed with the Educator to offer training to ensure future compliance.
- d. The Educator will be warned of future non-compliance with the Law and/or Regulations and/or conditions of the service, may result in deregistration proceedings.
- e. If the Educator contravenes the Law or Regulations or conditions again, the Senior Support Co-ordinator, or delegated representative of the service will report to the Approved Provider and de-registration may be recommended.
- f. The Approved Provider will advise the Educator if s/he has been removed from the Family Day care register and the reasons for this course of action.
- g. The Approved Provider will advise the Department of Education and Communities in writing the date from which the Educator is no longer registered with the service.

*The Education and Care Services National Law 2010 (Section 174) states:  
“An Approved Provider must notify the Regulatory Authority of the following information in relation to an approved education and care service operated by the Approved Provider-*

- a) Any serious incident at the approved education and care service;*
- b) Complaints alleging:*
  - i) That the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service; or*
  - ii) That the Law has been contravened.*

- h.** The contact number for questions on Family Day Care Educators rights to appeal to the Administration Decisions Tribunal is (02) 97 162 100 or [www.lawlink.nsw.gov.au/adt](http://www.lawlink.nsw.gov.au/adt).

#### **D. Between Educator and Educator**

##### **Step 1**

Discuss with the person concerned and attempt to resolve the complaint.

##### **Step 2**

If unresolved the Educator can contact the Senior Support Co-ordinator or another Service staff member who will attempt to find a resolution or an acceptable compromise by both parties.

##### **Step 3**

If still unresolved the Educator may refer the matter to the Cabonne Council Manager of Community Services, the NSW FDC Association or NSW Educators' Association for further mediation.

#### **E. Between Service Staff**

##### **Step 1**

In the first instance the employees shall attempt to resolve the complaint between them.

##### **Step 2**

If the complaint is still unresolved the complaint can be referred to the Senior Support Coordinator or Nominated Supervisor of the service for mediation.

##### **Step 3**

If still unresolved, the Senior Support Co-ordinator or a delegate, 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.

#### **Review**

The complaints management system is reviewed every 18 months to ensure its continued effectiveness. The Nominated Supervisor is responsible for this process. Complaints will be monitored and their management evaluated in order to identify systematic or recurring issues and make appropriate improvements.

# Completion of Educator Health and Workplace Safety Audit

## BACKGROUND

Workplace Safety is of high importance in Family Day Care. Under the Workplace Health & Safety Act 2011, it is the Educators responsibility to:

1. Identify hazards in the home.
2. Assess the level of risk of the hazard.
3. Eliminate or control the risk.

The EWSA has been developed as a tool to assist Approved Educators in meeting their regulatory and Work Health and Safety responsibilities of providing a safe childcare environment. The areas listed on the EWSA have been identified as a possible safety risk to children if not managed appropriately.

It is the responsibility of the Educator to develop a risk management plan for any identified hazard in the Educator's work environment and note this plan on the audit. Educators need to also provide a floor plan of their home and outdoor play area which clearly indicates which areas will be used for the Educator's childcare business and have accordingly had all safety matters addressed. It is important that this floor plan is updated with the Service if the areas of usage change (both for insurance and regulatory purposes).

Educators own children, not included in the childcare numbers, and other household members may enter those areas not accessible to FDC Children. Educators own school age children may also enter these areas at the Educator's discretion. Children under 13 years must still be included in Educator ratios. Educators and children are not to enter any area of the home which has not been designated as being used for the childcare business during the operational hours of the business. It is a regulatory requirement that the home environment is safe, and a Work Health and Safety requirement that Educators develop a risk management plan for any identified hazards in the workplace (home environment). This can be documented on the EWSA.

Educators are encouraged to complete the form by the due dates, as non-compliance with safety requirements may necessitate a close of the Educators business until such time as an assessment of the safety of the home has been completed.

## PROCESS

- The service will distribute the Educator Workplace Safety Audit to all Educators in March annually.
- Educators are to complete the form by ticking they are compliant and writing how compliance is met in terms of each individual Regulation or hazard (If required). Some items may be documented N/A.
- The Educator Workplace Safety Audit is to be signed off by Service Staff as being complete.
- The original will remain with the Educator and a copy retained at the Service.
- If areas are identified as non-compliant the Educator must address immediately. An action plan will be developed with the Educator and the Support Co-ordinator. All action plans will be discussed with the Support Co-ordinator.
- The EWSA must be completed on a six monthly basis with a copy being provided to the service.

It is recommended that the Educator also conducts a daily visual check upon the workplace prior to the Service opening.

## Confidentiality of Records

**RATIONALE:** To ensure the Approved Provider, Service staff and Educators are clear about the requirements in relation to confidentiality of records of the service, 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

### POLICY STATEMENT

Family Day Care staff and Educators, through their normal work situations, are privy to personal information about each other, the children and families in care. It is of utmost importance that this information is handled with respect and kept confidential where necessary. Privacy laws legislate for the protection of individuals regarding their personal information.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011(Clause 181) Childcare Service Handbook 2017-2018 (DEEWR).

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011 (ACECQA).
- National Quality Standards 2018(ACECQA) - Quality Area 6
- Guide to the National Quality Framework 2018(ACECQA).
- Childcare Service Handbook 2017-2018(DEEWR).

### PRACTICES

**The Coordination Unit and Educators are required to:**

- Exercise confidentiality as a standard approach when developing and implementing policies and procedures; and
- Be sensitive to the rights of Service staff, families and Educators to have information of a personal nature handled in a tactful, secure and discreet manner.
- Ensure any information is not divulged or communicated, directly or indirectly to another person unless:-
  - ❖ Educators require the information for the education and care of the child
  - ❖ Medical personnel require the information for medical treatment of the child
  - ❖ The parent of the child requests the information
  - ❖ A regulatory officer requests the information

### PROCEDURES

#### Verbal Information

- Any information obtained by Educators or staff in relation to the Educators, staff or the families of children enrolled for the service must be treated confidentially.
- Only information which is relevant to providing quality care for a child needs to be discussed between the Educator and Service.
- Provide families with information on the Complaints and Feedback procedure if any privacy or confidentiality procedure has been breached. Individuals can make a complaint to the Approved Provider if they believe there has been a breach of their



privacy in relation to the Privacy principles. The breach will be assessed by the Approved Provider within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated between the Approved Provider and the individual to resolve the situation, in line with the Complaints and Feedback procedure.

- Staff and Educators need to be aware it is not appropriate for them to discuss children in care with people other than the child's families, Service or Educator.
- It is important Educators do not refer to a child by name when discussing an incident, which has occurred as part of their Family Day Care business, with another Educator, family or member of the public.

## **Records**

- Personal information in written records will be kept securely by storing records confidentially in a safe and secure area.
- Thorough destruction or secure disposal of records after the elapse of the mandatory period of retention will also be practised.
- Educators must not be performing other duties while supervising children. This includes social networking sites and internet usage not directly related to the care and supervision of children in attendance at the service.
- The Service will ensure no information or images are used on the service website without written permission from families to use that piece of information or image.
- The Service will maintain a current website with information to promote the service and Educators in a positive, professional manner at all times.
- Ensure that education and care service records, personnel records, CCS information and children's and families information is stored securely reducing the chance of unauthorised access, use or disclosure and remains private and confidential within the education and care environment at all times.
- In keeping with the Early Childhood Australia (ECA) Code of Ethics (2008), the Education and Care Services National Regulations and the Privacy Legislation, educators and staff employed by our education and care service bound to respect the privacy rights of children enrolled and their families; educators and staff and their families and any other persons associated with the service. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.
- The Privacy Act has been amended requiring early childhood education and care providers to take certain steps if any personal or sensitive information they hold about families and/or children, is improperly accessed, disclosed or lost, attracting fines up to \$1.8 million. This can be when Educators or Service staff have children's data on an iPad being accessed at a party or left on a train and not logged off; Child specific information that has been left in the car and the car was stolen.
- Services will be required under the amendments to proactively protect the personal and health related data they hold and report qualifying breaches to the Office of the Australian Information Commissioner.

## **Families are encouraged to:**

- Respect the private and confidential relationship between themselves and the Educator.
- Refrain from discussing grievances with an Educator in the public arena.
- Use the Grievance Handling Policy when issues arise.
- Promote the service positively at all times.

## Customer Service and Satisfaction

**RATIONALE:** To maintain high quality service standards and ensure Cabonne/Blayney Family Day Care receives regular feedback from all stakeholders about the delivery of the service.

### **POLICY STATEMENT**

Cabonne/Blayney Family Day Care acknowledges maintaining and improving Service Quality for all stakeholders is a huge priority. The service operates under the National Quality Framework. Service Quality is based on ongoing evaluation of the service and improvement. Strategies need to be in place to ensure formal and informal feedback is received from all stakeholders. Cabonne/Blayney Family Day Care has a responsibility to ensure the service is accountable in terms of funding and compliance.

### **RELEVANT LEGISLATION**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- National Quality Standards Areas 4, 6 and 7

### **KEY RESOURCES**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011(ACECQA).
- National Quality Standards 2018(ACECQA)
- Guide to the National Quality Framework 2018(ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).

### **PROCEDURES**

#### **Cabonne Council will:**

- Oversee the implementation of systems to ensure stakeholders are provided with the opportunity to comment on service delivery with the aim of improving Service Quality.
- Where appropriate respond to feedback received and consider improvements as a result of the feedback.
- Refer to the Grievance Handling Policy when necessary.

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

- Develop, conduct and maintain ongoing opportunities for all stakeholders to provide feedback on service delivery.
- Survey all stakeholders and random samples of stakeholders over different periods.
- Record and review feedback received and respond appropriately.
- Provide a variety of feedback options for all stakeholders' e.g. verbal, written surveys, email contact.
- Include feedback options for ensuring the information used to process childcare usage is accurate.

#### **Educators will:**

- Participate in opportunities to provide feedback to the service
- Support the service to collect feedback from families and other stakeholders.
- Provide accurate records and information to the Service in terms of compliance.

#### **Families are encouraged to:**

- Provide feedback to the Educator and Service in any format regarding service delivery

## Dental Health

**RATIONALE:** To practice and promote Dental Health amongst children, families and staff and to reduce the incidence of dental cavities in young children, and facilitate the prevention and management of dental trauma in children.

### POLICY STATEMENT

Educators and Service staff will promote positive dental hygiene behaviour in children and families so as to contribute to reducing the incidence of dental problems for children.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Public Health Act 1991 2010 No127.
- Staying Healthy In Childcare – Preventing infectious diseases in child care 5<sup>th</sup> edition – 2012.
- [www.nhmrc.gov.au](http://www.nhmrc.gov.au).
- Australian Dental Association [www.adansw.com.au](http://www.adansw.com.au).

### Dental Health Information for Babies and Young Children

Avoid the use of:

- Bottles containing sweetened milk, fruit juices, cordials or soft drinks
- Pacifiers dipped in sweet substances (e.g. honey, jam)
- Bottles as pacifiers or using a bottle containing anything other than water to help a child fall asleep

Young babies who require bottles prior to sleeping are to be individually nursed whenever possible. Providing babies with bottles while in beds and cots increases the likelihood of potential risks to the child and therefore is not allowed.

### PROCEDURES

#### Coordination Unit will:

- Provide resources and training for Educators on dental health practices for children.
- Record on enrolment the name, address and phone number of each child's dentist if applicable and have a contact number for an after-hours emergency dentist or dental clinic at the service.

#### Educators will:

- Record on enrolment the name, address and phone number of each child's dentist if applicable and have a contact number for an after-hours emergency dentist or dental clinic at the service.
- Encourage families to provide healthy foods for their children whilst in care.
- Avoid the use of:
  - ❖ sweetened milk, fruit juices, cordials or soft drinks for the children in care
  - ❖ sugary snacks or lollies
  - ❖ pacifiers dipped in sweet substances
  - ❖ Nursing bottles containing anything other than water to help a child fall asleep.
- Offer water to drink in preference to fruit juice or soft drink.
- Encourage milk drinks at meal times to help reduce caries.

- Encourage healthy snacks such as vegetables, cheese, yoghurt, fruit or plain pasta (Educators should be aware of and avoid foods that are choking hazards to young children).
- Encourage cheese as a meal or snack or at least after one meal as this reduces the harmful effects of acid on the teeth.
- For children who are old enough encourage them to rinse their mouth with water after each meal or to brush their teeth.
- Report any sign of dental health problems to families e.g. swelling gums, problems with chewing, accidents or injury to teeth or gums.
- Have information available for parents about healthy teeth or a list of useful contacts to provide to families.

**Families will be encouraged to:**

- Provide Healthy food for their child in care.
- Promote good dental health practices with their child.

**Dental Accidents/Incidents**

**Educators will:**

- Manage as an emergency, inform the parents/family and complete an Accident/Incident Report Form.
- 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.
- Seek dental advice as soon as possible and ensure the tooth/tooth fragments are taken to the dentist with the child within 30 minutes.
- Report incident to Service within 3 hours.

If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.

## Delivery and Collection of Children from the Service

**RATIONALE:** It is important to ensure the safety and wellbeing of children, when the responsibility of the child is being passed to and from the Educator. Clear procedures need to be in place to ensure children only leave the premises with the correct authorisation.

### POLICY STATEMENT

The time when children are arriving and departing the Educator's premises or a pre-arranged venue can be hectic. It is important that families and Educators are clear when their respective responsibilities for the child start and finish. Additionally, accountability requirements for children in Commonwealth funded childcare services in Australia state that the child must be signed in and out of childcare by the person dropping off or picking up the child. Educators and families also need to be clear about the procedures for entering and leaving an Educator's home in a safe manner e.g. doors, driveways, car parking areas.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011.
- Children and Young Persons (Care and Protection) Act 1998 No 15

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA)
- Australian Government Dept of Education Childcare Service Handbook 2017-2018.

### PROCEDURES

#### The Coordination Unit will:

- Provide professional development in Arrival and Departure Procedures at Prospective Educator training.
- Assist Educators in the development, practice and evaluation of their Handover (Arrival and Departure) Procedures.
- Promote awareness of the Arrival and Departure Procedures to families via the initial Family Enrolment interview and via newsletters.

#### Educators will:

- Ensure no child leaves the residence or approved family day educator 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 (a photo ID would be required).
    - A person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child (in this case photo ID would be required )
  - ❖ Taken on an excursion;
  - ❖ They require medical hospital or ambulance care or treatment;
  - ❖ There is another emergency/incident.
- Develop and distribute their own handover procedure that is appropriate for each family using their childcare service.
- Ensure attendance records are signed or electronically pinned by the person dropping the child off or picking the child up, at ALL locations where a handover occurs (e.g. play session, school).
- Physically receive the child when they arrive at the Family Day Care premises.
- Ensure that arrival and departure of school age children is in accordance with the Arrival/Departure Details Form completed by the family.

- Ensure the entrance to the Educator's premises is securely locked at all times to prevent children leaving the premises unattended and unauthorised entry of persons (Allow for an alternate exit in case of emergencies).
- Develop a handover procedure for when children are delivered or collected away from the Family Day Care premises e.g. Play session. This must be discussed by both family and Educator.
- Ensure no child leaves the home of an Educator due to an Educator's personal emergency. In this case, ring the Coordination unit to organise support for the Educator.
- Ensure all gates leading to or from the premises of an Education and Care Service are designed so as to prevent children from entering or leaving the premises unsupervised at all times ie have a dog clip, child proof latch lock etc. This includes handover periods.
- 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 such as driveways, glass, prickly bushes, or ponds are in the entry/access route to the handover area.
- Enter the arrival and departure times and initial or PIN if a child arrives into care unattended e.g. walking to and from school etc. (Depends upon the age of the school aged child).

**Families are required to:**

- Discuss and document School Child Travel Form and handover Procedures with the Educator.
- Complete attendance records indicating the exact time handover with the Educator occurred and initial/PIN the attendance record. Authorise the attendance records at the end of the week verifying the attendance record is an accurate account of the hours used and fees paid.
- Sign the attendance record at the end of the week verifying that the attendance record is an accurate account of the hours used and fees paid.
- In the case of children arriving or departing the Educator home unattended by the family, discuss the arrangements with the Educator and document and sign the agreed arrangement.
- Pick-up and deliver 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.

## Determining Responsible Person

**RATIONALE:** To ensure a responsible person is available to all stakeholders at all times when an individual Family Day Care Education and Care service is operating.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care will ensure a Responsible Person is physically present at the service at all times children are being educated and cared for. The Nominated Supervisor does not have to be in attendance at the service at all times, but in their absence, a person deemed responsible by the Approved Provider is to be placed in charge as the Responsible Person.

The process for determining the responsible person will be clear to all educators and staff and followed at all times. The details of the responsible person will be displayed in the office and on the responsible person register.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard, Quality Area 4: Staffing Arrangements - 2018
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

A responsible person can be:

- The Approved Provider (a person from Cabonne Council who is in management or control of the service).
- Nominated Supervisor- this is a person with a Supervisors Certificate designated by the service as the Nominated Supervisor.
- As of 1st October 2018 Supervisor Certificates have been removed to allow service providers the autonomy to decide who can be the Responsible Person at each service.

### Roles and Responsibilities

<u>Role</u>	<u>Authority/Responsibility For</u>
<b>Approved Provider</b>	<ul style="list-style-type: none"><li>• Ensuring there is a Responsible Person (refer to Background and Definitions) on the premises at all times the service is delivering education and care programs for children.</li><li>• Ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service (National Law: Section 172).</li><li>• Ensuring that the name of the Nominated Supervisor is displayed prominently at the service.</li><li>• Notifying the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor (Section 56, Regulation 35).</li><li>• Ensuring that, in the absence from the service premises of a Nominated Supervisor, the Responsible Person is placed in day-to-day charge of the service.</li><li>• Ensuring that the Nominated Supervisor and educators have a sound understanding of the role of Responsible Person.</li></ul>

Nominated Supervisor	<ul style="list-style-type: none"> <li>• Providing written consent to accept the role of Nominated Supervisor.</li> <li>• Ensuring that, in their absence from the service premises, another Responsible Person is placed in day-to-day charge of the service.</li> <li>• Ensuring they have a sound understanding of the role of Responsible Person.</li> <li>• Ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service.</li> <li>• Developing rosters in accordance with the availability of Responsible Persons, hours of operations and the attendance patterns of children.</li> <li>• Notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings.</li> </ul>
Responsible Person	<ul style="list-style-type: none"> <li>• Providing written consent to accept the role of Responsible Person.</li> <li>• Checking that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service</li> <li>• Ensuring they have a sound understanding of the role of Responsible Person.</li> <li>• 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.</li> </ul>
Families	<ul style="list-style-type: none"> <li>• Reading and understanding this policy</li> <li>• Being aware of the Responsible Person on a daily basis.</li> </ul>

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service.



## Emergency and Critical Incidents

**RATIONALE:** To provide a clear outline for all staff and Educators of how to respond to an emergency and critical incidents. Emergencies and critical incidents can occur at any time, and therefore a planned and orchestrated response is the best means of ensuring the safety of all people.

### STATEMENT

Emergencies and critical incidents can vary significantly in duration. Effective emergency management involves coordinated actions that will:

- Reduce the likelihood of emergencies and critical incidents
- Minimise the impact on students, staff and site activities; and
- Facilitate the return of the site to normal operations as soon as possible

Management of emergencies and critical incidents will involve consideration of:

- Prevention and mitigation
- Preparedness for
- Response to
- Recovery from; and
- Review of emergencies and critical incidents

A critical incident may include:

- An accident
- Loss
- Death
- Natural disasters
- Violence
- Terminal illness
- Emergency situations
- Media attention
- Harassment
- Emergency First Aid
- Robbery.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

**The Coordination Unit will:**

- Provide support and information to Educators on compliance requirements for emergency and evacuation procedures;
- Provide forms to assist Educators in the recording of Emergency and Evacuation practice.
- Monitor the compliance on Support Co-ordinator visits.
- Securely store the quarterly Emergency and Evacuation record on Council's electronic record system.
- Keep this record for 2 years.

### Evacuations/Lockdown

Evacuation/lockdown may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, gas leak, siege, flood, or bush fire. The emergency procedure should be short and simple.

**Educators will:**

- Choose an assembly area and a backup area to be used if the assembly area is unsuitable because of circumstances.
- Display emergency procedures in a visibly prominent area of the care environment (near exits).
- Practice emergency evacuation/lockdown procedures with all children at least every three months.
- Evaluate the emergency evacuation/lockdown procedures.
- Forward records of the evaluation of the emergency procedure to the office each quarter (January to March, April to June, July to September and October to December).
- Prepare the environment by having an organised environment to easily locate:
  - ❖ Sign-in sheets
  - ❖ Emergency contacts
  - ❖ Council phone numbers
  - ❖ Medication forms/box
  - ❖ First Aid Kit
  - ❖ Assembly Area

**The assembly area will be:**

- Well clear of the building and any area required for the access and operations of emergency services.

## Environmental Sustainability

**RATIONALE:** As an education and care community, we encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children can be supported to become environmentally responsible and show respect for the environment.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care will ensure the environment is safe, clean and well-maintained. Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within the education and care services. Educators, children and families will be encouraged to become advocates for a sustainable future.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011, Schedule 1
- National Quality Standards, Quality areas: 3.3.1, 3.3.2, 6.1.2.
- Environment Protection and Biodiversity Conservation Act 1999
- Energy Efficiency Opportunities Act 2006

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- NSW Department of Environment and Heritage [www.environment.nsw.gov.au](http://www.environment.nsw.gov.au)
- Department of Sustainability, Environment, Water, Population and Communities [www.environment.gov.au](http://www.environment.gov.au)
- Early Childhood Environmental Education Network [www.eceen.org.au](http://www.eceen.org.au)

### PROCEDURES

#### The Coordination Unit will:

- Ensure the service joins the NSW Early Childhood Environmental Education Network to liaise with other education and care services and keep up to date on practices and ideas for sustainability.
- 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.
- Use local Council and Government departments as sources of information on sustainable practices used in the local community. They will 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, converting toilet cisterns to dual flush and converting to water saving taps.

#### Educators will;

- Include recycling as part of everyday practice at the education and care service. Recycling containers will be provided throughout the service. 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 service education and care curriculum.
- Provide information to families on sustainable practices that are implemented at the education and care 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. This can be done at parent interviews, through emails, newsletters and conversations.
- 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.
- Aim to purchase equipment that is eco-friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.
- Seek to embed sustainable practice in the education and care service. The concepts of 'reduce, re-use and recycle' will become part of the everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Where possible aim to purchase a worm farm or composting bin to reduce food waste in the education and care service. 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.
- Aim to purchase equipment that is eco-friendly where possible.
- 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.
- Electronic documents will be provided to minimise hard copies, to be more sustainable for our environment.

**Families are encouraged to:**

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

## **Evaluation**

The education and care environment reflects sustainable practices, 'green cleaning' and eco-friendly choices. Coordination Unit, educators, children, families and the wider community will learn together and embrace environmentally friendly practices.

## Ethical Conduct

**RATIONALE:** To ensure Cabonne/Blayney Family Day Care operates in an ethical manner at all times and uses the Early Childhood Australia (ECA) Code of Ethics to appropriately resolve Ethical Dilemmas.

### POLICY STATEMENT

The Code of Ethics, developed by ECA, underpins the core values, beliefs and practices within Cabonne/Blayney Family Day Care. The code outlines the ethical responsibilities of Educators and staff to identify and address bias, injustice and unethical practices. Cabonne/Blayney Family Day Care acknowledges the importance of ethical behaviour across all areas of the service.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### Approved Provider- Cabonne Council will:

- Ensure policies and practices are developed in line with current Education and Care Services National Law 2010, Education and Care Services National Regulations 2011.
- National Quality Standard.
- Ensure all stakeholders are consulted in matters of policy development.
- 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 Coordination Unit will:

- Abide by the ECA Code of Ethics 2006.
- Develop their 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.
- Provide resources for Educators to develop their knowledge of the ECA Code of Ethics.
- Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics.

#### Educators will:

- Abide by the ECA Code of Ethics 2006.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Be professional and ethical in the operation of their childcare business.
- It is the Educator's responsibility to ensure that all claims are a true and accurate reflection of actual hours of childcare that has been provided to the children for whom they are responsible and that any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to Cabonne/Blayney Family Day Care, fraud or a breach of the Education and Care Services National law and Education

and Care Services National Regulations. Penalties may also apply and the contract with you be terminated.

**Families will:**

- Abide by the Ethical Conduct Policy.
- Support the Educator to comply with the ECA Code of Ethics.
- View a copy of the ECA Code of Ethics by either visiting the Early Childhood Australia Website at [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) or by contacting the Service on 69 269 367 for a copy.

## Exclusion of Sick/Unwell Children

### RATIONALE

- To reduce the spread of infectious disease, and provide guidelines and advice for Educators to manage the unwell child. Our service will ensure sick or injured children are cared for in an appropriate caring manner.

### POLICY STATEMENT

The less contact there is between people who have an infectious disease and people who are at risk of catching the disease, the less chance the disease has of spreading. Excluding sick children, educators/ adult household members/visitors and Service staff is an effective way to limit the spread of infection in education and care services.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011.
- Public Health Act 2010 No 127 (NSW).

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Staying Healthy In Childcare – Preventing Infectious Diseases In Child Care 5<sup>th</sup> edition – 2012.
- [www.nhmrc.gov.au](http://www.nhmrc.gov.au).

### PROCEDURES

- When a child arrives at the Service and does not appear well enough to be in attendance, the Educator will discuss with the parent/authorised person their options;
- The Educator will not accept a child into care if they are not well enough to participate in normal activities, or require special attention because of ill health;
- It is important for Educators to know of any medication administered to children prior to commencing at the service each day. The Parent is responsible for advising the Educator if the child was administered medication prior to commencing in care;
- If a child exhibits signs or symptoms of being unwell, the following action will be taken:
  - ❖ Comfort the unwell child and provide a safe and comfortable space for them until the child is collected;
  - ❖ Contact parent/authorised person and inform them of their child's condition;
  - ❖ A checklist of an unwell child be completed and a copy provided for the parent/authorised person;
  - ❖ The Educator will inform the person collecting the child of any relevant current illnesses in the Service and the conditions of re-entry to the Service.
- If a child's temperature reaches 38 degrees Celsius or above they must be excluded from care.
- Record temperature and time on Unwell Child Checklist
- Contact parent/authorised person to collect the child and ensure child is collected within the hour;
- Contact the parent/authorised person that paracetamol may need to be given to the child to assist in bringing down the temperature, prior to the child being picked up;

- Check the child's current enrolment record for Parent authorisation giving permission for paracetamol to be administered in the case of a high temperature;
- Contact the Service and advise of the circumstance.
- Administer paracetamol upon checking authorisation (if required) and complete Medication Authorisation Form (Parent needs to sign upon arrival to approve time and dosage);
- Continually monitor the child's condition checking the child's temperature every 10 minutes. Record temperature and time taken and write this on the Unwell Child Checklist.
- Continue to cool the child, as above, check and record temperature every 5 minutes;
- The Educator is to stay with the child until parent/authorised person arrives. Ensure the child is well hydrated;
- If temperature reaches 40 °C and no contact has been made with the parent/authorised person to collect the child, call for an ambulance if required.

#### **When a child has diarrhoea**

- After a loose bowel motion use the Unwell Child Checklist;
- Monitor the child and after two loose bowel motions, contact the parent and ask them to collect the child;
- The child should be separated from the other children where the Educator can maintain adequate supervision;
- The child can return to the Service only once all diarrhoea has ceased for a period of 24 hours.

#### **When a child is vomiting**

- Use the Unwell Child Checklist to assess if the child has any other symptoms;
- If the child appears unwell and has one case of vomiting, contact the parent and ask them to collect the child;
- The child should be separated from the other children where the Educator can maintain adequate supervision;
- The child can return to the Service only once all vomiting has ceased for a period of 24 hours.

#### **Sprains, breaks and other physical injuries**

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

#### **Educator & Educator's own Family**

Educators must inform Parents if their own child/ren (or other household member) is remaining home due to illness, on the days their Service is open.

If the illness is infectious, the Educator's Service **must be closed**. If the illness is not infectious, it is up to the parents' own discretion as to whether he/she will place their child in care.

If the Educator does close their Service due to illness, payment by the Parent will be forfeited for those days the Service is closed, as alternate care may be required for the child.





## Excursion Policy

**RATIONALE:** To ensure the safety and well-being of children in Family Day Care is maintained whilst on excursions with the Educator.

**POLICY STATEMENT:** Cabonne/Blayney Family Day Care is committed to compliance with the requirements of the legislation to ensure excursions are conducted in a safe manner. Educators often take children on excursions of varying types. Excursions can include trips to shops, parks, playgroups, and entertainment venues. 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. The Service has the right to decline an excursion that does not meet policy guidelines/regulations in terms of destination, preparation, adult/child ratios, risk assessment or age appropriateness.

### **RELEVANT LEGISLATION:**

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

### **KEY RESOURCES:**

- 
- National Quality Standards 2018 (ACECQA) – Quality Area 6
- Guide to the National Quality Framework 2018 (ACECQA)
- Childcare Service Handbook 2017-2018 (DEEWR)
- Kidsafe: The Child Accident Prevention Foundation of Australia [www.kidsafe.org.au](http://www.kidsafe.org.au)
- Kids and Traffic [www.kidsandtraffic.mq.edu.au](http://www.kidsandtraffic.mq.edu.au)
- Belonging, Being, Becoming: The Early Years Learning Framework for Australia (DEEWR 2009)
- My Time, Our Place: Framework for School Age Care in Australia (DEEWR 2011)

### **PROCEDURES**

#### **DEFINITIONS AS PER EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011**

**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 its educational program; and
- Where the circumstances relevant to the risk assessment are the same on each outing

Written authorisation is made by the family for their child enrolled in Family Day Care to participate in any regular outing when they sign the Child Enrolment Record (prior to commencing in Family Day Care) annually. Each Educator's regular outings should be discussed with individual families. Regular outings must be documented on the program and is displayed on the educator's noticeboard.

**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
- Pick up/drop off to extracurricular events
- Appropriate parks

- Library
- Playsession 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 organised by an Education and Care Service or a Family Day Care Educator that is not a regular outing.

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

- Fast food outlets as a special occasion
- Indoor play centres e.g. Peeweess
- Airport, Fire, Ambulance, Police station or Fisheries museum
- Short visits to school programs linked to the educational program

**Coordination Unit staff will:**

- Provide forms to assist Educators collect information and permission from families for excursions.
- Provide forms to conduct a risk assessment at the proposed venue.
- Inform families at the initial registration and regularly through newsletters of the regulatory requirements relating to excursions.
- Provide Professional Development to Educators on the requirements of the Regulations.
- Contact Educators once completed excursion and risk assessment forms have been received.
- Assign risk assessment numbers for each excursion destination and provide them to the Educator.
- Contact Educators once completed regular outing/excursion forms has been received to discuss the planned excursion/regular outing and associated risks and benefits. Coordination unit staff will provide feedback on risks they identify, for the Educator to then consider and review the risk assessment before conducting the excursion/regular outing.

**Educators will:**

- Plan and identify the purpose of the regular outing/non-regular outing.
- Link the regular outing/non-routine excursion to the program and the Early Years Learning Framework.
- Ensure a balance between staying at the home/Venue and going on an excursion/regular outings.
- Determine appropriateness of excursions/ regular outings based on the children's needs and interests.
- Complete a Benefit Risk Assessment to outweigh the benefits over risks and hand it into the office to be approved. This is used for risky play or risky excursions.
- Conduct a risk assessment in accordance with regulation 101:
  - a. The risk assessment must identify and assess risks that the regular outing/non-routine excursion may pose to the safety, health or wellbeing of any child taken on the excursion/outing; and
  - b. Specify how the identified risks will be managed and minimised. See 'Family Day Care Safety Guidelines: Kid Safe- A Risk Management Approach'.
  - c. The completed risk assessment must be received 24 hours prior to the regular outing/non-routine excursion taking place. The risk assessment will be read by Co-ordination Unit staff and a risk assessment number will be documented on

the risk assessment form. The risk assessment will then be sent back to the Educator with the risk assessment number.

- d. A risk assessment needs to be completed every 12 months on all current outings. These risk assessments need to be updated each January of the calendar year. Risk assessments on non-routine excursions need to be completed at least 24 hours prior to the excursion and renewed every 12 months if it still occurs.
- Ensure that risk assessments specify the destination and activities that will occur, as well as whether it is a regular outing or non-routine excursion.
  - Discuss and seek permission from the child's parent, guardian or Authorised Nominee. Ensure all parents/guardians sign the applicable excursion consent form giving permission for each outing conducted by the Educator. The regular outing consent form is signed annually, whilst the non-routine excursion consent form must be signed by the parent/guardian every time the excursion takes place. Each family with children in care must have their own authorisation form.
  - Ensure completed forms are received by the Co-ordination Unit before conducting any regular outing/non-routine excursion.
  - **N.B.** these forms must be received 24 hours prior to the regular outing/non-routine excursion taking place. If the Educator is unable to send in an excursion form 24 hours prior to the excursion taking place due to exceptional circumstances, Educators must ring and advise the excursion is taking place and the appropriate paperwork is faxed or emailed to the Co-ordination Unit.
  - Ensure the daily/weekly excursion form is completed with the approval number before conducting any excursion/ regular outing.
    - Ensure the following items are taken on all regular outings/non-routine 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/outing
    -
  - Ensure all excursions are conducted in a safe manner.
  - Ensure that any motor vehicle that is used to transport children on regular outings/non-routine excursions (other than a motor vehicle with seating for more than 9 persons) is fitted with child restraints approved by the Roads and Traffic Authority.
  - Ensure bolts and car safety equipment is RTA inspected annually.
  - Supervise children at all times on regular outings/non-routine excursions and consider supervision implications before conducting excursions.
  - When planning a regular outing/non-routine excursion from the home, Educators should also follow procedures as set out in the following:
    - Cabonne/Blayney Family Day Care Transport Policy
    - Cabonne/Blayney Family Day Care Water Safety Policy

**Educators must ensure that no child leaves the Educator's home to participate in an excursion without written authorisation from the parent, guardian or authorised nominee. The Approved Family Day Care Service must also be made aware of exactly when and where an excursion is taking place prior to the children leaving the educator's premise. Outings that involve personal tasks such as medical/dental appointments; financial appointments; are not appropriate child care environments and are not aligned to an Educator's quality care environment.**

**Families are required to:**

- Read and sign the Cabonne/Blayney Family Day Care Enrolment Form before an Educator can take a child on a regular outing/non-routine excursion.

- Sign the current Authorisation for Excursions (Regular Outing) or Authorisation for Excursion (Non-Routine) prior to their child going on an excursion with the Family Day Care Educator.
- Read the Educators program and regularly discuss their Educators regular outings.
- Sight a list of proposed regular outings displayed by the Educator.

## Family Day Care Educator Register

To meet the requirements of Section 69 of the National Law and Section 153 of the National Regulation, the following information will be kept on a register at the Service for each Educator registered:

- The full name address and date of birth of the Educator
- The contact details of the Educator ( including mobile) if undertaking excursions
- The address of the residence (including a statement if it is a residence)
- The date the Educator was registered with the service
- When applicable, the date that the Educator ceased to be registered with the service
- The days and hours the Educator will usually be providing education and care to children as part of the service
- Evidence of any qualifications held by the Educator and /or evidence that the Educator is actively working toward a qualification in Cert 3 in Children's Services
- Evidence that the Educator has completed : current first aid training, current approved anaphylaxis management training and current approved emergency asthma management training and CPR
- Evidence of any other training completed by the Educator
- A contract for each child the Educator provides care for stating the child's name, date of birth and the days and hours the Educator usually provides education and care to that child
- The full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence
- The full names and dates of birth of all children aged under 18 years who normally reside at the residence
- A record of the identifying number of the working with children check and the date the check was received by the Service.
- CBFDC has been capped to 45 Educators within our Service from the Department of Education.

In the case of the Educator Assistant/Relief Educator the following additional information will be kept:

- The name of the family day care educator to be assisted by the Educator assistant or Relief Educator.

## Fees

**RATIONALE:** To ensure Cabonne/Blayney Family Day Care meets all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the education and care service.

### **POLICY STATEMENT**

Educators are self-employed business operators who set their own fee for service. It is important that Educators operate their business accountably which is transparent to all stakeholders.

### **RELEVANT LEGISLATION**

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

### **KEY RESOURCES**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### **PROCEDURES**

#### **Management (Cabonne Council) will:**

- Ensure the fees set by the Service are endorsed by Cabonne Council, in line with the Council's Operational Plan before being implemented.

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

- Set the Parent Administration Fee 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.
- Keep all stakeholders informed during this fee setting process.
- Include the service fee schedule in the initial information to families.
- Explain to families the service is de-regulated fee schedule which includes an Educator fee range.
- Provide information to Educators on developing their fee schedule.
- Not enter into 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.
- Require outstanding fees due to an Educator be paid before the family can be placed with another Educator.
- Process all Child Care Subsidy benefits.
- Monitor accuracy of claims for Child Care benefit.
- Provide fortnightly CCS statements to families.

#### **Educators will:**

- Adopt standard hours as 8.00 am to 6.00 pm Monday to Friday for all families using Cabonne/Blayney Family Day Care. Any care provided outside these hours or on Public Holidays will be classified as Non-standard hours of care. Educators are not permitted to individually alter the standard hours of care that they charge families.
- Ensure individual fees are compliant with the Australian Government Handbook, service policies and software before implementing with families.
- Ensure fee schedules are given to families at the initial interview.
- Charge all families the same fee for the same service.
- Issue a receipt for all money received from the families.

- Include the service fees in all fee schedules.
- 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).
- Elect not to charge close relatives for care being provided if they choose. Child Care Benefit cannot be claimed for these families and these children must be included in your ratio.
- Only provide care for children who are registered with the service. If providing care for a close relative occasionally at no charge, ensure the coordination unit is informed. This child's attendance is recorded on the Educators Relative attendance form.
- Not charge for education and care if the Educator chooses not to operate their business.
- Only provide care for children who are registered with the service.

**Families are required to:**

- Ensure all children being provided with care are registered with the service.
- Pay fees to the Educator at the time agreed to by the Educator and family.
- Register with the Family Assistance Office if wishing to access Child Care Subsidies.



## Fencing Procedure

Clause 104 of the Education and Care Services National Regulations 2011 states:

*“The approved provider of an education and care service must ensure that any outdoor space used by children at the education and care services premises is enclosed by a fence or barrier that is of a height and design that children preschool age and under cannot go through, over or under it.”*

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Family Day Care Safety Guidelines 2014.
- Kidsafe Child Accident Prevention Foundation of Australia.

### 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. It is also recommended that there be nothing to climb onto within 1200mm from the top of the fence e.g. rubbish bins, barbeques, or wheelbarrows.
- 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.
- Any projections, or indentations, from the fence or gate shall not be more than 10mm (e.g. bricks that stick out) 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 shall be at least
  - ❖ 1100mm between the bottom rail and the top of the fence or gate.
  - ❖ 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 (i.e. projections and indentations).
- Gates should comply with the height requirements mentioned above for fencing.
- Ensure balconies, stairs and ramps must be enclosed if a child could fall 60cm. Enclosures may be a balustrade or wall and must be:
  - 1 metre in height above level floor surface,
  - Constructed so that it contains no horizontal rails or footholds other than at the top and base,

- Have openings not exceeding 100mm between vertical rails and between the base of the balustrade and the floor
- Child proof barriers that are appropriate to the ages of children provided with the service 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.

## Fire Equipment Procedure

**RATIONALE:** To ensure the health, safety and wellbeing of children being educated and cared for by the service. Educators and Service staff must have ready access to emergency equipment such as fire extinguishers smoke and fire blankets.

- Cabonne/Blayney Family Day Care requires all Educators to have Fire Safety equipment on the premises when conducting an Education and Care service; the premises must be fitted with;
  1. Appropriately located smoke detectors; and
  2. A fire blanket that is kept adjacent to the cooking facilities at the premises; and
  3. Appropriately located fire extinguishers.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### According to the relevant Australian Standard:

- Fire Extinguisher, Fire Blankets and Smoke Detectors must be inspected before installation and every 6 months thereafter.

### Monitoring procedure:

1. Within 6 months from the last check of the equipment, Educators are required to have the fire protection equipment rechecked. Documentation to this effect is required at the Service.
2. The emergency evacuation procedures must be practised with all children provided with the service at least once every three months February, May, August and November, Regulations- Clause 97. Educators are to submit the Emergency Practice record to the Service at the end of each quarter.

## Food, Nutrition and Dietary Requirements

**RATIONALE:** To ensure all children in care with Cabonne/Blayney Family Day Care are offered a nutritious and appropriate diet that has been stored and prepared in a safe and hygienic manner.

### POLICY STATEMENT

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. Eating is also a source of enjoyment and it is important that Educators and staff do not become so concerned about nutrition and manners that they lose sight of children's enjoyment of food. Many of the eating habits and attitudes to food developed in childhood continue throughout life.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011 Clause (77, 78, 79, 80).

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- NSW Food Authority under the Food Act 2003 No 43.
- Caring for Children Food, Nutrition and Fun Activities.
- Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council).
- The Healthy Eating and Physical activity guidelines for Early Childhood (Get up and Grow resources 2009).
- NSW Department of Health – Munch and Move.

### PROCEDURES

#### The Coordination Unit 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.
- Provide advice and support to Educators and families on matters relating to food and nutrition.
- Encourage and support all Educators and staff to attend relevant conferences and forums.
- Include nutrition professional development and a food safety component into new Educators induction.
- Provide nutrition and food safety professional development on a regular basis;
- Collect and record relevant information about individual special dietary requirements of children (i.e. allergies, cultural, etc.) if required.
- Regularly provide Educators and families with nutrition guidelines based on the service Nutrition Policy.

#### Educators will:

- Provide each child with food and drinks provided by the family, unless other arrangements are made;

- Hold a Food Handling Certificate if they are providing food to children as part of their service. If food is provided as part of the business a menu must be developed and displayed (Clause 80);
- If supplying meals, develop and display a suitable menu outlining what children will be eating in the service. Handle and store food as per the recommendation of Guideline: Food Handling and Storage.
- 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 meal times 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 and drinking;
- Always supervise children while eating and drinking;
- Promote good oral health through learning experiences and daily 'swish and swallow' practice.

**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.
- Check that all children's hands are washed before they eat or drink.
- Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands.
- If children are serving themselves from the same container, they must be supervised and utensils used to 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.
- Ensure children remain seated while eating.

**It is the responsibility of the family to:**

- Communicate current dietary requirements of their children and notify their Educator immediately of any changes.
- Provide nutritious and appropriate food/drinks if supplying meals for the child.
- Notify the Educator if any special dietary requirements are required and provide a written management plan to Educator for any allergies (e.g. diabetes, anaphylaxis, etc.).
- Keep lunchboxes and drink bottles clean and hygienic.

**Handling, Preparing and Storing Food**

- Safe Practices for the handling, preparing and storing of food is accordingly listed below. These practices will assist Educators in minimising the risks to children being educated and cared for by the Service.
  - ❖ Handle food safely
  - ❖ Store food safely
  - ❖ Maintain good personal hygiene
  - ❖ Maintain good cleaning practices

## **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**

- Regularly check that your 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.
- Dairy and meat products are particularly important.
- 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.
- Prepared infant formula can be stored and used for 24 hours.
- Use defrosted breast milk with 24 hours. Throw out any milk left over after each feed.
- Do not return it to the refrigerator or leave at room temperature.
- Warming milk in the microwave is not recommended because 'Hot Spots' form in the milk.
- 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.
- Maintain current printed or electronic lactation resources available to families and staff.
- 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.
- The 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, with another educator. This should be noted on the infant's record.
- 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. In the event that 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.
- The 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.

## Government and Management of the Service

**RATIONALE:** To have effective leadership and management ensuring a high quality childcare service delivering quality outcomes for children and families.

### POLICY STATEMENT

Family Day Care Providers are self-employed childcare providers, operating their business under the approved provider Cabonne Council. Roles within the Service need to be defined within the requirements of Cabonne Council, Education and Care Services National law 2010 and Regulations<sup>1</sup> and the National Quality Standards.

### RELEVANT LEGISLATION

- Education and Care Services National law 2010
- Education and Care Services National Regulations 2011(Clause 168)
- Family Assistance Legislation Amendment (Child Care Management System and other measures) Regulations 2009 (SII NO 82 OF 2009)

### KEY RESOURCES

- National Quality Standard -Quality Areas 4 and 7
- Guide to the Education and Care Services National law 2010 and the Education and Care Services
- National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA).
- Guide to the National Quality Framework 2018 (ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).

### VISION STATEMENT

To be a professional Family Day Care service of excellence with a high profile in the early childhood field. To have a partnership with stakeholders reflected in active involvement and equality. To be continually growing and evolving.

### MISSION STATEMENT

Cabonne/Blayney Family Day Care aims to service the children, families and Educators of our community by providing support to all stakeholders. Educators and Service staff will work in partnership to provide a unique childcare service of excellence to the community, in a home based environment.

### PRACTICES

**Cabonne Council (As Approved Provider) will:**

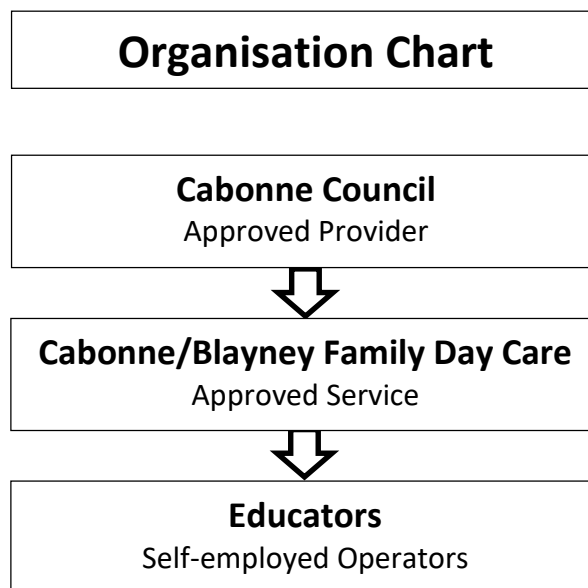
- Administer the scheme,
- Employ fit and proper staff to run the Service,
- Account for government funding and
- Maintain communication with state and federal government departments.

**The Co-Ordination Unit will hold the appropriate qualifications for the following positions:**

- Senior Co-ordinator/Nominated Supervisor- Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood
- Child Development Officer/Coordinator - Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood
- Educational Leader- Degree or Diploma in Early Childhood Education or equivalent qualifications and experience in Early Childhood
- Administrative Staff- TAFE Certificate in Office Administration or equivalent.



- Commit ourselves members to ethical, businesslike, and lawful conduct, including proper use of authority and professional decorum when acting as the Co-ordination Unit.
- Demonstrate un-conflicted loyalty to the interests of the Service when acting as the Coordinator.
- Avoid conflicts of interest with respect to their role.
- Immediately disclose to the Educators any and all impending conflicts of interest. That member shall absent herself or himself 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; and
- Respect the confidentiality appropriate to issues of a sensitive nature.



## Governance Responsibilities

### FUNDING

The Department of Education, Employment & Workplace Relations funds the Service using a formula that calculates the number of 'equivalent full-time children' (EFT). It is the responsibility of the Service to budget for salaries, funding, training and equipment from this funding. Income is also generated from Educator and Parent administration fees.

### LICENSING

The NSW Department of Education and Communities is responsible for regulating the service. The scheme operates under the Education and Care Services National Law 2010 and the Education and Care services National Regulations 2011. Cabonne/Blayney Family Day Care must also adhere to the National Quality Standard.

### KEY PERSONNEL

Job Title	Roles/Responsibilities
Divisional Manager Community and Development Services	Acts as Licensee representative to support the effective operations of the service.
Senior Coordinator of Children's Services Nominated Supervisor Educational Leader	Oversee 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. Develops training for Educators. Supervise Support Coordinators. Leads the development of the Educational Programs in the service.
Support Coordinators	Support and monitor Educators to comply with legislation. Placement of children into care and filling Educator vacancies. Oversee the recruitment and induction of new Educators. Liaise with Educators and Families in regard to child care. Operate play sessions – PALS (Positive Active Learning Sessions) for Educators and Children.
Administration Team	Support the service in administrative duties. Oversee duties of administration. Oversee processing of Educator's Attendance Records, writing FDC's newsletters and general correspondence.

## Guiding Children's Behaviour

**RATIONALE:** To ensure children's behaviour will be guided in a positive way.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care acknowledges that the dignity and rights of each child must be maintained at all times and for all children to learn acceptable behaviour in a positive respectful way. We acknowledge the importance of ensuring children are not subjected to any form of punishment or isolation when learning these skills.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

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.*

*Child management techniques must 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.*

*Clause 155 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;*
- Maintain at all times 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 Coordination Unit will:**

- Provide professional development/information for Educators and families on positive guidance of children's behaviour.
- Support Educators and families to encourage positive behaviours.
- Role model to Educators positive guidance of children's behaviour.
- 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:**

- Participate in professional development on guiding children's behaviour.
- 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.

## Health

**RATIONALE:** To ensure the health and hygiene practices Educators use, have regard to current community standards and are in accordance with relevant government guidelines.

### POLICY STATEMENT

Cabonne Council acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children and their families, and Educators and their families. It is important to promote children's health by encouraging and assisting Educators to adopt effective health and safety practices, maintain, promote and manage health concerns and health emergencies. The health and safety of the environment at the Educator's home for children in their care, for Educators and for the Educator's family is paramount to minimise risks to all.

### RELEVANT LEGISLATION

- 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.

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Staying Healthy In Childcare – Preventing infectious diseases in child care 5<sup>th</sup> edition – 2012. [www.nhmrc.gov.au](http://www.nhmrc.gov.au).
- Healthy Kids: Munch and Move NSW [www.healthykids.nsw.gov.au/campaigns](http://www.healthykids.nsw.gov.au/campaigns)

### PROCEDURES

#### The Coordination Unit 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 policy;
- Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities;
- Implement and role model appropriate hygienic and healthy practices.

#### Educators will:

- Promote and role model good health and hygiene practices.

- Actively support children to learn hygiene practices including hand washing, coughing, dental hygiene and ear care.
- Keep up to date with current practices and implement service procedures.
- Seek advice from the Service staff or Department of Health if unsure of appropriate action when dealing with a situation with a sick/infectious child or family member.
- Respect the management practices of a family for a child with specific conditions/illnesses;
- Treat a child's health status professionally and confidentially.
- Follow the recommendations listed on a child's individual medical management plan;
- Inform the Service if the Educator's good health status changes e.g. illness or hospitalisation, birth of a child etc.;
- Close their childcare business when the Educator or other family member is ill or infectious. This may require a Doctor's certificate before reopening the childcare business;
- Involve children in developing and implementing guidelines.

**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.

# Hygiene-Cleaning and Infection Control

## RATIONALE

To provide guidelines to promote a safe and hygienic environment for Children, Service staff, Educators and Families.

## POLICY STATEMENT

By following the procedure below you will be ensuring preventative measures taken will minimise the spread and risks of infectious diseases and provide model hygiene practices.

## RELEVANT LEGISLATION

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

## KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Work Health and Safety Act 2010 (NSW).
- Work Health and Safety Regulation 2011.
- Staying Healthy In Childcare – Preventing infectious diseases in child care 5<sup>th</sup> edition – 2012. [www.nhmrc.gov.au](http://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.

Washing with a soap solution cleans away all surface soiling and removes faeces, vomit, mucous, blood and secretions. Thorough cleaning reduces surface contamination to such a degree that healthy children are not at risk of contracting disease.

### Educators will:

- Make up fresh detergent and water solution daily or preferably 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;
  - Use colour coded cloths or paper towel;
  - All surfaces and equipment should be dried thoroughly before re-using;
  - Ensure that cleaning equipment is well maintained, cleaned and stored so it can dry between uses;
  - 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 keep them separate;
  - Wear utility gloves when cleaning and hang them outside to dry. Wash your hands after removing the gloves.
- All surfaces that are touched frequently, especially taps, hand basin, door knobs, and refrigerator handles, as well as toys, should be washed regularly at least once per week.

Children's toilets and basins should be cleaned by Educators 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.

- Children's equipment is to be cleaned 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;
- Toys for 2 to 12 years old are to be cleaned, at a minimum, on a quarterly basis;
- Equipment should be washed in hot soapy water and air dried.
- Bed linen it is to be washed each week. Wash mattress covers and linen if each child does not get the same mattress cover every day. Each child is to have new sheets each week and no child is to share bed linen. Blankets should be laundered regularly (e.g. at least twice during winter). At the end of each quarter, all mattresses and cots are to be cleaned thoroughly.
- Wash floors daily. 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.

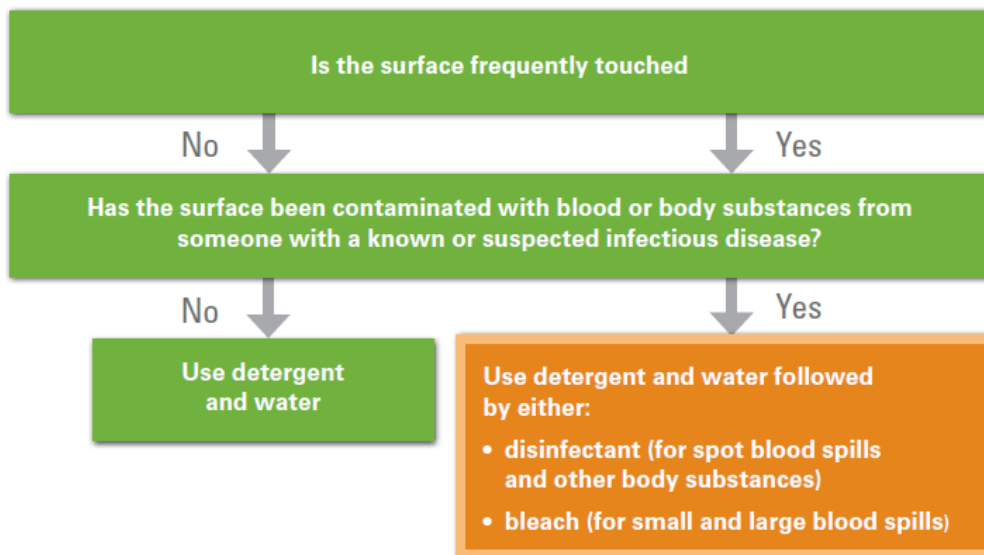
The following Table 3.5 and Figure 3.1 have been taken from the “Staying Healthy in Child Care 5<sup>th</sup> Edition”.

**Table 3.5** When to clean different surfaces

Surface or area	Wash daily plus when visibly dirty	Wash weekly plus when visibly dirty
Bathrooms—wash tap handles, toilet seats, toilet handles and door knobs. Check the bathroom during the day and clean if visibly dirty	✓	
Toys and objects put in the mouth	✓	
Surfaces that 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		✓



Figure 3.1 Decision tree: when to use disinfectant



### Soiled clothing and nappies

- If soiled clothing, cloth nappies and linen are taken off the education and care 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, cloth nappies and linen are washed at the education & care 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.

### Disinfectants

Disinfectants (also known as sanitisers) are usually only necessary if a surface cannot be properly cleaned with detergent and water, or if a surface is known to have been contaminated with potentially infectious material.

Clean first and then disinfect - Disinfectants (sanitisers) cannot kill germs if the surface is not clean. It is more important to make sure that all surfaces have been cleaned with detergent and warm water than to use a disinfectant.

# Immunisation

## RATIONALE

To ensure families provide documented evidence of the immunisation status of their child upon enrolling at the Service and as further vaccination updates occur. To recognise the importance of vaccination is the best way to protect children from serious diseases, and the more we can control preventable diseases.

## POLICY STATEMENT

Health professionals strongly urge the vaccination of all individuals to protect themselves and the wider community from serious and sometimes fatal vaccine-preventable diseases. In a children's services setting, children are more likely to be exposed to a larger number of germs than in the home setting. Similarly, Educators appear to be at a greater risk of some infections than other occupational groups.

## RELEVANT LEGISLATION

- 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

## KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Standards 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Staying Healthy In Childcare – Preventing Infectious Diseases In Child Care 5<sup>th</sup> edition – 2012.
- [www.nhmrc.gov.au](http://www.nhmrc.gov.au).
- Immunisation Enrolment Tool kit For Early Childhood Education and Care Services – NSW Ministry of Health 2017

## PROCEDURES

Under the Public Health Amendment (review), Act 2017 that amended the Public Health Act 2010 is to strengthen immunisation enrolment requirements in early childhood services. From 1 January 2018, parents of all children enrolling in Children and Family Services are required to provide a current form.

Early childhood education and care services **cannot enrol a child** unless the Parent/Guardian has provided documentation that shows the child:

- Is fully vaccinated for their age by providing an Australian Immunisation Register (AIR) History Statement, OR
- Includes where a child has an approved medical contraindication or natural immunity to one or more vaccines, OR
- An AIR Immunisation History Form for a child who does not have a complete immunisation history on the AIR and may be on a recognised catch – up schedule.

## Responsibilities of Educators:

- Refer parents to the immunisation procedure and Department of Health guidelines for immunisation and communicable diseases as required;

- The National Health and Medical Research Council recommends immunisation against Hepatitis A as well as current Tetanus and Diphtheria for all childcare workers, especially those working with children under two years. Educators are encouraged to seek their Doctor's opinion regarding immunisation for Hepatitis A and Hepatitis B;
- Immunisation remains the personal choice of every Educator;
- It is recommended 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;

#### **Responsibilities of the Service:**

- Ensure that Families provide the appropriate documentation upon enrolment and that this is sighted and the Service keeps a copy.
- From 01/01/2018 the mandatory documentation to be received from a Family upon enrolment is as follows:
  - ❖ AIR Immunisation History Statement
  - ❖ AIR Immunisation History Form
- Notify the local Public Health Unit whenever a child, Educator or person normally residing at the Educators home has a confirmed vaccine preventable disease.
- When directed by the Public Health Unit, exclude children and/or Educator who are non- immunised or homoeopathically-immunised for the duration of any vaccine preventable outbreak;
- Provide any excluded child's family with details of the recommended exclusion period and the conditions for re-entry to the Service. All children who are excluded are required to pay full fees;
- **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.
- 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.
- The Principle Office will review each child's vaccination status every three months to ensure that required documents have been provide according to the child's age.

#### **Responsibilities of the Family:**

- Provide the Service with **mandatory** documentation regarding the child's immunisation status upon enrolment
- The mandatory documentation is listed below:
  - ❖ AIR Immunisation History Statement
  - ❖ AIR Immunisation History Form
- Accept the NSW Department of Health exclusion periods for children with communicable diseases and the Service conditions of re-entry when their child is excluded.
- Ensure that the child is collected promptly from the Service should they exhibit signs or symptoms of a communicable disease.
- Seek a Doctor's Certificate if required by the Educator before returning to care.
- Further information and mandatory documents can be accessed from the AIR General Enquiries Line on 1800 653 809 (mailed statement may take longer than one week to arrive).
- NSW Health Immunisation webpage provides up to date information on immunisations [www.health.nsw.gov.au/immunisation](http://www.health.nsw.gov.au/immunisation)
- NSW Health 'Save the Date to Vaccinate' website and reminder phone app [www.immunisation.health.nsw.gov.au](http://www.immunisation.health.nsw.gov.au)

- Immunise Australia Program provides information on the Australian Governments national Immunisation Program. [www.immunise.health.gov.au/](http://www.immunise.health.gov.au/)

### **Communicable Diseases**

Communicable Diseases are preventable by vaccine, such as those specified in the in the below table. This includes Hepatitis, Polio, Measles, Mumps, Rubella, Hib (Haemophilus influenza), and Meningitis. An "outbreak" is considered to be one or more cases.

# NSW Immunisation Schedule

from 1 July 2018



AGE	DISEASE	VACCINE
<b>CHILDHOOD VACCINES</b>		
Birth	Hepatitis B	H-B-VAX II <b>OR</b> ENGERIX B
6 weeks	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
4 months	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
6 months‡	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
12 months	Meningococcal ACWY	NIMENRIX
	Pneumococcal	PREVENAR 13
	Measles, mumps, rubella	MMR II <b>OR</b> PRIORIX
18 months	Diphtheria, tetanus, pertussis	INFANRIX <b>OR</b> TRIPACEL
	Measles, mumps, rubella, varicella	PRIORIX TETRA <b>OR</b> PROQUAD
	<i>Haemophilus influenzae</i> type b	ACT-HIB
4 years	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV <b>OR</b> QUADRACEL
<b>ADOLESCENT VACCINES - SCHOOL VACCINATION PROGRAM</b>		
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX
	Human papillomavirus (2 doses)	GARDASIL 9
Years 10 - 11 (In 2018)	Meningococcal ACWY	MENACTRA
<b>ADULT VACCINES</b>		
Pregnant women	Influenza (Annually-any trimester)	INFLUENZA
	Pertussis (Third trimester, ideally 28-32 weeks)	BOOSTRIX <b>OR</b> ADACEL
65 years and over	Influenza (Annually)	FLUAD <b>OR</b> FLUZONE HIGH DOSE
	Pneumococcal (One dose)*	PNEUMOVAX 23
70 years (Catch-up for 71-79 years until 31 October 2021)	Zoster	ZOSTAVAX
<b>AT RISK GROUPS</b>		
6 months and over with medical risk conditions†	Influenza (annual)	INFLUENZA
All children 6 months to < 5 years (In 2018)		
Aboriginal people 15 years and over		
Aboriginal people 15-49 years with medical risk factors	Pneumococcal*	PNEUMOVAX 23
Aboriginal people 50 years and over		
65 years and over		

† Refer to the current online edition of The Australian Immunisation Handbook for all medical risk factors and conditions

\* Refer to the current edition of The Australian Immunisation Handbook for timing of doses

‡ at risk children require an additional dose of pneumococcal (Prevenar 13)

## Inclusion and Diversity

**RATIONALE:** All children and families have the right to be treated with fairness and equity and have the same opportunities for participation and decision-making and to be accepted as valued members of the community. The Code of Ethics, developed by Early Childhood Australia, underpins the core values, beliefs and practices within Cabonne/Blayney Family Day Care.

### POLICY STATEMENT

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

We recognise 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.

There is a commitment to full participation of children with additional needs.

Create 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.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### 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, abilities, needs and language).
- 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 of Records Policy*).
- 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 Coordination Unit 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.
- Establish and maintain links with organisations that promote social justice and inclusion and/or provide specialist support or resources.
- 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 Co-ordinators have skills and expertise necessary to support inclusion of children with additional health and developmental needs.
- Plans are developed to support the inclusion of children with additional needs;
- Offer regular meetings and or communication between families, supervisors, Co-ordinators and other agencies and or specialists.
- There are individual support plans for children with additional needs.

**The Coordination Unit 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.
- Educators 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 take action against unfairness or to other biased behaviours.

**The Coordination Unit 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 family's best know their child. Provide a program that responds to the individual strengths and interests of all children.

**The Coordination Unit 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/additional support to successfully include children with additional needs. Help them achieve educational success.
- Maintain updated information relevant to particular disabilities, health issues delays or giftedness relevant to the children in Family Day Care.
- Plan an individualised Family Service Plan in collaboration with families and other professionals/agencies, including Inclusion Support Agencies (ISA's).
- 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.
- Environments, routines and staffing arrangements adapted 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.



# Infectious Diseases Policy

## RATIONALE

- To ensure Educators, Service staff and Families are informed about infectious diseases that are common in early childhood settings;
- To ensure all relevant stakeholders are familiar with the procedures to reduce the spread of such infection in Family Day Care.

## POLICY STATEMENT

Children are often infectious before symptoms appear. Therefore, it is important for Educators to operate their business with good hygienic practices at all times. It is also important that Educators and Service Staff act appropriately and with sensitivity when dealing with an infectious child and their family.

## RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011 (Clause 88).
- Public Health Act 2010 No 127 (NSW).

## KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2011 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Staying Healthy In Childcare – Preventing infectious diseases in child care 5<sup>th</sup> edition – 2012.
- [www.nhmrc.gov.au](http://www.nhmrc.gov.au).

## PROCEDURES

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

1. Effective hand washing;
2. Exclusion of sick children / Educators/Educator family members/Service Staff to the Educators workplace; and
3. Immunisation.

Recommended practices in the service guidelines on these procedures may assist Educators in ensuring Children, Educators, Staff and Families are kept free from infection.

### The Coordination Unit 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.
- Ensure Positive Active Learning Sessions (PALS) implements practices that aim to prevent the spread of infectious diseases.
- 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 the Department of Health in relation to the occurrence of an immune preventable disease to Educators if required.
- Discuss immunisation requirements and schedule with families at the time of enrolment.

**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.
- Seek advice on health matters including immunisation.
- Follow the guidelines in preventing infectious diseases as outlined in Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services 5th Edition- 2012.
- Seek advice on screening for:
  - ❖ Rubella, chicken pox and particularly CMV for all female Educators of child bearing age.
  - ❖ Some other illnesses that may affect the unborn child include Listeriosis, toxoplasmosis, erythema, infectosum (also called Parvovirus or slapped cheek syndrome).
- Exclude children from care that are sick or infectious.
- Report any occurrence of an immune preventable disease to the Service if advised by the family. The Service will liaise with the Department of Health to confirm the disease and to follow the procedures to be enacted as per Department of Health guideline.
- Request families to update immunisation records regularly.

**It is the responsibility of the Parents to:**

- Not send infectious or sick children into care.
- Seek advice on immunisation of their child from a medical practitioner.
- Provide Cabonne/Blayney Family Day Care with up to date information on their child's immunisation status (preferably as immunisation occurs).
- Promptly pick up a sick or infectious child that becomes ill whilst in care.
- Seek a Doctor's Certificate if required by the Educator before returning to care.
- Notify the Educator/Service if their child has been diagnosed with an immune preventable disease e.g. whooping cough, measles or rubella.

## Interactions with Children

**RATIONALE:** To ensure interactions with children are caring, genuine, respectful and without bias.

### POLICY STATEMENT

Children, who experience relationships in a childcare setting that are built on respect, fairness, acceptance, co-operation and empathy, and are given the opportunity to develop these qualities themselves, are enhanced by these quality interactions.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### The Co-ordination Unit will:

- Provide professional development and/or 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.
- Communicate information about children with relevant parties in a confidential manner.
- Participate in professional development.
- 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.
- Develop guidance strategies with educators that demonstrate respect and understanding of individual children when they strive to recognise and understand why each child behaves like they do when they do.
- Use a positive approach in guiding behaviour.
- Have caring, equitable, and responsive relationships between themselves and children.
- Under section 166 of the Education and Care National Law, a staff member, nominated Supervisor and Approved Provider 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.

#### 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 engaged 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;
- Provide opportunities to interact and develop respectful and positive relationships with each other, staff and volunteers. 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.
- Maintains the dignity and the rights of each child at all times.
- 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 Family Day Care 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 staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, a new sibling).
- Inform staff of any concerns regarding their child's behaviour or the impact of other children's behaviour.

## Internet and Social Networking

No information or images will be used on internet or social networking sites without written permission from families to use that piece of information or image.

- Social networking sites are publicly searchable, and almost everything posted is publicly accessible. Think carefully prior to posting, if you want to ensure that the information is not made public; refrain from sending it over a social network.
- Consider also each of the privacy and safety settings across all aspects of the service and set appropriate levels of privacy. With Facebook this means setting your profile to “my friends” or setting up a page specifically for your FDC families to only view. Identifiable photographs and images of individual families and children should not be added to a social media profile without the written permission of those families and no tagging of children's photos should occur. On Facebook when you tag a photo it creates a link to that person's profile and timeline. Upload photos of your play environment or artwork instead.
- Do not engage in any form of social networking whilst supervising children.
- The business page must display the current CBFDC logo. On the “about” tab the following details must be displayed
  - Educator details
  - CBFDC phone number (63923219) and
  - CBFDC Website [cabonneblayneyfamilydaycare.weebly.com](http://cabonneblayneyfamilydaycare.weebly.com)
- The Co-ordination Unit must be advised of an Educators Business Facebook or social media page to “LIKE”.
- Educators should not invoice families using their care via Facebook, twitter or text message.
- Consideration in comments being sent via SMS should be given as to whether or not the comment could be read in a negative way. These messages can be easily forwarded onto others.
- Under no circumstances should partners reveal confidential information related to the people associated with CBFDC. 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/private use. Partners still need to maintain an appropriate level of professionalism on their private social networking pages, though having separate accounts helps reduce the possibility of a breach of scheme policy or privacy legislation.
- When children leave the service, consent must be given to continue displaying or using photos for social media purposes.

### **Families are encouraged to:**

- Promote Family Day Care in their community in a positive manner.
- Support any Family Day Care promotional activities if available to do so.

## Managing Records

**RATIONALE:** To ensure the Approved Provider, Nominated Supervisor, Service and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

### POLICY STATEMENT

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 24 years.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010 Section 175
- Education and Care Services National Regulations 2011 Clause 177 178 and 179
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- 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 - NSW
- Freedom of Information Amendment (Reform) Act 2010 Act 48 of 1977
- Department of Social Services Child Care Service Handbook

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011 (ACECQA).
- National Quality Standards 2018(ACECQA) - Quality Area 7
- Guide to the National Quality Framework 2018(ACECQA).
- Childcare Service Handbook 2017-2018

### 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 Family Day Care venues
  - ❖ A record of volunteers and students
  - ❖ The records of the responsible person at the service
  - ❖ A record of staff and Family Day Care Co-ordinators engaged by the service and Family Day Care Educator assistants approved by the service
  - ❖ A children's attendance record
  - ❖ Child enrolment records
  - ❖ A record of the service's compliance with the Law
  - ❖ A record of the Certified Supervisors placed in day to day charge of the education and care service

**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 only**

Assessment of family day care residences and approved family day care venues	Approved Provider	Until the end of 3 years after the record was made	Regulation 116
Record of family day care staff (including educators, 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
Quality Improvement Plan	Approved Provider	Current plan is to be kept	Regulations 31, 55
Child assessments	Approved Provider Family Day Care Educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183
Incident, injury, trauma and illness record	Approved Provider Family Day Care Educator	Until the child is 25 years old	Regulations 87, 183

Medication record	Approved Provider Family Day Care Educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider Family Day Care Educator	Until the end of 3 years after the record was made	Regulations 158- 159, 183
Child enrolment	Approved Provider Family Day Care Educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183
Death of a child while being educated and cared for by the 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



## Manual Handling

### PROCEDURE

Manual handling means any activity requiring the use of force to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Injuries can include back strains or sprains to neck, shoulders, arms and knees. It also encompasses overuse injuries or injuries as a result of falling during manual handling.

#### **It is recommended that:**

- Where possible, kneel down rather than bend down, in order to avoid neck and back problems;
- 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.

## Medical Conditions including Asthma, Anaphylaxis and Diabetes

**RATIONALE:** To ensure Educators facilitate the safe, effective care and health management of children who have a medical condition that requires specific care practices.

### POLICY STATEMENT

Family Day Care recognises the need to ensure that children with specific diagnosed medical conditions have their medical requirements met whilst in childcare. This is an important part of childcare delivery to ensure the whole needs of the child are catered for. An individual's specific medical needs often require the Educator to address the needs of the child under instruction of a Medical Management Plan, authorised by a medical/health professional. Staff and Educators will work with families to minimise the risk of exposure of children to foods and other substances which may trigger severe allergy or anaphylaxis in children. Staff and Educators will ensure that any medical conditions that they are notified of are managed appropriately.

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010.
- Education and Care Services National Regulations 2011 Clause 90.

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- NSW Department of Health. Allergies and Anaphylaxis. Accessed from [www.health.nsw.gov.au](http://www.health.nsw.gov.au)
- Anaphylaxis Australia. Schools and Childcare. Accessed from [www.allergyfacts.org.au/](http://www.allergyfacts.org.au/)
- Asthma Australia <https://www.asthmaaustralia.org.au/> resources

### PROCEDURES

#### The Coordination Unit Staff will:

- During the enrolment process seek information about any specific health care need, allergy or relevant medical condition that a child may have. This information will be communicated verbally and in writing (**Current Medical Management Plan**) between the parent, Educator and the service.
- Provide all parents with a copy of the CBFDC Medical Conditions Including Asthma, Anaphylaxis and Diabetes and Accident, and Emergency and Critical Incidents policies.
- Complete a **Risk Minimisation and Communication Plan** annually, in consultation with Families. This will nominate where the medication is to be kept, and outline strategies for minimising the identified risks.
- 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 and communication plan is current and on the educators premises.
- Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at both the Educator's Service and at the FDC Service;
- Ensure that at all times Educators and Service staff working with children have current training in asthma and anaphylaxis management.

**Educators will:**

- Review the Medical Management Plan to ensure it states what symptoms and signs to look for, what action to take, including authorised nominees, the child's doctor, and what first aid to give.
- Seek information about any specific health care need, 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 (Current Medical Management Plan) between the parent Educator and Co-ordination Unit staff.

Complete the Risk Minimisation and Communication plan for the individual education and care service in consultation with the family before the child commences care considering:

- Signs and symptoms
- Any specific monitoring required,
- Any specific medication/treatment required,
- What meals and snacks are required including food content, amount and timing,
- What activities and exercise the child can or cannot do, and
- Whether the child is able to go on excursions and what provisions are required.
- Ensure that at all times they have current training in First Aid including Asthma and Anaphylaxis Management.
- Ensure the child has the specified medication outlined in the Medical Management Plan every time the child arrives in care.
- Ensure children are supervised at all times.
- Ensure all appropriate medication is taken on excursions and review the Risk Minimisation and Communication plan for the excursion.
- Ensure no child is left at the education and care service without a current EpiPen if required on the Medical Management Plan.
- Refuse education and care to a child if they do not have the appropriate Medical Management Plan, Risk Minimisation and Communication Plan and medication when the child arrives for care.
- Ensure any medication brought to the service specifically including EpiPen is stored as per manufacturer's instruction and is inaccessible to children.
- Ensure any incidence of anaphylaxis and infectious disease in that service is recorded on the Educator's Registration Certificate.
- Ensure a child at risk of food allergies eats food that has been specifically prepared for him/her usually by the parent. 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.
- Bottles, other drinks and lunch boxes, including any treats, provided by parents/guardians of a child with a severe food allergy 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 particular 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 where other parents/guardians send food to the Educators home for their own child, they will be informed not to send food containing specified allergens or ingredients as determined by the Educator and Parent/guardian of the child with the allergy.
- Ensure the current Medical Management Plan, Communication Plan and Risk Minimisation Plan are stored that is easily accessible by Educators, volunteers, Educator Assistants, Co-ordination Unit staff and families. An updated photo of the child will also be kept with the Medical Management Plan.
- Ensure volunteers or Educator assistants on the premises are aware of the child with the medical condition and appropriate medical management.
- Risk Minimisation Plans and communication plans will be reviewed at least annually or, as the Medical Management Plan is reviewed. This review will include the Educator and the family and be communicated to the Coordination Unit.
- 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 by the telephone.
- Be aware of aspects of the indoor environment that may be triggers for asthma in children, which include:
  - dust mites, gardens/pollen, mould, chemicals, animals, air pollution, bush fires, colds and flu, diet/food, emotions, exercise, heating/air conditioning, medications, stress, weather/thunderstorms.
- Reduce exposure of children to indoor allergens by:
  - Regularly vacuuming and shampooing carpets, rugs and upholstered furniture and washing fluffy toys;
  - Regularly cleaning bedclothes; - 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; and
  - Using dust resistant mattress and pillow covers.
- Record any medication given on the CBFDC Medication Authorisation form.
- Complete the CBFDC Incident Injury Trauma Illness Record and send in to FDC within 24 hours if an incident occurs.
- If a child self-administers medication ensure the practices for self-administration of medication procedure is followed.
- Complete a Medical Management and Action Plan Diabetes form, for a child diagnosed with Diabetes. This needs to be completed annually from a General Practitioner.
- An educator cannot administer an insulin needle, as this is not your profession and qualification.

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

**Practices for self-administrative 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 form;
- 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 Policy including anaphylaxis and allergies, asthma and diabetes;
- Self-administration of medication for children over pre-school age will be supervised by the Educator;
- Develop a communication plan for staff members, educators and parents to ensure the child's medical management plan and location of the child's medication is clearly communicated to Service staff, volunteers and students visiting the Service.

### **Managing Children with Asthma, Anaphylaxis or Diabetes Guidelines:**

**In any case where a child is having an acute asthma attack the following steps should be followed:**

- Administer first aid or medical treatment according to either:
  - ❖ Emergency Asthma First Aid Plan.
  - ❖ the child's Asthma First Aid or Medical Management Plan; or
  - ❖ A doctor's instructions.
- Dial 000 or 112 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures;
- Staff/Educators must inform the Service 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 Management Plan for the known Medical Condition following enrolment and prior to the child commencing care which should include:
  - ❖ Signs & symptoms to be aware of;
  - ❖ Any specific monitoring required;
  - ❖ Any specific medication/treatment required;
  - ❖ What meals and snacks are required including food content, amount and timing;
  - ❖ What activities and exercise the child can or cannot do;
  - ❖ Whether the child is able to go on excursions and what provisions are required;

**In any case where a child is having a suspected diabetic episode the following steps should be followed:**

- Administer first aid or medical treatment according to either:
  - ❖ First Aid training;
  - ❖ the child's Diabetic First Aid or Medical Management Plan; or
  - ❖ A doctor's instructions.
- Dial 000 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures;
- Educators must inform the Service if they administer first aid.

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

- Complete medication forms to allow the Educator to administer medication accordingly;
- Ensure authorised nominee for consent of medication is provided on child enrolment form.
- Provide the Educator and Co-ordination Unit with:

- A current copy of the child's Medical Management Plan including the doctors name, address and phone number in case of emergency.
- Work with the Educator to ensure a risk minimisation plan and communication plan is developed before the child attends care. This is updated at least annually.
- Ensure each time their child attends the education and care service they have the appropriate medication and EpiPen (if necessary).
- An Educator will refuse education and care to a child if they do not have the appropriate medical management plan, risk minimisation and communication plan and medication when the child arrives for care.

## Nappy Changing, Toileting and Hand Washing

**RATIONALE:** Educators will minimise the spread and risk of infectious diseases between children and Educators by ensuring nappy changing, and toileting is conducted with safe hygienic practices.

### POLICY STATEMENT

Many diseases are spread by faeces, urine or other body fluids. Childcare workers and children in care are at about 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 and safe toileting and toilet training methods 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.

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- 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 5<sup>th</sup> edition – 2012.
- [www.nhmrc.gov.au](http://www.nhmrc.gov.au).

### PROCEDURES

#### The Coordination Unit will:

- Be aware of the requirements of the Education and Care Services National Regulations 2011 and the National Quality Standard in regard to nappy changing and toileting practices and facilities;
- Keep up to date with information about current hygienic practices in childcare services;
- Resource Educators on current advice from health authorities in regard to hygienic practices for nappy changing and toileting routines in childcare;
- Monitor safe hygienic practices in regard to nappy changing and toileting practices and facilities by Educators as part of the home visits conducted by Service staff;
- Support the Family and Educator with specific health and hygienic needs.

#### 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 separate 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 to the ages of the children at

the service and must have products and equipment for cleaning those facilities whenever necessary;

- Hand washing facilities for adults in the immediate vicinity of the nappy changing area;
- Sanitary facilities for the storage of soiled nappies pending laundering or disposal of the nappies
- ❖ 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;

#### **Families are encouraged to:**

- Discuss toileting issues relating to their child with the Educator;
- Work in partnership with Educators and Service staff to ensure toilet training with their child is addressed with consistent routines and minimal stress;
- Provide adequate nappies, wipes and spare clothing for the Educator to use.

## **PRACTICES**

### **1. Nappy Changing**

- 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.
- Use the following method to stop disease spreading through contact with faeces.

### **2. Toileting**

- 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 10 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.

### **3. Hand Washing Procedure**

Use the following method to make sure your hands and the children's hands are as germ free as possible. The process of thoroughly washing and rinsing your hands should take 10-15 seconds. This can be achieved by slowly counting to 10 when you wash and then slowly



counting to 10 when you rinse. This is about as long as it takes to sing "Happy Birthday" twice. Wash hands with soap and running water, preferably warm.

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

The three-step method for hand rub cleaning:

1. Apply the amount recommended by the manufacturer onto dry hands.
2. Rub hands together, making sure you cover in between fingers, around thumbs and under nails.
3. Rub until hands are dry.

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.

While on excursions where water may not be available, Educators must make arrangements to ensure hands are cleaned appropriately to prevent the spread of infection.

### Drying of hands

Using disposable paper towel is the preferred option in education and care services. 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 sustainably for our environment.

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

#### Educator

<b>Before</b>	<b>After</b>
<i>Starting work</i>	<i>Changing a nappy</i>
<i>Giving medication</i>	<i>Coming from outside play</i>
<i>Eating or handling food</i>	<i>Using the toilet</i>
<i>Before nappy changing</i>	<i>Cleaning the nappy change area</i>
	<i>Helping the children to use the toilet</i>
	<i>Wiping a child's nose or your own</i>
	<i>Eating or handling food, handling the garbage</i>
	<i>Applying sun cream or other lotions to one or more children</i>
	<i>Cleaning up faeces, vomit or blood</i>
	<i>Touching animals</i>

#### Children

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

## Non Compliance

**RATIONALE:** As the approved provider Cabonne Council is required by Law to ensure educators meet the requirements of the Education and Care Services National Law 2010 and the Education and Care Services National Regulations.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care will ensure the requirements of the Law and regulations are met at all times to ensure the safety and wellbeing of all children, families and community members, educators and staff. These requirements need to be met to ensure the service remains licensed and eligible for CCB

### RELEVANT LEGISLATION

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011 Clause 168
- NSW Occupational Health and Safety Act 2000
- NSW Occupational Health and Safety Regulations 2001

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA)
- Guide to the National Quality Framework 2018 (ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).

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## PRACTICES

### The Coordination Unit will:

- Inform and ensure that all educators understand their responsibilities in relation to regulations, National Quality Framework, Early Years Learning Framework (EYLF) and My Time Our Place (MTOP) and Cabonne/Blayney Family Day Care Policies Procedures and Guidelines.
- Provide training to inform and assist educators in their understanding of the responsibilities in relation to National Regulations, National Quality Framework, EYLF & MTOP and Cabonne/Blayney Family Day Care Policies Procedures and Guidelines.
- Have a system in place to monitor current practice and identify areas for continued improvement.
- Identify breaches to the National Law and National Regulations and bring this to the educator's attention.
- Follow up with any necessary action that is identified as being proportionate to the issues which arise.
- Document issues relating to noncompliance with National Law and Regulations or National Quality Standards and continue to document discussions or take notes from meetings around these issues. To develop and enforce a Quality Improvement Plan, based on the nature and severity of the breach, outlining expectations, strategies and a time frame.
- To review and finalise any quality improvement plans put in place.
- Maintain an ongoing log of an individual educator's noncompliance in any areas of their service delivery and communicate with the Nominated Supervisor about concerns over an accumulation of breaches.

- Suspend the Educator or deregister the Educator as necessary depending on the severity of the breach or allegation.
- Notify the Regulatory Authority of any serious incidents or complaints which allege a breach to the legislation.

***An Approved Provider must notify the Regulatory Authority of the following information in relation to an approved Education and Care Service operated by the Approved Provider –***

***a) Any serious incident at the approved Education and Care Service;***

***b) Complaints alleging-***

***i. that the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved Education and Care Service;***

***or***

***ii. that this Law has been contravened***

- The Nominated Supervisor or delegated representative will be informed of any issues with noncompliance
- The Nominated Supervisor or delegated representative may contact the Educator to discuss any noncompliance issues of a more serious nature.
- If an Educator continues to have breaches of the Education and Care Services National Law or National Regulations or other relevant legislation, a meeting may be arranged with the Service Manager (or delegated representative) and/or Approved Provider to develop strategies to support the Educator in meeting the requirements of CBFDC. A quality improvement plan or formal warning letter will be used to identify the expectations, strategies and set specific time frames for compliance.
- Have a system in place to monitor current practice and identify areas for continued improvement. ie Quality Improvement Plan.
- Explain to the Educator the breach and appropriate action, which needs to occur. If the Educator requires a support person in this process this support person can attend a meeting to support the Educator but not speak on their behalf.
- The Approved Provider will consider confidentiality and the severity of the breach to determine if families enrolled with the Educator are notified of non-compliance issues.
- Subsequent meetings with the Educator may be required, however a timely outcome will be sought regarding reopening of the education and care service if suspension occurs.

**Educators will abide by the following:**

- Education and Care Services National Regulations 2011
- Education and Care Services National Law 2010
- Early Years Learning Framework 2010
- My Time Our Place 2011
- NSW Occupational Health and Safety Act 2000
- NSW Occupational Health and Safety Regulations 2001
- Cabonne/Blayney Family Day Care Policies Procedures and Guidelines.
- Educator's Agreement
- State Records Act (NSW) 1999
- Privacy and Personal Information Protection Act (PPIP Act) 1998 and Government Information (Public Access Act 2009) (GIPPA)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Other relevant legislation

- Participate in professional development, ensure understanding of the requirements of the above documents, and refer to them to determine appropriate practices and procedure.
- Comply with any quality improvement plan or address a non-compliance issue in the stated time frame.
- Rectify the breach as soon as it is brought to their attention.
- Seek clarification from Co-ordination Unit staff on any areas that they are unsure Understand the monitoring and enforcement actions that are prescribed under the National Law and National Regulations carried out by the Regulatory Authority.
- To work cooperatively with the Coordination Unit staff or representatives of the Approved Provider to come to a satisfactory outcome.

## PROCEDURES

### **Service Approved Provider role:**

- Support Coordinators will document any suspected issues of noncompliance in the appropriate area on their visit record.
- These issues of non-compliance will be brought to the educator's attention and immediate rectification will take place where necessary.
- At times a Support Coordinator may seek clarification on any suspected areas of noncompliance and follow up with the educator after the visit.
- The Nominated Supervisor or delegated representative will be informed of any issues with noncompliance that could not be rectified at the time that they were brought to the educator's attention.
- A time frame to address noncompliance issues may be negotiated between the educator and Nominated Supervisor or delegated representative.
- The Nominated Supervisor will document the nature of the breach and time frame within which the breach is to be rectified.
- If the Nominated Supervisor or delegated representative deems it necessary, they will communicate with the Approved Provider and an educator may be suspended.
- Following an educator's suspension a meeting will be held at a mutually appropriate time between the Educator, the Nominated Supervisor or delegated representative and the Approved Provider. The issues will be addressed and an appropriate course of action will be identified. This may include an action plan which identifies the noncompliance issues, the services' expectations and appropriate strategies to reach an outcome and specific time frames to review and finalise the action plan.

*Note: The educator may wish to have a support person attend this meeting.*

It will be at the discretion of the Nominated Supervisor and the Approved provider if families enrolled with the educator are notified of noncompliance issues depending on the nature and severity of the breach or breaches.

Subsequent meetings with the educator may be required, however a timely outcome will be sought.

### **Appeal by an Educator**

- Refer to Grievance Policy

## Participation of Volunteers and Students

**RATIONALE:** To ensure the rights and dignity of each child is catered for in this training environment and that procedure is followed in ensuring safe people are considered for placement.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care is committed to the training needs of students and the need to impart knowledge and experience from staff and Educators. Professional development is an important aspect of Early Childhood training. 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 remain abreast of current Early Childhood practice.

### RELEVANT LEGISLATION

- 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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011(ACECQA). National Quality Standards 2018(ACECQA)
- Guide to the National Quality Framework 2018(ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).
- Keep Them Safe: A shared approach to child wellbeing", NSW Government Children Legislation Amendment (Wood Inquiry Recommendations Act 2009)  
[www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)

### PROCEDURES

#### **Cabonne/Blayney 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 other registered training organisations and studying in a relevant field, such as childcare, 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.

Student placements are to be arranged through the HR Department of Cabonne Council.

#### **The Coordination Unit 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 Declaration prior to commencing with the Educator
- Give support and guidance to students and volunteers where possible.
- Visit the student whilst on practicum to demonstrate the role of the Service.
- 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.
- Request that students and volunteers adhere to all areas of confidentiality. Educators will:
  - Ensure students and volunteers are never left alone or in charge of any children.
  - Inform families when a student or volunteer is on placement at the service, if applicable.
  - Provide 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.
  - Liaise with Cabonne/Blayney Family Day Care and other supervisory bodies regarding the placement
  - Consult with their families before the placement occurs and inform them of the student Volunteers role

**Students and Volunteers will:**

- Comply with all obligations under the NSW Child Protection Legal Framework.
- Abide by the Education and Care Services National Regulations 2011 and CABONNE/BLAYNEY FAMILY DAY CARE Policies, Guidelines and Procedures while on placement and sign a 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 requirements of practicum which 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 or leaving the Education and care service

**Families will:**

- Be aware of the student/volunteer involvement in the service and their roles and responsibilities

## Pets and Other Animals

**RATIONALE:** To ensure the health, safety and wellbeing of children, parents, staff, visitors and pets.

Pets are a valued part of many families and access to pets in any Educators home can provide children in care with many positive learning experiences. Pets can be companions and through helping to care for them, children can learn about being responsible and treating animals humanely.

**POLICY STATEMENT:** Cabonne/Blayney 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 maintained at all times. Educators will consider the risks versus 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 domestic 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.

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Kidsafe

### PROCEDURES

#### The Coordination Unit will:

- Provide Professional Development and/or resources to Educators and families on health and safety practices for pets and other animals.
- Monitor the compliance of the policy and help Educators develop risk management plans for animals.
- Inform Families of the service requirements and Child Care Regulations for managing pets in Family Day Care when required.

#### Educators will:

- Inform Families of any animals at their residence.
- Inform Families and the Co-ordination Unit prior to a new pet coming into the home environment, to ensure EWSA is updated.
- Inform Families of what measures are in place for animals to remain inaccessible to children.
- Vacuum and clean furniture and floors daily, before children arrive if pets are kept indoors when the service is closed.
- Ensure all animals are isolated from the children in care at all times. Area to isolate dogs from children – fence 1.2 metres high. Birds are to be in an inaccessible locked enclosure. Reptiles must be inaccessible in a locked enclosure.
- All animal fencing must restrict penetration by small fingers; eg: dog enclosures.

- Children may have minimal closely supervised access to animals/birds under the direct control and supervision of the Educator.
- An initial risk assessment must be conducted and documented before children have access to animals/birds and permission must be attained from the Family, and a pet form has been completed.
- Ensure any experience involving dogs to be discussed with Service before the risk management plan is completed and the experience.
- 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, de-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 the following- animal droppings, bones, and holes dug by animals.
- Ensure animals do not have access to areas in the residence accessed by children, bedding used by children, toys or play equipment used by children, food preparation areas or food prepared by the Educator, eating surfaces or utensils.
- Ensure no animal travels in a motor vehicle with a child.
- When any animal or bird is introduced to children, the Family Day Care Educator will be sensitive to the fears and anxieties of the children and parents.
- Children will be encouraged to treat animals and birds with respect.
- When children are interacting with animals the experience must be supervised.
- Specific animals, including certain breeds of dogs which are identified from time to time as dangerous to children must be kept in an enclosed area separate and apart from any area used by the children in care. Children must have no access and no ability of contact at any time to these animals. The Family Day Care Educator must ensure that animals are NOT present, nor have access to the same area in which a child is sleeping. Animals that have been cited as 'Dangerous' (by Council or by CBFDC staff) must by no means be allowed to interact with children under any circumstances.
- Dogs with recurrent ear infections or recurring illnesses should be housed in a separate area from children, regardless of current health status. This minimises inadvertent pain or stress to an otherwise gentle animal (such as patting an infected ear) which may cause it to lash out.
- The Family Day Care Educator should deter animals from being on areas used for food preparation and eating.
- When children are using play areas:
- Animal droppings and animal hair must be removed daily before children arrive, or as required during the day.
- Animal bedding, food, bones, water and feeding containers must be inaccessible to very young children (under 18 months). Discussions will be held with older children about safety and hygiene around animals feeding and sleeping areas.
- Poultry, live-stock and beehives must be maintained per the Local Council Environmental Health By-Laws.
- Educators are required to ensure appropriate registration and licensing of animals as required by law and government regulations (e.g. council registration, wild life license, reptile keepers license)
- Educators must be aware of any children who any allergies relating to animals before commencing care or any fear of particular animals.



## Physical Activity and Screen Time Policy

**RATIONALE:** The increasing prevalence of overweight and obesity in childhood reflects the levels of physical activity and sedentary behaviour of entire communities. Developing healthy habits associated with being physically active sets the foundation for good habits in later life and can impact on immediate and long term health outcomes.

Early childhood education and care services are an ideal place to develop good habits in young children and influence the behaviours of families. Educators and families can work together to share the responsibility of making physical activity a priority both inside and outside the home.

### POILCY STATEMENT:

Cabonne/Blayney 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 LEGISLATION:

- Education and Care Services National Law 2010.
- Education and care Services National Regulations 2011 (Clause 88).
- Public Health Act 2010 No 127 (NSW).

### KEY RESOURCES:

- NSW Health *Munch & Move* program resources available on the Healthy Kids website [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)
- *Move and Play Every Day*, 2014, [www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#npa05](http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#npa05)
- SunSmart NSW – [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)
- Kidsafe – [www.kidsafe.com.au](http://www.kidsafe.com.au)

### The Coordination Unit 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, 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 Policy* to all families during orientation to the service.
- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

## Placement of Children In Care

**RATIONALE:** To ensure the service places children into care, in accordance with the current Child Care Service Handbook, in a fair and equitable manner to all families.

### PROCEDURES

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

- Enter family details on the Family Day Care Placement Register in date order of receipt of registrations.
- Facilitate placements within the service by matching care requirements such as age and number of children, hours of care, starting dates and location, with Educator vacancies.
- Contact families as Educator vacancies become available that may suit the family's requirements.
- Advise families that the Educator's vacancy is being given out a couple of times to provide choice for the family and the Educator. Request families, at the time of referral, to make contact with the Educator within 24 hours.
- Advise families that for their name to remain on the Family Day Care Placement Register they are required to contact the Service monthly to confirm their continuing need for care and to ensure that the details are up to date.

#### **Educators are required to:**

- Keep the Service up to date with their current vacancies.
- Advise the Service of details of new families starting as soon as possible after interviewing the family.
- Obtain a copy of the child's Registration form before the child commences.
- Confirm with families they have been contacted by the Service to offer the placement.
- Contact the Service to check priority of access on the Placement Register if contacted directly by a family requiring care before offering the position to the family.
- Support the Service in maintaining Priority of Access Guidelines and Placement Register procedures.

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

- Register with the service if requiring care.
- Maintain regular contact with the service whilst on the Placement Register to ensure details are current and correct.
- Contact Educators promptly after referral (within 24 hours).
- Advise the Service promptly of their decision for placement after interviewing an Educator.
- All families must register with the service by completing a Family Registration Form.
- Families and Educators that have discussed a childcare place without going through the Placement Register must contact the Service prior to registration to ensure the place being offered is made in accordance with Procedure: Placement of Children in Care and DEEWR Child Care Service Handbook: Priority of Access Guidelines.

## Programming for Development and Education

**RATIONALE:** To assist educators to provide a 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. CBFDC will ensure that all children will experience quality teaching and learning.

### POLICY STATEMENT

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 LEGISLATION

- Education and Care Services National Law 2010 Section 168 and 323.
- Education and Care Services National Regulations 2011 (Clause 73, 74, 75, 76).

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Guide to the National Quality Framework 2018 (ACECQA).
- Current Childcare Service Handbook (CCMS) (Australian Government).
- Being, Belonging and Becoming: The Early Years Learning Framework for Australia (Australian Government 2011).
- My Time Our Place: Framework for School Aged Children (Australian Government 2011).

### 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 welcoming spaces.
  - Provide indoor and outdoor learning environments, which are designed and organised to engage every child in quality experiences, both built and natural environments.
  - Provide opportunities for school aged children that complement their school experiences as well as their individual interests and home experiences.

- Allow children to take risks.

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

Specifically:

- Use intentional teaching to ensure they are deliberate, purposeful and thoughtful in their decisions and actions.
- Respond to children's ideas and play and extend children's learning 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, children's 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.
- Incorporate children's voices into the program.

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

Specifically:

- Ensure each child's learning and development is assessed or evaluated as part of an ongoing cycle. This includes observations, analysing learning, documentation, 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 and if requested provide.
  - 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.
- Document (through a variety of individual methods) the evaluation and assessment of each child's developmental needs, interests, experiences and participation in the program. Incorporate each five outcomes of the Learning Frameworks on a regular basis.

**Support Coordinators and the Educational Leader will:**

- The Educational Leader to lead the development and implementation of the educational program and assessment and planning cycle.
- Ensure Educators are working towards the learning outcomes with each child;
- Assist the Educator with EYLF and MTOP reflective practice;
- Deliver information, resources and Professional Developments, 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/or Families.

**The Coordination Unit and Educators will:**

- Ensure that 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 organisations 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.
- Programs are to be displayed at all times and kept for 12 months.

**Training and Resources****The Coordination Unit 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).

**The Coordination Unit and Educators will:**

- Support a family's decision to utilise other early childhood services.
- Provide training and/or information opportunities on school readiness to parents and educators;
- 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.
- Attend networking "Transition to School" workshops and seminars with other Early Childhood Services with the Central Tablelands.
- 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](http://www.transitiontoschoolresource.org.au)
- Attend training.
- Maintain knowledge of current trends in planning and children's learning and development.

**Educators will:**

- 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.
- ❖ Encouraging self-help skills (e.g. dressing, toileting, eating, looking after belongings, hand washing).

## Professional Development

**RATIONALE:** To ensure Management, Service staff and Educators participate in Professional Development on a regular basis.

### POLICY STATEMENT

Ongoing Professional Development for those involved in childcare services assists in ensuring that children are cared for by people who are informed and up to date with information on current practices within the Early Childhood field. Where appropriate, the service will offer opportunities to families and other children's services within the community to attend Professional Development that is organised by the service.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011(ACECQA).
- National Quality Standards 2018(ACECQA)- Quality Area 7
- Guide to the National Quality Framework 2018(ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).
- Belonging Being Becoming- The Early Years Learning Framework (DEEWR 2010)
- My Time, Our Place- The Framework for School Age Care in Australia (2011)

### PROCEDURES

Management will:

- Take opportunities for ongoing Professional Development in Family Day Care where possible.
- Ensure the policies of the service meet the Education and Care Services National Regulations 2011 in regard to Professional Development.
- Provide Professional Development opportunities for Service staff as Council employees.

The Coordination Unit will:

- Take opportunities for ongoing Professional Development where possible.
- Complete Professional Development in responding to suspected Child Protection issues every 2 years.
- Provide opportunities for all stakeholders to provide feedback relating to Professional Development requirements of the service.
- Ensure Educators are offered Professional Development opportunities that cover key business areas.
- Provide resources and information to Educators and families on childcare related areas.
- Evaluate Professional Development provided to management, staff, Educators and families for effectiveness.
- Provide an induction program for new Educators and their family members.
- Engage professionals external to the service as well as staff for the delivery of Professional Development.
- Provide Educators with relevant Professional Development records.
- Support Educators in their endeavours to obtain qualifications.

**Educators will:**

- Attend an induction program prior to commencing as an Approved Educator. Prospective Educator's family members will be encouraged to attend.
- Annually, participate in three or more Professional Development opportunities to keep abreast of current early childhood issues.
- Provide evidence that Professional Development has influenced practice.
- Complete Professional Development in responding to suspected Child Protection issues every 2 years.
- Participate in mandatory training as outlined by the Co-ordination Unit.
- Complete a Professional Development plan annually in conjunction with FDC Staff.

**Families are encouraged to:**

- Support the Educators in their endeavours to attend Professional Development.
- Provide feedback to the Service on any future requests for Educator/family Professional Development requirements.

**Requirements for First Aid**

In line with the Education and care services National Regulations 2011, it is a requirement that all Approved Family Day Care Educators and staff hold a current approved First Aid qualification and training in Asthma and Anaphylaxis management. Educators will not be allowed to operate their business without evidence of a current First Aid Certificate being provided to the Service before expiry. CPR must be renewed annually.

Educators who do not meet the requirements for Professional Development annually will be unable to continue operating their education and care service until these requirements are met. They may also may be removes from the Register of Approved Educators at the discretion of the Approved Provider and/or Nominated Supervisor.

## Protecting Educators Wellbeing

**RATIONALE:** It is important for Educators and Co-ordination Unit staff to maintain a healthy work/life balance. When at work Educators and Co-ordination Unit staff need to consistently be able to deliver high quality outcomes for children, families and all stakeholders.

**It is recommended that Educators:**

- Talk to staff at the Service if you are feeling overwhelmed. Communicate in an open and honest way.
- Assess your own perception of the situation and try to put yourself on the other side, to see another point of view. Avoid being negative.
- In relation to particular stressors, seek information about the problem/issues to enable you to make better decisions about how to deal with the stressor.
- Develop a support network of others within and outside of Family Day Care, so that successes and solutions to problems may be shared. (Remember confidentiality).
- Try some stress release techniques, such as physical activity, relaxation techniques, yoga or talking to a friend about your situation. (Again be sure to maintain confidentiality at all times).
- Try to focus on the positives.
- Plan your time; this may require a change of habits. This should include time for your own relaxation and regular breaks from your business.
- Try and keep healthy, have a balanced diet and take time to exercise.
- Arrange to take breaks throughout the year to recharge
- Participate in schemes social occasions and events

## Registration of Educators and Staff

**RATIONALE:** To ensure Educators and Service staff are selected on merit and with regard to anti-bias practise.

### POLICY STATEMENT

Cabonne Council, as Licensee of Cabonne/Blayney Family Day Care, has an obligation to the community to ensure that all staff and Approved Educators are recruited in a fair and equitable manner based on merit and without bias. 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 child care.

### RELEVANT LEGISLATION

- 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).

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA)- Quality Area 7, Quality Area 4
- Guide to the National Quality Framework 2018 (ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).
- Cabonne Council Equal Employment Opportunity Management Plan

### PROCEDURES

#### Management will:

- Advertise and recruit Service staff in line with Cabonne Council staff recruitment procedures, to deliver the outcomes of the service.
- Staff hours and requirements will be dependent on funding levels of the service.

#### The Coordination unit will:

- Advertise and conduct regular Educator recruitment and Information Sessions.
- Process Educator applications and register Approved Educators with the service in line with the Procedure: Selecting Approved Educators.
- Be consistent and fair in selecting Educators to register with the service.
- Ensure prospective Educators are aware of their requirements to gain minimum qualifications of Certificate III in Children's Services or actively working towards this qualification.

#### Educators will:

- Be over the age of 18 years
- Register with the service through the advertised procedure.
- Operate their childcare business as a self-employed operator once registered with the service.

- Provide evidence of current qualifications or the commitment to complete minimum qualification or actively be working towards a Certificate III in Education and Care Services.
- National Police Check
- Prove a Provider Digital access number.
- Sign and abide by the Educator's Agreement annually to remain on the Family Day Care Register.

An unsuccessful Prospective Educator can contact the Service for feedback on their unsuccessful application.

## Registration of Family Day Care Educator Assistants

**RATIONALE:** The Education and Care Services National Regulations 2011 provides scope for the role of the Educator. Assistant to provide continuity of care for families and children.

### POLICY STATEMENT

Educator Assistants are approved with Cabonne/Blayney Family Day Care to provide care and education in the primary educator's home when the primary educator is unavailable for less than a four hour period.

Cabonne Council, as the Approved Provider of Cabonne/Blayney Family Day Care, has an obligation to the community to ensure that all Educator assistants are recruited in a fair and equitable manner based on merit and without bias. They must demonstrate an ability to meet and maintain legislative requirements, service policies procedures and guidelines in relation to the provision of quality child care.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011(ACECQA). National Quality Standards 2018(ACECQA)
- Guide to the National Quality Framework 2018 (ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).

### PROCEDURES

#### Definitions

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

**Educator Assistant-** means a person registered with a family day care service to assist family day care educators.

Circumstances when an Educator Assistant can be used; (Clause 144 Education and Care Services National Regulations 2011). *An approved Family Day Care educator assistant may assist the family day care educator by:*

1. *In the absence of the family day care educator, transporting a child between the family day care residences or approved family day care venue to;*
  - ❖ *a school*
  - ❖ *another education and care service or children's service: or*
  - ❖ *The child's home.*
2. *Providing education and care to a child, in the absence of the family day care educator, in emergency situations, including when the educator requires urgent medical care or treatment; and*
3. *Providing education and care to a child, in the absence of the family day care educator to attend an appointment (other than a regular appointment) in unforeseen or exceptional circumstances, if the absences is for less than 4 hours; and the approved provider has approved that absence; and the notice of that absence has been given to the parents of the child.:*

Cabonne/Blayney Family Day Care will approve an Educator assistant role under the above circumstances, only when the family day care educator provides the written consent of a parent of each child being educated and cared for by the educator to use of the assistant in the circumstances set out above.

To be eligible to be an Educator Assistant a person must;

- Have a minimum Certificate III in Children's Services or actively working towards gaining a Certificate III in children's services.
- Be over 18 years of age.
- To be fit and proper person to be in the company of the children.
- National Police Check
- Provide a Provider Digital Access number
- Possess and maintain a current Apply First Aid Certificate, undertaken approved training in Emergency Asthma Management and Anaphylaxis management.
- Have a completed Working with Children Check.
- Participate in 3 professional development opportunities throughout the year.
- Sign and abide by the Educator Assistant Agreement and Educator Code of Conduct.
- Work in-accordance with Education and Care Services National Regulations 2011, Education and Care Services National Law 2010.
- Complete annually CPR

#### **Educator Assistant Responsibilities**

- Organise payment directly with the family day care educator they are assisting.
- Be familiar with the whereabouts in the family day care educator's service of:
  - ❖ first aid kit
  - ❖ fire extinguisher and evacuation plan
  - ❖ emergency numbers
  - ❖ parent contact numbers
  - ❖ children's details/special requirements
  - ❖ children's belongings
  - ❖ Equipment needed for the running of the day.
- Endeavour to carry out regular maintenance, safety and cleaning routines as needed.
- Discuss the day's program with the family day care educator. Where possible follow the normal routine of the children's day.
- The educator assistant must ensure that the parents complete the claim form/attendance records.
- The educator assistant is to issue a receipt for any payments collected on behalf of the Family Day Care educator.

#### **Primary Educator's Responsibilities**

- Discuss with parents which children will be needing care and what hours they will require. (Ensure the proposed leave meets the guidelines above for the appointment of an Educator assistant).
- Contact the Service to discuss the proposed appointment of the Educator Assistant.
- Contact educator assistant and tentatively book days needed. Anticipated hours and numbers of children and rate of payment should be discussed at this time.
- Obtain written consent from parents that their child can be educated and cared for by a named Educator Assistant.
- When possible, confirm with the educator assistant least one week before relief care commences, days needed, hours of care and number of children. Discuss any additional needs of children in care.



- Have parents complete the Educator Assistant Authorisation form. Form to be retained by the educator in their record file, and a copy for the office
- Ensure the educator assistant is familiar with the whereabouts of:
  - ❖ first aid kit
  - ❖ fire extinguisher and evacuation plan
  - ❖ emergency numbers
  - ❖ parent contact numbers
  - ❖ children's details/special requirements
  - ❖ children's belongings
  - ❖ other equipment needed for the running of the day
- Discuss maintenance, safety and cleaning routines and provide a check list of end of day duties
- Discuss the day's program with the Educator Assistant.
- Both the Family Day Care Educator and the Educator Assistant must complete separate attendance records for each child in care.
- The Family Day Care Educator is responsible for paying the Educator Assistant (this will be completed as a transfer through the timesheet).
- If the Family Day Care Educator needs to cancel the Educator Assistant's care, 24 hours' notice is required. If less than 24 hours' notice is given the Educator Assistant must still be paid for the care booked.

## Relief Educator Policy

**RATIONALE:** Continuity of Educators practice and processes plays a vital role in promoting children's learning and development. The importance of continuity of care arrangements for families is also recognised and respected.

**POLICY STATEMENT:** Relief Educators are approved with CBFDC to provide care and education in the primary Educator's home when the primary Educator is on leave.

As the Approved Provider of Cabonne/Blayney 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. They must demonstrate an ability to meet and maintain legislative requirements, and CBFDC Policies and Procedures in relation to the provision of quality education and care.

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010 No104a
- Education and Care Services National Regulations

**KEY RESOURCES:**

- Guide to the National Quality Framework.
- Australian Government Dept. of Education Childcare Service Handbook 2017-2018.

### Practices

### DEFINITIONS

**Family Day Care 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** - means a person registered with a Family Day Care Service to provide education and care in another Educators place of work whilst the primary Educator is on leave.

**To be eligible to be a Relief Educator a person must:**

- Have a minimum Certificate III in Children's Services or be actively working towards gaining a Certificate III in Children's Services.
- Be over 18 years of age.
- Possess and maintain a current First Aid Certificate, and have undertaken approved training in Emergency Asthma Management and Anaphylaxis management.
- Medical Check.
- Have a completed Working with Children Check and National Police Check.
- Participate in three professional development opportunities throughout the year including Child Protection (every 2 years).
- Sign and abide by the Educator Agreement and Educator Code of Conduct.
- Work in accordance with Education and Care Services National Law and Regulations.

**Primary Educator's will:**

- Discuss with parents which children will be needing care and what days of care they will require when the Primary Educator is unavailable. Explain the options available to the family and respect the choice they make i.e.

1. Temp care by a family member or friend.
2. Temp care by another CBFDC Educator or another education and care service.
3. Use of a Relief Educator in the Primary educator's education and care service.

- Contact the Co-ordination Unit 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.
- Facilitate meeting between families, children and the Relief Educator at least 48 hours before the care is to occur.
- Have parents complete the Relief Educators Authorisation form. Form to be retained by the Educator in their record file, and a copy for the office.
- 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.
- CBFDC staff shall not be responsible for, or enter into, 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
  - parent contact numbers
  - children's details/special requirements
  - details of children's additional needs and medical management plans
  - children's belongings
  - equipment needed for the running of the day
  - maintenance, safety and cleaning routines
  - Checklist of expectations and end of day duties.
  - Discuss the day's program with the Relief Educator and children's individual needs.
  - Ensure the Relief Educator completes attendance records for each child in care under the Relief Educators name.
  - Ensure the premises where the Education and Care Service is operating is compliant with the legislation and CBFDC policies
  - Ensure insurance requirements are met and insurance provider is kept advised of Relief Educator working.

#### **Relief Educator will:**

- Comply with all regulatory requirements, CBFDC Policies and Procedures and other relevant legislation at all times.
- Develop a Fee schedule using the CBFDC template.
- Discuss payment of fees directly with the family and complete a contract.
- Be familiar with the whereabouts in the Family Day Care Educator's service of:
  - first aid kit
  - fire extinguisher and evacuation plan
  - emergency numbers
  - parent contact numbers
  - children's details/special requirements
  - details of children's additional needs and medical management plans
  - children's belongings

- equipment needed for the running of the day
- Carry out regular maintenance, safety and cleaning routines as needed.
- Discuss the day's program with the Family Day Care Educator. Where possible follow the normal routine of the children's day.
- The Relief Educator must ensure that the parents accurately complete the Relief Educators attendance records.
- Meet with the families and children before commencing Relief care.
- Complete a temp contract with the family for the period of care being provided
- Ensure they are familiar with the primary educators EWSA and ensure requirements are maintained at all times.
- Ensure they fully understand and comply with the expectations of the Primary Educator in regard to end of care processes e.g. cleaning etc.
- Ensure they understand and agree to any charges the Primary Educator may charge the relief Educator to operate in the Primary Educators approved venue.
- Complete a daily hazard check to ensure compliance with the Primary Educators EWSA
- Display CBFDC Relief Educator registration certificate while working at the Primary Educators education and care service.
- Ensure insurance requirements are met and insurance provider is kept advised of Relief Educator working.
- Only take their own child to the Primary Educators if; - Included in the ratios - Parents and Primary Educator are aware and give consent.

**Families will:**

- Pay for the contracted hours of a Relief Educator even if the family cancels care.
- Complete attendance records directly with the Relief Educator.

Provide the Relief Educator with appropriate updates on their child's development or health status necessary for the wellness and wellbeing of their child.

## Role of Educator's Family and Other Household Members

**RATIONALE:** It is important for all members of the Educator's household to understand their obligations while a Family Day Care Educator's business is operating on the premises. It is the Educator's duty of care to protect the children and to ensure that a safe, caring and nurturing environment is provided for the children. It is also the Educator's responsibility to ensure that everyone in the household is aware of this responsibility, and of the boundaries of responsibility of family members, visitors and residents.

### **POLICY STATEMENT:**

When providing childcare for other people's children, Educators and their household members need to:

- Be equitable to the Educator's family and to the families of the children in care.
- Provide an environment that recognises and operates in a safe & respectful manner.
- Balance the needs of the Educator's family and of the families and children in care, whilst ensuring quality care and regulatory requirements are maintained.
- Maintain confidentiality- at all times.
- Ensure that the Educator is solely responsible for the children at all times. The Educator cannot delegate this responsibility to any other household members.

### **RELEVANT LEGISLATION:**

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

### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011(ACECQA). National Quality Standards 2018(ACECQA)
- Guide to the National Quality Framework 2018(ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR).
- Family Day Care Australia [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)
- Belonging Being & Becoming- The Early Years Learning Framework for Australia
- My Time, Our Place- Framework for School Age Care in Australia

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### **PROCEDURES:**

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

- Inform Educators of roles of other household members
- Involve other household members in appropriate training

#### **Educators will:**

- Ensure household members know their responsibilities
- Ensure household members abide by the following at all times.

#### **Each household member should:**

- Treat families, children, staff and other Educators with respect.
- Assist the Educator to provide and maintain quality childcare in a safe, nurturing, and friendly environment.
- Support the Educator to participate in ongoing Professional Development.
- Support the maintenance of the home as a safe environment for children on a daily basis, to monitor compliance with Workplace Health and Safety (WHS) Legislation.
- Adhere to the Education and Care Services National law 2010, Education and Care Services National Regulations 2011, National Quality Standard and Service Policies

and Procedures at all times when children are being educated and cared for in the service

- Maintain confidentiality about the families in care, at all times.
- Support only child appropriate TV programmes, videos, games, books and social media being accessible to children.
- Ensure visitors to the home sign the Visitor's Register.
- Ensure a Working with Children Background Check is completed for any Adult Household Member living at the premises over 18 years of age.
- Respect the need for privacy on some occasions when the Educator is discussing issues with staff and/or families, or when a child is bathing or toileting.
- Ensure the use of non-offensive language and tone of voice at all times.
- Ensure only the Educator toilets, bathes or changes the children's nappies.

### **Keeping Children Safe in Family Day Care**

- Educators, household members and visitors have a responsibility to ensure children are kept safe whilst in that childcare environment. Individuals that cause harm to children are at risk of a Child Protection allegation. Allegations made must be investigated. This is the law.
- It is an Educator's responsibility to support and provide family members, residents and visitors with an understanding of significant risk of harm. The Service is able to assist Educators with this.

## Selecting Approved Educators

**The process used in considering the suitability of Prospective Educators includes, but will not be limited to the following:**

- Must be over 18 years of age.
- Completed forms regarding suitability and ability to provide quality childcare.
- Submission of a letter of application and resume.
- Working with Children Background Check and National Police checks for the Prospective Educator and all household members over 18 years as required.
- A completed Certificate III In Children's Services or actively be working toward this qualification.
- Contact details of two referees.
- Proof of identity and residing address.
- Current First Aid certificate and training in Anaphylaxis and Asthma management, and a current CPR qualification.
- A recent medical certificate from a certified practitioner stating suitability to fulfil the requirements of an Approved Educator.
- A completed Educator Workplace Safety Audit of their home in conjunction with the Service, ensuring an adequate standard is met for the provision of childcare.
- Participate in child protection training, preferably organised by a Registered Training Organisation (RTO).
- Knowledge, experience, and/or Professional Development in childcare.
- Evidence of qualifications relevant to the Educator position.
- Attitude and commitment to the philosophy of the service.
- An ability to communicate with adults and children.
- An awareness of and sensitivity towards the diverse needs of young children and their families including a range of cultures, religions and abilities.

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

- Unsatisfactory Working with Children Check or National Police Check of applicant or household members.
- References unavailable or unfavourable.
- Unsatisfactory Educator Workplace and Safety Audit of the applicant's home.
- 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 service and/or legislative requirements.
- Limited knowledge of child development and appropriate behaviour guidance.

### **Steps**

1. Receive and read Educator Information Pack.
2. Application form, covering letter and resume submitted.
3. Educator Interview.
4. Educator Workplace and Safety Audit.
5. Working with Children Background Checks and National Police Check conducted.
6. Medical Clearance.
7. First Aid qualifications.
8. Referee Checks.

If selected for registration, an Approved Educator Induction process will be completed, and the Educator will register for a Provider Digital Access.



## Sleep and Rest Policy - Including SIDS

**RATIONALE:** To ensure all children have positive sleep and rest experiences and are safe while sleeping or resting as part of an Education and Care Service. Educators will minimise the risk of Sudden Infant Death Syndrome (SIDS) and prevent infant sleeping accidents during overnight and daytime care in children's services.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care acknowledges the importance of safe sleep and rest practices for children. The service policy is based on recommendations from the recognised authority SIDS and Kids. Children need to be supervised while sleeping or resting and have positive transition times from play to sleep and rest. SIDS is the most common cause of death in babies between one month and one year of age. It is very important to stay up to date with current recommendations from SIDS and KIDS.

### 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)
- National Quality Standards – Quality Area 2 ACECQA fact sheet Safe Sleep and rest practices.
- Red Nose website resources

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

#### The Coordination Unit will:

- Resource Educators on safe sleeping practices.
- Provide families with information about safe sleeping practices.
- Ensure sleep and rest practices are consistent with contemporary views about children's health, safety, welfare that meets children's individual needs.
- Ensure Policies and Procedures for sleep and rest are based on current research and recommended evidence based principles and guidelines reflecting Red Nose recommendations.

#### Educators will:

- Make reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the educator are met having regard to the ages, developmental stages and individual needs of the children.
- Follow the childcare practices recommended by the SIDS and Kids Safe Sleeping Program to reduce the risk of SIDS and create a safe sleeping environment.
- Inform parents of the recommended SIDS and Kids Safe Sleeping Policy.
- Place babies under 12 months on their backs for sleeping. Babies under 12 months should only be placed on their tummy or side to sleep if told to do so in writing by the child's medical practitioner.
- Ensure they closely monitor sleeping and resting children and infants and the sleep and rest environments. This involves checking/inspecting sleeping children and

infants so they can assess a child's breathing and the colour of their skin at regular intervals (every 15 -20 minutes), and ensuring sleep checks are documented.

- Use only cots that comply with the requirements of Australian/New Zealand Standard 2172:2010, Cots for Household Use safety requirements or Australian/New Zealand Standard AS/NZS 2195:2010, folding cots safety requirements.
- Ensure that cots are regularly checked, maintained and kept in a hygienic manner.
- Place babies at the bottom of the cot to prevent them from wriggling down under bedclothes.
- No quilts, electric blankets, hot water bottles or wheat bags or doonas will be used.
- Bedding will be firmly tucked in at the bottom to prevent them covering the baby's head during sleep.
- Ensure there is an adequate number of cots, beds, stretchers or sleeping mats (together with waterproof covers) for children and infants in care at any given time.
- Ensure that provision is made for:
  - Clean and comfortable mattresses and other bedding, which is in good repair.
  - All forms of bedding must be fitted with a waterproof cover.
  - Bed clothing appropriate to the climate.
  - Fresh linen for each child (ie. Individual bed linen and blankets)
- Ensure children and infants sleep and rest environments are free from cigarette or tobacco smoke.

**Ensure that provision is made for:**

- All forms of bedding must be fitted with a waterproof cover. If a lounge is regularly used as resting place for a child it must have a waterproof cover.
- Bed clothing appropriate to the climate.
- Fresh linen for each child (i.e. Individual bed linen and blankets).
- Children are not to share the same bed at the same time.
- No child (except with the written consent of a family of the child) is to sleep in a room in which an adult is sleeping. (Sleeping in a room with the Educator only may occur if care is provided Overnight). This may occur to address effective supervision and will be written in the management plan.
- Make provision for children who do not wish to sleep or rest during the day.
- Respect cultural differences in relation to sleeping.
- Provide a comfortable quiet place for each child to sleep at any time of the day.
- Provide children that are in care overnight with a separate, comfortable bed and respect their need for privacy.
- Ensure that sleeping children remain within sight and/or hearing range of the Educator and are regularly monitored.
- If a child is sleeping in a room where the Educator cannot see and/or hear them at all times an operational baby monitor will be required.
- When considering the supervision requirements of sleeping children, an assessment of each child's circumstance and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping. Sleeping children should always be within sight and/or hearing distance so that educators can assess the child's breathing and colour of their skin to ensure their safety and wellbeing. Rooms that are very dark and have music playing may not provide adequate supervision of sleeping children.
- A management plan (verbal or written) will need to be developed to identify and address how sight and hearing of sleeping children is managed when a sleep room is not located in the same room as the play area;

### **Babies and toddlers**

- Ensure babies and children sleep with their face uncovered.
- Ensure babies are placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
- If a baby is wrapped when sleeping, consider the baby's stage of development. Leave their arms free once the startle reflex disappears at around three months of age, and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). Use only lightweight wraps such as cotton or muslin. If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life. If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- Ensure dangling cords or string including mobiles will be moved out of the infants reach, as these may get caught around their neck.
- Remove restrictive clothing or clothing with hoods and cords around the neck.
- Use a safe baby sleeping bag with fitted neck and armholes and no hood.
- Ensure that restraints are used and done up correctly when a baby is placed in a pram, stroller or bouncer or any other baby/toddler equipment where restraints are fitted.
- Babies and toddlers do not sleep in an adult bed. Children progress from sleeping in a cot to a bed, stretcher, mattress on floor etc. in consultation with the parent.
- Soft sleeping places where a toddler or baby's face may become covered such as a pillow, a tri-pillow, waterbed or beanbag are not used;
- Heaters, fans and electrical appliances should be kept well away from the cot to avoid the risk of overheating, burns or electrocution;
- Electric blankets, hot water bottles or wheat bags for babies or young children will not be used;
- Practice an emergency evacuation plan for sleeping arrangements where the sleep room and play areas are not adjacent so that a plan is established in case of fire or an intruder.
- Always supervise the infant when wearing the necklace or bracelet (Amber teething necklaces).
- Do not allow the infant to chew on the necklace.
- Remove the necklace or bracelet when the infant is unattended, even if it is only for a short period of time.
- Remove the necklace or bracelet while the infant sleeps at day or night.
- If a parent chooses to leave the amber necklace on whilst the child is in the Educators service, the parent/guardian should confirm in writing with the service, to authorise the approval to leave it on.

### **Overnight Care/Twenty Four Hour Care**

- The provision of overnight care is a component of flexible delivery in Family Day Care. It is vital that Educators offering overnight care/twenty four hour care maintain a comfortable, safe environment that meets individual needs;
- If an Educator has a child in overnight care/twenty four hour care they must:
  - ❖ Advise the Co-ordination Unit. Staff will visit and complete "the sleeping arrangements form to ensure that all parts of an Educators work place meets the health and standards required to ensure the safety of children sleeping overnight.

- ❖ Use a monitor whilst children are sleeping which will be positioned in the same room as where the Educator is sleeping;
- ❖ Check on the child before they go to sleep and at any time that an Educator wakes during the night and when the Educator wakes in the morning;
- ❖ Discuss an emergency evacuation plan for night time so that a plan is established in case of fire or an intruder;
- ❖ Ensure other household members adhere to the procedure for other household members when children are in care.

**Families are encouraged to:**

- Discuss their child's sleeping routines with the Educator.
- Work in partnership with Educators and Service staff to ensure their child has consistent routines and settles into care with minimal stress.

**The Coordination unit will:**

- Determine if the care is required and meets all CCMS accountabilities and all provisions of the National Law and Regulation
- Visit the Educator and complete appropriate documentation
- Complete internal documentation relating to overnight care, week end care and twenty four hour care.

## Storage of Dangerous Substances and Equipment Policy

**RATIONALE:** To reduce the risk of harm to children, families, staff, Educators and visitors from risks associated with chemical products, medicines, other dangerous substances and dangerous equipment.

### POLICY STATEMENT

Cabonne/Blayney 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. It is recognised the importance of Educators and Service staff adhering to the Education and Care Services National Regulations 2011, the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2011 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2011 (ACECQA).
- Guide to the National Quality Standards 2011 (ACECQA).

### 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.
- Home Safety is of high importance in Family Day Care. Under the Work Health and Safety Act 2011, it is the Educator's responsibility to:
  1. Identify hazards in the home.
  2. Assess the level of risk of the hazard.
  3. Eliminate or control the risk.
- Educators and Service staff need to be aware of the Workplace 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.

- Educators need to be aware of what hazardous substances are stored in the home environment and keep accompanying Material Safety Data Sheets.

**The Coordination Unit 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 for all hazardous substances at Play session.
- 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.
- Ensure that at all times there is an educator on the premises with SafeWork NSW & ACECQA approved 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.
- Develop a hazardous substances register and a risk assessment for any dangerous products stored in bulk within the education and care premises. The register will record the product name, application, whether the MSDS is available, what class risk the chemical has, controls for prevention of exposure required, what first aid, medical or safety action should be taken if a person is exposed.

**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 locked place, which is secure and inaccessible to children.
- Ensure that all dangerous substances and medications are stored in their original labelled container and not transferred to any other container.
- Follow the use, storage and first aid instructions on the label for a substance.
- Seek medical advice immediately if poisoning has occurred or call the Poisons Information line on 131126, or call an ambulance, dial 000.
- Provide a safe environment at their home and on outings at all times.
- Complete a Daily Hazard check.
- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the Educators responsibility to eliminate or manage the risk.
- 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 daily and six monthly EWSA checklists to ensure that any dangerous products used within the education and care service have current Material Safety Data Sheets (MSDS) and are stored appropriately.
- Only administer children's medications with family authorisation and in accordance with medical directions. See Medication Policy. All medications will be stored 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.

## Sun Protection

**RATIONALE** To ensure all Children and Staff are protected all year from harmful ultra violet radiation from the sun. This policy aims to promote Sun Smart behaviour and to reduce exposure to UV radiation through a comprehensive approach.

### POLICY 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. Early childhood services play a major role in minimising a child's exposure as children attend during times when UV radiation levels are highest

### RELEVANT LEGISLATION

- 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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- NSW Cancer Council,
- Sun Smart

### PROCEDURES

- Educators and children are encouraged to access the local sun protection times via the SunSmart widget on the service's website, the free SunSmart app or at [sunsmart.com.au](http://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 your hands and wear a glove before applying sun cream to each individual child. We recommend you encourage the parent and the child to apply their sun cream when arriving to care.
- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities 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.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.

Infants

- All babies under 12 months are kept out of direct sun when UV levels are 3 or higher.
- Physical protection such as shade, clothing and broad-brimmed hats are the best sun protection measures.
- If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin.
- The widespread use of sunscreen on babies under 6 months old is not recommended.

### 1. Seek shade

- Educators will make sure there is a sufficient number of 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.

**Please note:** 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 [if practical]**

- 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.

### **Learning and skills**

- Sun protection is incorporated into the learning and development program.
- The SunSmart policy is reinforced by educators and **through children's activities and** displays.

### **Engaging children, educators, staff and families**

- Educators, staff and families are provided with information about sun protection through family newsletters, service handbook, noticeboards and the service's website.
- When enrolling their child, families are:
  - informed of the service's SunSmart policy;
  - asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child;
  - to complete the Sun Protection permission form

### **Role-modelling**, educators, staff and visitors will act as role models by:

- wearing a suitable sun-protective hat, covering clothing and, if practical, sunglasses;
- apply SPF30+ broad spectrum water-resistant sunscreen; and
- seek shade whenever possible.

### **Information:**

Children and their families should learn about sun protection. The sun protection policy (including updates) will be provided to all staff and educators. Further information is available from the Cancer Council website: [www.cancercouncil.com.au/smart](http://www.cancercouncil.com.au/smart)

Parents will be informed of this sun protection policy (including hats, clothing and sunscreen requirements) and encouraged to practise SunSmart behaviour at all times.

### **Review:**

Management and staff should regularly monitor and review the effectiveness of the sun protection policy. A sun protection policy must be submitted every two years to the Cancer Council ([sunsmartchildcare@nswcc.org.au](mailto:sunsmartchildcare@nswcc.org.au)) for review to ensure continued best practice. Refer to Cancer Council guidelines and website: [www.cancercouncil.com.au/smart](http://www.cancercouncil.com.au/smart) for further information.

## Supervision

**RATIONALE:** To ensure that all Educators and Service staff are aware of the importance of adequate supervision in Family Day Care in reducing the risk of harm to the children.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care must be adequately supervise children at all times that they are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce accidents 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 in order to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Community Early Learning Australia

### General 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.”*

Educators must supervise children at all times when eating, drinking, and sleeping.

The Supervision Policy is important not only for children, families and staff/Educators, but relates to every person who enters the service's premises.

Supervision is one of the most important care giving strategies and skills required by staff/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.

The Service recognises that children of different ages need different opportunities for independence. Children in the age group of 5 to 12 years in particular, have different needs to 3 to 5 year olds. 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.

No child is to be left under the supervision of an **unregistered person**, either residing in, or visiting the Educator's residence.

No child is to be left **unsupervised in a motor vehicle**. The child must not be left in the car with any other person but the registered Educator. It is an offence to leave children unattended in a motor vehicle.

The Educator is **not to perform other duties** whilst their service is open. According to Service guidelines, 'other duties' relates to: managing/operating another business whilst children are in care; assisting a partner/friend with their business; attending to other appointments involving their own children or children in out of home care placements; commercial cooking; caring for an ill person within the household; making continuous phone calls/being on the internet; moving premises; attending personal appointments that are not approved by the Coordination Unit.

The supervision and care of children enrolled in family day care will require 100% of the carer's attention.

## **PROCEDURES FOR SUPERVISION**

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

- Provide information and training during induction /orientation for new Educators;
- Provide regular information about supervision strategies.
- Monitor Educator's supervision and provide support and advice.
- Model appropriate supervision skills at play session.
- Use the EWSA and Educators designated floor plan to consider supervision issues.

### **Educators will:**

- Focus their attention to the children and child related activities.
- Children are adequately supervised at all times.
- 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 e.g. an excursion near a significant water hazard, eating and drinking, sleeping and overnight care.
- 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 regularly, and document each individual child.
- Record individual children's sleep details and follow the Sleep and Rest Policy.
- Be especially alert to children during the first weeks in care.

### **Families will:**

- Have the opportunity to communicate with Educators and Service staff about their child's supervision needs, development and the Educators supervision strategies.

## Support Visits by Service Staff

**RATIONALE:** To ensure Educators receive effective ongoing support and guidance from Service staff to deliver a service which complies with current legislative and duty of care requirements.

### POLICY STATEMENT

Support and guidance will be offered to all Educators in a variety of ways, primarily via personal 4-6 week visits to the Educators home or venue where the Educator is operating her service from (e.g. a visit to play session, the park etc.). The Service will continue to support and guide the Educator through phone contact and the delivery of written information.

All forms of support and guidance will aim to promote best practice for the Educator, who will be delivering a service of excellence to their community.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services
- National Regulations 2011(ACECQA).
- National Quality Standards 2018 (ACECQA)- 1.1,7.1.3
- Guide to the National Quality Framework 2018 (ACECQA).
- Childcare Service Handbook 2017-2018 (DEEWR). [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Family Day Care Australia [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)

### PRACTICES

Support visits. Standards 4 & 7

#### The Coordination Unit will:

- Ensure a ratio of 1 full time equivalent CDO or Nominated supervisor is available to support a maximum of 25 Educators.
- 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 assistance and support to all Educators at all times the family care service is operational.
- Provide support for all Educators in all locations, via personal visits, phone and written information.
- Every effort is made to keep continuity of Educators and Support Co-ordinators at the service.
- Monitor that 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 childcare to ensure quality outcomes are provided to children and their families.

- Provide resources and literature to increase the Educator's knowledge of childcare related matters.
- Offer Professional Development opportunities for Educators to extend and develop.
- Develop and evaluate Educator individual staff development plans to support performance improvements.

**Support Coordinators will:**

- Provide assistance and support to all Educators at all times the family care service is operational including at night or on the weekends, if children are using care.
- Provide support for all Educators in all locations, via personal visits, phone and written information.
- Visit Educators on a regular basis in their homes and at other venues i.e. play session.
- Balance visits between scheduled and spontaneous.
- Monitor that legislative requirements are being adhered to and provide Educators with feedback relating to their requirements.
- Document the home visit at the time of the visit (Support Co-ordinator Visit Record), giving the Educator a signed copy at the end of the visit.
- Vary the length and time of the home visit depending on the activities of the day.
- Record observations of each child observed in care. These records are in triplicate form. One to go to the family, one to the educator and one will be stored in the Service files.
- If necessary, follow-up an issue or concern that has been raised during a visit, with the Senior Co-ordinator or Educator/Family liaison Officer
- Liaise with families on child development matters if required.
- Discuss children's development and assist in the planning for each child's progress.
- Discuss and assist the Educator with their program and routines.
- Provide resources and literature to increase the Educator's knowledge of childcare related matters.
- Develop and evaluate individual development plans to support performance improvements.

**The Educational Leader will: law- 169. Regulations 118, 148**

- Lead the development and implementation of the Educational Programs
- Guide Educators in their planning and reflection
- Mentor colleagues in their implementation practices
- Document all support home visits, giving the Educator a copy at the end of the visit.
- Develop and evaluate individual development plans to support performance improvements relevant to the implementation of the Educational Programs.

**The Educator will:**

- Ensure all Educators work collaboratively and affirm, challenge, support and learn from others to further develop their skills and to improve practice and relationships.
- Ensure all Educator and staff Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful of the role of the Support Coordinator and Educational Leader.
- Allow the Service staff to visit in their home or other venues while providing care.
- Provide feedback to staff on improvements to the service.
- Sign the Visit record once completed by Service staff.
- Notify the families that a visit has occurred that day by the Support Co-ordinator.
- Work with The Service to evaluate and develop individual performance plans to support performance improvement.

**Families are encouraged to:**

- Contact the Service if they wish to discuss their child's progress.
- Provide feedback to Educators and staff on improvements to the service.

**Support Visits:**

Each Educator visit is planned to ensure quality outcomes for children and Educators. Visits are based on mutual respect and recognition of individual roles and responsibilities.

Individual points of view will be considered.

Support will also be primarily offered through personal support visits. Additional support will occur by phone contact and information documentation.

**Prior to visits, a Support Coordinator will:**

- Prepare themselves with information and resources required for the visit.
- Plan to visit on an alternate day to previous visit, to endeavour to see all children in care.
- If leaving from home, ring the Service to identify start time and gain updates on absences, etc.
- Preplanning of visits maybe organised with the Educator, prior to the visit if the Educator requires a specific visit on a particular day to discuss such items as; issue of concern, to view a specific child, alternations to EWSA.)

**During visits Support Co-ordinators will:**

- Communicate respectfully with the Educator and the Educator's family (refer to the Ethical Conduct Policy).
- Respect the Educator's workplace.
- Introduce themselves to any visitors.
- Sign the Visitor's Register.
- Observe childcare practices to monitor compliance with regulatory requirements i.e. NQF, Child Protection.
- Develop a professional rapport to discuss factors that are impacting on the Educator's Service e.g. relationships with children, their families and the Educator's own family.
- Address and document any concerns with the Educator.
- Use the Cabonne/Blayney Family Day Care Policies and Procedures to resolve issues promptly.
- Assist Educator's to reflect on their practise and make any necessary improvements on a regular basis.
- Promote the ongoing Professional Development of the individual Educator.
- Provide resources, in a variety of formats to Educators which enhance Professional Development and encourage resourcing to influence childcare practise.
- Consistently implement the Guidance of Children's Behaviour Policy. This includes discussion with Educators, families and Service staff about strategies to be implemented.
- Complete visit records and outline any follow up required. Educators have an opportunity to document their visit or service feedback on this record.

**Service**

Issue of Concern- to be recorded by Service staff when an issue arises from/with an Educator, Family or member of the public. All information is to be recorded accurately and objectively. Confidentiality must be used at all times. All information must be discussed with the Nominated Supervisor, Educator, Family and/or member of the public. The issue of concern will then be discussed and relevant action plan developed.

**Coordination will:**

- Consider all Educators' locations, to ensure the Family Day Care service is viable for the Service to monitor and support in all situations

**After the visit Support Co-ordinators will:**

- Advise the Educator of any concerns noted on the visit.
- Complete any follow up as identified on visit.
- Place any returned forms or paperwork etc. in appropriate locations ASAP.
- Make plans for the next visit.
- Document children's records in the appropriate file.

**Standards of Excellence are encouraged through:**

- Ongoing Educator Professional Development.
- Support Co-ordinator and Service support.
- Educational Leader support
- Educators attending play session.

## **Tobacco, Alcohol and Other Drug Free Environment**

**RATIONALE:** To ensure all children are raised in a healthy drug free environment.

### **POLICY STATEMENT**

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

### **RELEVANT LEGISLATION**

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

### **KEY RESOURCES**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

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.”*

And;

*“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.”*

### **PROCEDURES**

- Smoking drinking and consumption of illicit drugs will not be permitted in any areas utilised by Cabonne/Blayney Family Day Care.
- Smoking will not be permitted in any open space 10 metres from the Cabonne/Blayney Family Day Care outdoor area or fence line.
- Students, volunteers and visitors to the service will not be permitted to smoke, drink or consume drugs on the premises and will adhere to the tobacco, drug and alcohol free environment policy.
- Parents, family members or relatives of children enrolled at the service will not be permitted to smoke, drink or consume drugs on the premises and will adhere to the Smoke Free Environment Policy.

### **ADVOCACY**

#### **Children**

- Healthy living habits will be discussed with children.

#### **Families**

- Leaflet and flyers regarding passive smoking, quitting smoking and non- smoking education will be provided to families if required.



## Transport and Road Safety

**RATIONALE:** To ensure that all Educators are familiar with the current regulatory requirements related to vehicles and the safe transportation of children whilst in Family Day Care.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care acknowledges the importance of ensuring the safety of children when travelling. Educators need to be aware of children at all times and develop clear procedures that the children can follow, that will ensure their safety. Vehicles used by Educators need to be safe, along with the car safety equipment that may be used in the vehicles.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- 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)

### PROCEDURES

#### The Coordination unit will:

- Develop policies in consultation with Educators and families that will assist Educators to clarify the regulatory requirements in regard to transporting children.
- Provide resources and/or professional development for Educators on matters relating to road safety and the safe transporting of children.
- Keep a register of compliance/certification of car safety restraints and devices being fitted correctly into Educators vehicles.
- Keep a record of car registration of Educators (on the Educator Workplace Safety Audit).
- Request a copy of the Educators drivers licence if applicable.

#### Educators will:

- Ensure that they have a drivers 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.
- Only use the vehicle which has an annual RTA inspection approval sighted at the office to transport Family Day Care children.
- Discuss with families the type of child restraint or position in the car their child will be travelling in.
- Ensure that any motor vehicle that is used to transport children on regular outings/excursions (other than a motor vehicle with seating for more than 12 persons) is fitted with child restraints approved by the Roads and Maritime Services

and ensure this certificate of inspection demonstrating correct installation is forwarded to the office.

- Inform families of the requirement for their children to be transported in a vehicle if that is part of the Educators childcare activities.
- Ensure that car safety equipment has been properly installed, and any modifications to their car have been certified as safe by the Authorised Inspection Station.
- Not use car restraints which are more than 10 years old.
- Be responsible for purchasing the correct bolt for car restraints and have its suitability authorised with a Certificate of Installation.
- Ensure all children are restrained whilst in the vehicle. Restraints must be appropriate to the age of each child.
- Restraints must be appropriate to the age of each child. Specifically children who are; 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 each child has a separate car restraint i.e. 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.
- Participate in basic training on how to move and fit car restraints themselves.
- Not leave children unattended in the car at any time.
- Consider transport options and route when planning excursions in a risk assessment framework.
- 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).
- Develop handover procedures that take into consideration the safety of drop off points for children and cars if on the Educators premises (e.g. driveways) considering all Work Health and Safety aspects.

**Families will:**

- Abide by the safety procedures of the Educator in relation to arrival and departure of children.
- Support the good habits of Educators and children in care in regard to 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.

## Visitor's Register

**RATIONALE:** To ensure children are safe at all times and parents are informed of people visiting the education and care service.

### **POLICY STATEMENT**

To ensure Educators meet the regulatory requirements of recording "visitors" to their premises whilst providing childcare.

### **RELEVANT LEGISLATION**

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

### **KEY RESOURCES**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### **PROCEDURES**

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

- Inform Educators of responsibilities of Visitors and Educator responsibilities in allowing visitors to enter the Education and care service.
- Ensure the visitors register is completed when visiting and advise Educators all visitors must fill in the visitors register.

#### **Educators will:**

- Not leave a child or children alone with a visitor to a family day care residence or approved venue, while providing care and education to that child as part of the FDC service.
- Ensure all visitors are fit and proper to attend the education and care service.
- All approved Educators who have "visitors" attend a family day care residence or approved family day care venue during hours of operation must have all the visitors sign the Visitors Register. The Visitors Register must be kept and include the following details:
  - ❖ Date;
  - ❖ Name;
  - ❖ Time In;
  - ❖ Signature;
  - ❖ Time Out;
  - ❖ Signature;
  - ❖ Reason for visit.
- Ensure whilst visitors are present children receive a high quality education and care service experience.
  - Ensure the Educator is not distracted by the visitor.
- Definition of a visitor for the purposes of the Education and Care Services National Regulations 2011- any person at the Educator's premises that is not permanently living at the premises.
- Visitors include:
  - ❖ Service staff- Support Co-ordinator visits
  - ❖ Trades persons
  - ❖ Other people that may come into the Educator's premises with the family

- ❖ Friends that drop in during the day, including other Educators
- ❖ Families that are at the Educators premises for a family interview whilst children are in care;
- ❖ People that are staying with you short-term- not permanently residing with you.
- Visitors do not include:
  - ❖ Families that are signing the children in and out on the timesheet;
  - ❖ Educators own family, who reside with them, and permanent residents. The Service will provide forms for Educators to use for visitors to sign. Educators may choose to use their own method of recording this information.
- Notify the Service Manager in writing of any circumstances which may affect whether the Educator, household member or frequent visitor is a fit and proper person to be in the company of children.
- Ensure if a visitor is staying for more than 3 weeks at the residence or venue where the Education and Care service operates from, a Working with Children Check is completed.
- 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 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 and kept for a minimum 3 years after the record was made;
- The Visitor's register will also be completed at play session.

**Each visitor should:**

- Treat families, children, staff and other Educators with respect.
- Adhere to the Education and Care Services National Law 2010, Education and Care Services National Regulations, National Quality Standard and CBFDC Policies and Procedures at all times when children are being educated and cared for in the service.
- Maintain confidentiality about the families in care, at all times.
- Sign the Visitor's Register.
- Respect the need for privacy on some occasions when the Educator is discussing issues with staff and/or families, or when a child is bathing or toileting.
- Ensure the use of non-offensive language and tone of voice at all times.
- Ensure only the Educator toilets, bathes or changes the children's nappies.
- Ensure alcohol or drugs are not consumed or be under the influence of whilst visiting.
- Will not 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.

## Water Safety

**RATIONALE:** To ensure all Educators, Service staff and parents are informed of the procedures required by Cabonne/Blayney Family Day Care in relation to experiences involving water and excursions where there is a water hazard.

### POLICY STATEMENT

Cabonne/Blayney Family Day Care acknowledges the importance of safe practices around water. Water hazards and pools are a high risk to children's safety. Supervision of the children is paramount and the adult to child ratio must be maintained and implemented to reduce the risks when near water. Water areas are popular with the public, particularly in hot weather, making it difficult to maintain close supervision of children in the crowd; therefore strict procedures have been set to ensure the safety of the children in Cabonne/Blayney Family Day Care.

### RELEVANT LEGISLATION

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

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).
- Swimming pools Act 1992
- Kidsafe

### PROCEDURES

- No child while in the care of an Educator as part of the Education and Care service is to swim in a pool at the Educators home at any time while the service is being provided.
- Educators are not to take children to a public swimming pool or other persons pool for any reason.
- Water troughs or containers will only be filled to a safe level. These will be emptied immediately after use.
- Water play activities will be supervised at all times. If a small wading pool is being used, the Educator will stand immediately beside it.
- All water holding containers must be stored to ensure they cannot refill with water.
- Buckets used for cleaning will be emptied immediately.
- Any water hazards i.e. ponds or fountains at the premises that could constitute a drowning hazard are securely covered or inaccessible to children.
- No child will participate in an excursion where a water hazard is not fenced appropriately unless higher ratios are maintained and discussed with the Service.
- Wading pools, sprinklers, soaker hoses may be used if children are constantly in the sight of the Educator at all times. On the completion of play with wading pools etc. they must be emptied and put away each time.
- Ensure pools are fenced and gated according to the Swimming Pools Act 1992 and provide the Service with a certificate of currency every two years.
- Ensure any pool filters are inaccessible to children.
- Family Day Care Educator's own children can have access to a swimming pool on the premises if they are 13 years or over while the Education and Care Service is operating.

**Administrative procedures**

- An outing where there is a water hazard would be regarded as an excursion and a signed permission note from the family would be required. This needs to identify the number of children and adults attending the excursion and how the risk will be minimised.
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## Work and Health and Safety

**RATIONALE:** To ensure Educators and Service staff comply with the Work Health & Safety Act 2011(NSW) and the Work Health & Safety Regulation 2011(NSW).

### POLICY STATEMENT

The Work Health & Safety 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. Self-employed people (e.g. Family Day Care Providers) must ensure the health and safety of people visiting or working at their places of work (their homes), who are not their employees, by not exposing them to risk.

**Self – employed (e.g. Family Day Care Providers)** must ensure the health and safety of people visiting or working at their places of work (their homes), who are not their employees, by not exposing them to risk.

For Educator's this includes people that come into an Educators home on Family Day Care business e.g. the children in care, the people dropping off and picking up the children, the Service staff that visits and any workers paid to do a job for the Educator their health and safety by not exposing them to risk.

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

Risk Management involves:

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

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

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

### 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)

### KEY RESOURCES

- National Quality Standards 2018 (ACECQA) – Quality Area 2.
- Guide to the National Quality Framework 2018 (ACECQA).

### PROCEDURES

**The Coordination Unit will:**

- Provide information to Educators on health, hygiene and safety matters in childcare as the information is made known to staff. This may be through newsletters, fact sheets, professional development sessions, Educator meetings or on staff visits.
- Offer professional development and/or resources to Educators in areas that relate to WHS.
- Monitor the compliance of Approved Educators to ensure safety in their homes by checking that Educators complete the Educator Workplace Safety Audit (EWSA) on a regular basis and by Support Co-ordinators conducting impromptu home visits.

- Review the systems and procedures relating to risk management within the service on a regular basis.
- Develop policies and practices on Workplace Health and Safety matters in consultation with stakeholders of Family Day Care.

**Educators will:**

- Comply with the Work Health & Safety Act 2011(NSW) as a self-employed business operator. Comply with the WHS practices that are documented in the Regulations for Family Day Care that relate to their childcare business.
- Maintain a safe environment in their homes whilst conducting their business.
- Develop and implement safe work practices in relation to WHS standards in the Educators home.
- Remain up to date with current safety requirements for Family Day Care.
- Complete daily hazard checks and document, which complies with the EWSA Audit.
- Ensure regular outings/excursions are conducted in a safe manner.

As Educators are self-employed small business operators they are responsible for the implementation, maintenance, monitoring and review of WH&S systems within their own work environment.

**WHS Policy must be complied with by Approved Educators and staff at all times.** A breach of policy by an Educator or staff member may result in disciplinary action.