



We Belong Family Day Care Policies & Procedures Guidelines

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We Belong Family Day Care Services Values Statement



We Belong Family Day Care Service acknowledges the Kombumerri, Wangerriburra, Bullongin, Minjungbal and Birinburra peoples of the Yugambah Nation as the traditional custodians of this land on which we operate our office and pay our respects to elders – past, present and emerging. Sovereignty of this land is not and has never been ceded and remains stolen. Always was, always will be, Aboriginal land.

OUR BELIEF



We Belong Family Day Care Service's primary aim is to provide families and children with high quality education and care which will meet their individual needs and be inclusive of all, regardless of socio-economic status, cultural background, gender, disability or geographical location.

CORE VALUES



RELATIONSHIPS

- Empower our Educators, Field Officers and others to develop their skills and knowledge to become competent, confident and independent professionals.
- Promote a positive collaborative, supportive relationship with parents/educators and work in partnership with them to provide a high quality environment for all children.
- Empower educators to build relationships with children to support their resilience and wellbeing.
- Value Family Day Care as a unique education and care choice for families where educators, staff, families, children and community members collaborate to create a safe, challenging learning environment for children that is play based, to build their sense of belonging, being and becoming.



INCLUSION:

- We Belong Family Day Care Service's primary aim is to provide families and children with high quality education and care which will meet their individual needs and be inclusive of all, regardless of socio-economic status, cultural background, gender, disability or geographical location.
- Recognise how extended families, kinships, educators, community and guardians are important in children's lives
- Recognising the right of every child to be included in a family day care home environment By adapting the environment and program approaches to ensure genuine and valued full participation.



PLAY

- Encourage an environment that scaffolds and facilitates children's strengths and capabilities, where children are able to play and learn in a home environment that is welcoming, responsive, safe and nurturing.
- Play environments that support, encourage, give choices to explore and problem solve and that includes risk taking that builds upon skills at their own individual pace.
- Value the significant role educators' play in the education, nurturing and development of children.



COMMITMENT TO OUR COMMUNITY

- Listening and responding to the views and concerns of all involved with We Belong Family Day Care.
- Encourage all educators to provide a program of activities and experiences that is interesting, educational, stimulating, fun and guided by children's interests through the provision of spontaneous planning and reflective conversations.
- Working within the perimeters of a Relationship Model that includes continuous improvement and critical reflection embedded into all aspects of service operations.
- Respect the partnership involved to create a supportive service for children, families, educators, staff and others accessing the service.

References:

Kidsafe NSW - <https://www.kidsafensw.org/playground-safety/challenging-play-risky/>
https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Nature Play - Learning Outdoors: Benefits/Risks
<https://www.natureplayqld.org.au/programs/embedding-outdoor-learning>

ECA Code of Ethics - <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Pathways to Resilience – Wings to Fly <https://pathwaystoresilience.org/programs.php#im2>



Introduction

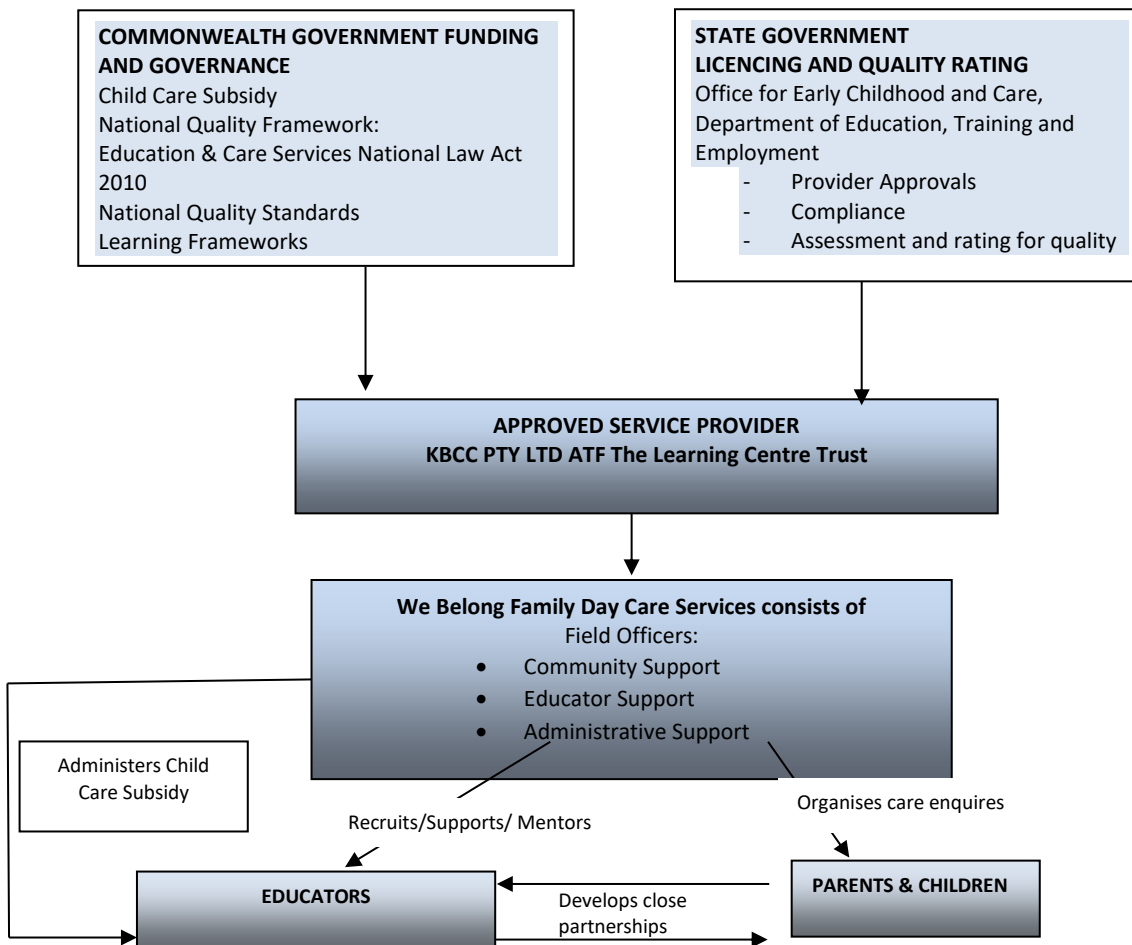
Educators, We Belong FDC Service Staff, Families, Approved Provider and Community Support Committee Members are required to be aware of and follow the outlined procedures and practices at all times. This document is reviewed by all stakeholders on a regular basis to reflect changing community needs, legislation, theory and practice. If at any time you have suggestions for change - these are most welcome and should be forwarded to the Approved Provider via kbcccommunity@gmail.com

We Belong Family Day Care Service educators provide engaging learning and play opportunities in a stimulating home environment for children 0- 12 years. Our Service supports educators in providing safe, secure and stimulating home-based environments for small groups of children. We Belong FDC Service encourages and supports the building of close relationships with families and children in a partnership approach to the needs of the children in their care.

Operational & Accountability Structure

All Staff in We Belong FDC Service are accountable to the following people:

- Approved provider of the Service
- Nominated Supervisor of the Service





CHILDREN'S HEALTH & SAFETY

Quality Area 2



Administration of Medication

Effective Date: December 2014

Review Dates: Bi-Annually

Legislation & Law:

Education and Care Services National Law 2011- <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 Clause 92, 93,94,95,96
<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards – 2.1.2; 2.2.1- <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Source:

Guide to the Education and Care Services National Law 2011 and the Education and Care Services National Regulations 2011 (ACECQA).

Guide to the National Quality Framework 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

Staying Healthy in Child Care - Preventing infectious diseases in child care 6th Edition – 2024

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

Policy Rationale

To ensure all medications are administered in a safe and accountable manner according to the National Law and Regulation.

Principles and Procedures

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 Education & Care workers to children in their care and to the administration of non-invasive medications such as oral and topical (skin) medications.

The Service will:

- Provide the families with relevant information about health management policies and practices on enrolment with the service;
- Provide resources and information to Educators and families on health matters as 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 enrolled with the service;
- Keep up to date on current health management practices;
- Request families to update their child enrolment forms annually to ensure current



medical authorisations.

Educators will:

- Ensure medication is administered to a child only from its original packaging;
- Ensure that children who have medical conditions that require medication to be administered have this medication stored at the educator's premises at all times or arrive in care with their medication each day and this medication is removed from their bag and stored in a safe area that is not accessible to the children. This includes but is not limited to, children with Anaphylaxis (epi-pen), Asthma (Asthma puffer/spacer), allergies (allergy medication), seizures (rescue medication), Diabetes (insulin) etc
- Ensure that any medications for children with medical conditions are packed and taken on any excursions, stored in a safe area (with a cold pack if required) and kept with the educator at all times
- 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 Authority Form. These forms are to be forwarded to the Service for storage once a child finishes with an Educator;
- 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 emergency service;
- Store medical information in a safe and secure place;
- Maintain confidentiality in regard to 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 medical conditions, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis;
- Ensure medications are stored correctly and securely away from access by children; Discuss any concerns about administering medication with families and if necessary, Field Officers;
- 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 forms are up to date and include current authorisations;
- Provide a summary of the child's health, medications, allergies, doctor's name, address and phone number, and a Health Management Plan approved by a doctor, to the Service and Educator prior to starting care;
Keep the Educator up to date with any changes to a child's medical condition or Health Management Plan;
- Provide medication in its original packaging, with the child's name and details of administration provided by a health professional;
- Ensure that children who have medical conditions that require medication to be administered have this medication with them at all times, this could mean leaving the medication at the educators or ensuring the child arrives in care with their medication each day. This includes but is not limited to, children with Anaphylaxis (epi-pen), Asthma (Asthma puffer/spacer), allergies (allergy medication), seizures (rescue medication), Diabetes (insulin) etc. If you arrive at the educators without the medication unfortunately your child will be sent home;
- Provide regular updates to the service on the child's medical condition including any changes, and ensure all information required is up-to-date
- Complete the Medical Authority Form authorising the Educator to administer medication to their child, on a daily basis as required;
- Request the Educator to administer only the recommended dosage on the original medication package;
- Seek a doctor's certificate for a child to return to care if requested by the Educator;
- If giving permission for a school age child to self-administer medication, ensure this is stated on the medication form in the method section.

Practices for self-administration of medication

- A **school** age child may self-administer medication under the following circumstances:
 - Written authorisation is provided by the parent/guardian
 - 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 school age children will be supervised by the Educator



Infectious Diseases

Effective Date: December 2014

Review Dates: Bi-Annually

Legislation & Law:

Education and Care Services National Law 2011- <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 Clause 92, 93,94,95,96

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

Source:

Guide to the Education and Care Services National Law 2011 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standards 2011 (ACECQA) – Quality Area 2- <https://www.cecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Guide to the National Quality Standard 2011 (ACECQA).

Staying Healthy in Child Care – Preventing infectious diseases in child care 6th Edition – 2024

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

QLD Health - <https://www.health.qld.gov.au/public-health/schools>

National Health and Medical Research Council (NHMRC) <http://nhmrc.gov.au/publications>

Australian guidelines for prevention of infection in healthcare www.nhmrc.gov.au/guidelines/publications/cd33

Policy Rationale

To ensure Educators, Co-ordination Unit staff and parents 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.

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

Principles and Procedures

There are 4 steps to the spread of infections:

1. The person with the infection spreads germs into their environment.
2. The germ must survive in the environment.
3. The germ is then passed to another person.
4. The next person becomes infected.

“Infectious illnesses may be due to viruses, bacteria, protozoa or fungi. All of these organisms are too



small to see with the naked eye. These germs can survive on the hands and objects, for example, toys, door handles and bench tops. The length of time a germ can survive on a surface depends on the germ itself, the type of surface it has contaminated and how often the surface is cleaned. Washing with detergent and water is a very effective way of removing germs.”

Germs can be transmitted through the air, through contact with faeces and then contact with mouths, direct contact with skin and contact with other body secretions. (e.g., runny noses, blood secretion). Refer to: Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011 – and Time Out Poster at: http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf

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

- Effective hand washing and hand sanitising
- Exclusion of sick children and staff
- Immunisation
- Mask wearing when appropriate

Recommended practices outlined in this policy will reduce cross contaminated of germs in the education and care setting.

Co-ordination Unit will:

- Provide information and resources to Educators on how to prevent the transmission of infectious diseases
- Provide current information to educators and families about infectious diseases from reputable sources such as Qld health
- Model safe hygienic practices to Educators and children where possible.
- Report any occurrence of an immune preventable disease to the Department of Health Infectious Diseases Unit –Brisbane 0733289724 or 0733289728

See- Time Out poster at:

http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf for guidance.

- *Provide each educator with a copy of the Time Out Poster*

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 seek advice on health matters including immunisation;
- 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, infectiosum (also called Parvovirus or slapped cheek syndrome).

- Refer to Time Out Poster
(http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf)
- Require a clearance letter from a medical practitioner where applicable from families or provide for self and family members where applicable or as requested by the service.
- Follow Illness Risk Assessment regarding all illness in the care environment specially when an outbreak occurs and follow Qld health guideline's

• STEPS TO EXCLUSION

When a child presents at the residence or venue with symptoms of being unwell the following steps will be put in place by the educator:

- Parent will be asked to take the child home until well.
- If the child presents as unwell during the day, parent to be notified to collect the child immediately, or if not contactable notify the nominated persons on enrolment forms to collect the child immediately.
- Notifying the coordination unit as soon as possible
- Notify all families of the occurrence of an infectious disease in a manner that is not prejudicial to the rights of any child or staff member. For example, 'There is a case of chicken pox rather than 'John has chicken pox'.
- In the case of non- immunised children, notify these families and these children may be excluded for a period of time – as per Staying Healthy In Child Care – "If children who are not fully immunised are able to attend education or care services in your state or territory, they should still be excluded from the service during outbreaks of some infectious diseases (such as measles and whooping cough), following advice from your local public health unit. Discuss with the parent or carer that their child may need to be excluded during such events, even if their child is well, because they may be at risk of infection"
- Request families to update immunisation records regularly.
-

Note- It is recommended that Educators who are pregnant consult their doctor to seek advice on which immunisation or screening is appropriate for them.

Parents will:

- Not send infectious or sick children into care.
- Promptly pick up a sick or infectious child that becomes ill whilst in care
- Communicate with educator about the child's wellbeing
- Follow advice from Qld Health on infectious diseases
- Seek advice on immunisation of their child from a medical practitioner
- Provide We Belong Family Day Care with up to date information on their child/ren'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 Co-ordination Unit if their child has been diagnosed with an immune



preventable disease e.g. whooping cough, measles or rubella.

Note: Unwell children are to be excluded from attending care if they are suffering from a communicable disease or when they require a level of care and attention that would be detrimental to the safety and well –being of the unwell child or other children in care .



Medical Conditions

Effective Date: December 2014 **Review Dates:** Bi-Annually

Legislation & Law:

Relevant legislation and standards include but are not limited to:

Education and Care Services National Law Act 2011: Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038> Section 173

Education and Care Services National Regulations 2011

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653> Regulations 90, 91, 96

National Quality Standards - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

WorkSafe - <https://www.worksafe.qld.gov.au/laws-and-compliance/work-health-and-safety-laws>

Source:

Meeting children's health needs: Department of Education & Training (1st July 2019)

<https://www.vic.gov.au/managing-childrens-medical-conditions-early-childhood-services>

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations

2011 <https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards – Quality Area 2

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Guide to the Education & Care National Quality Standard (ACECQA).

<https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf>

Staying Healthy in Child Care – Preventing infectious diseases in child care 6th Edition -2024

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

Policy Rationale

If a child with a chronic illness or medical condition that requires support is accepted by the Service, it is vital that prior arrangements are negotiated with the parent/guardian, and appropriate health care workers to prepare for the event that the child will require support while in attendance at the Service.

Parents/guardians and the Service including Field Officers should liaise with either the child's medical practitioner or other appropriate service providers to establish such an arrangement. **Arrangements must be formalised following enrolment and prior to the child commencing at the Service.**



Principles and Procedures

The Approved Provider (or delegate) will:

- Ensure that all staff and volunteers are provided with a copy of this policy and have a clear understanding of the procedures and practices outlined within
- Develop and implement a communication plan and encourage ongoing communication between parents/guardians, staff and educators regarding the current status of the child's specific health care need, allergy or other relevant medical condition, this policy and its implementation
- Ensure **all** educators and Field Officers have attended training in managing specific health care needs such as asthma management, anaphylaxis management and any other specific procedures that are required to be carried out as part of the education and care of a child with specific health needs
- Ensure families, Field Officers and educators understand and acknowledge each other's responsibilities under these guidelines
- Ensure families provide information on their child's health, medications, allergies, their medical practitioner's name, address and phone number, emergency contact names and phone numbers, and where applicable a medical management plan signed by their medical practitioner, on enrolment and prior to the child commencing at the Service or upon diagnosis
- Ensure that a risk management plan is developed for each child with specific medical conditions on enrolment or upon diagnosis, and that the plan is reviewed at least annually
- Ensure that parents/guardians who are enrolling a child with specific health care needs are provided with a copy of this and other relevant We Belong FDC policies
- Identify specific training needs of educators and Field Officers who care for and or support children diagnosed with a medical condition, and ensure that educators and Field Officers access appropriate training
- Maintain ongoing communication between the service, educators and parents/guardians in accordance with the strategies identified in the communication plan, to ensure current information is shared about specific medical conditions within the service
- Follow the Communication Plan outlined in this policy

The Responsible Person (Educator) will:

- ⇒ Communicate any relevant information/changes provided by parents/guardians regarding their child's medical condition to the service
- ⇒ Ensure a copy of the child's medical management plan is visible but considering the child's confidentiality
- ⇒ Ensure all families are informed of any allergy triggers with individual children in their service by displaying a poster restricting certain foods to the care setting
- ⇒ Ensure that emergency contact numbers are displayed clearly in the home/venue



- ⇒ Ensure children's Emergency Contact Cards are kept up to date with their emergency contact person and their medical condition (which travel with the educator when on excursions or outings)
- ⇒ Ensure that children who have medical conditions that require medication to be administered have this medication stored at the educator's premises at all times or arrive in care with their medication each day and this medication is removed from their bag and stored in a safe area that is not accessible to the children. This includes but is not limited to, children with Anaphylaxis (epi-pen), Asthma (Asthma puffer/spacer), allergies (allergy medication), seizures (rescue medication), Diabetes (insulin) etc
- ⇒ Ensure that any medications for children with medical conditions are packed and taken on any excursions, stored in a safe area (with a cold pack if required) and kept with the educator at all times
- ⇒ Be aware of individual requirements of children with specific medical conditions and inform educator assistants and/or volunteers that have direct contact with children
- ⇒ Familiarise yourself with the allergens that trigger allergic reactions, asthma attacks, seizures etc and put appropriate Risk Management in place to reduce the risks in consultation with field officers.
- ⇒ Administer medications in their original packaging, with the child's name and details of administration provided by a health professional as required, in accordance with the medication procedure on the child's Medical Plan and/or Permission Forms
- ⇒ Support the self-administration of medication for children over pre-school age with parental authorisation, a Medication Form must be completed by the parent
- ⇒ Monitor signs and symptoms of specific medical conditions and communicate any concerns to the parent and the service
- ⇒ Adequately supervise all children, including those with specific medical conditions
- ⇒ Ensure opportunities for a child to participate in any activity, exercise or excursion that is appropriate and in accordance with their risk management plan
- ⇒ Ensure that children do not swap or share food, food utensils or food container when a child at risk is in care
- ⇒ Inform the service of any issues that impact on the implementation of this policy
- ⇒ Administered to a child without authorisation in the case of an anaphylaxis or asthma emergency, contact Emergency Services immediately. The parent of the child and the service must be notified as soon as practicable
- ⇒ Complete the Incident, Injury, Trauma and Illness form in consultation with the parent and send to the service as soon as practicable
- ⇒ Follow the outlined Communication Plan below

Parents/guardians will:

- ⇒ Inform the Service of their child's medical conditions, if any, and inform the Service of any specific requirements that their child may have in relation to their medical condition.
- ⇒ Provide regular updates to the service on the child's medical condition including any changes, and ensure all information required is up-to-date



- ⇒ Ensure that children who have medical conditions that require medication to be administered have this medication with them at all times, this could mean leaving the medication at the educators or ensuring the child arrives in care with their medication each day. This includes but is not limited to, children with Anaphylaxis (epi-pen), Asthma (Asthma puffer/spacer), allergies (allergy medication), seizures (rescue medication), Diabetes (insulin) etc. If you arrive at the educators without the medication unfortunately your child will be sent home;
- ⇒ Provide a medical management plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of any medical condition that need to be supported by a medical plan. This medical management plan must include a current photo of the child and must clearly outline procedures to be followed by the responsible person in the event of an incident relating to the child's specific health care needs before care commences
- ⇒ Meet the cost (where applicable) of training the Educator to perform specific medical procedures as relevant to their child, if required
- ⇒ Notify the Service of any changes to the status of their child's medical condition and provide a new Medical Management Plan in accordance with these changes
- ⇒ Inform the service of any issues that impact on the implementation of this policy
- ⇒ Follow the Communication Plan outlined below.

Self-administration by a child over preschool age

Services who provide education and care to a child over preschool age (as defined in the *Education and Care Services National Regulations 2011*) may allow a child over preschool age to self-administer medication. The Approved Provider must consider their duty of care when determining under what circumstances such permission would be granted.

- Where a child over preschool age can self-administer medication/medical procedures, written permission must be provided by the child's parent/guardian.
- Parents/guardians will provide written details of the medical information and administration protocols from the child's medical/specialist medical practitioner(s).
- The self-administration of medication or medical procedures by children over preschool age will be undertaken only under the supervision of their educator with current approved first aid qualifications.

Communication Plan:

- ⇒ **Step 1:** Parents inform the service of their child/ren's medical needs on enrolment or on diagnosis and provide the appropriate Medical Plan for the condition where applicable
- ⇒ **Step 2:** The educator will implement appropriate risk management strategies in consultation with the family and Field Officers for each child that is in care with a medical condition that requires support and take all medication related to the medical plan with them on all outings and store correctly
- ⇒ **Step 3:** The service will provide copies of the appropriate policies to the family for the condition of the child, including:
 - Administration of Medication Policy
 - Medical Condition Policy



- ⇒ **Step 4:** The service will provide the educator with enrolment details, including any Medical Plans, for all children attending their service (Including educators providing relief care)
- ⇒ **Step 5:** The educator will inform all families in their care setting of any triggers to allergies by displaying the appropriate poster and discussing what foods need to be restricted from lunchboxes
- ⇒ **Step 6:** The family will keep the educator and the service informed of any changes to their child/ren's condition and provide new Medical Plans as these changes occur and at least **annually**. **All medications that are required according to the medical plan must be with the child at all time when attending care.**



Emergency and Critical Incidents

Effective Date: December 2014

Review Dates: Annually

Legislation and Law:

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 (85, 86 & 87, 97)

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

Sources:

Guide to the Education and Care Services National Law 2011 Education and Care Services National Regulations 2011 (ACECQA).

<https://www.acecqa.gov.au/sites/default/files/2018-01/NQF-Resource-02-Guide-to-ECS-Law-Regs.pdf>

National Quality Standards 2011 (ACECQA) – Quality Area 2

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Guide to the National Quality Standard 2011 (ACECQA).

<https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf>

Kidsafe Guidelines for FDC (2021) https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Policy Rationale:

To provide a clear outline for all staff and Educators of how to respond to an emergency and critical incident. 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.

Principles and Procedures:

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 staff, educators, other involved persons, children, families 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
- Mitigation
- Response to and
- Recovery from, and
- Review of emergencies and critical incidents

A critical incident may include (but is not limited to):

- An accident
- Fire
- Loss
- Death
- Natural disasters
- Violence
- Terminal illness
- Emergency situations (Including storm and flood)
- Media attention
- Harassment
- Emergency First Aid
- Robbery

Co-ordination Unit Staff 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 (Educators may devise their own forms).
- Upon receipt of the quarterly emergency practice record, will photocopy for recording purposes, and return original to Educator.
- Each Quarter document and record the evaluation of the emergency procedure and store on educator file on FDSee visit record.

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:

- If the educator requires medical attention due to injury or feels unwell they must ensure that once they have called for medical assistance they call the service emergency phone if out of hours or the office number during office hours to inform the coordination unit that



they need assistance and the a coordinator will attend to stay with the children until they are collected.

- 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, including children attending overnight care
- Evaluate the emergency evacuation/lockdown procedures
- Prepare the environment by having an organised environment to easily locate:
 1. Mobile Phone or iPad
 2. Emergency contacts
 3. Council phone numbers
 4. Medication forms/box
 5. 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;
- An area which children can be moved from without going back towards the danger area;
- Not at the rear yard, unless there is a gate and an access route away from the danger;
- Escape routes to assembly areas must be kept clear of obstruction at all times; and
- The lockdown area needs to be in a suitable room inside the FDC residence/venue.

Fire Equipment:

Educator's homes must have:

- Appropriately placed smoke detectors;
- Practice with all the children Fire /Evacuation and Lockdown every 3 months using the different routes that are on the Evacuation Plan.
- Note the times/duration of the drill /lockdown and date and route which you followed.
- Educator and Educator Assistant must ensure I'm Alert Fire Safety training is undertaken every 3 years
- A fire blanket that is kept adjacent to cooking facilities is required. If opened the Fire Blanket must be replaced

PLEASE NOTE: It is not mandatory to have fire extinguishers in the care area.

However, if you have a fire extinguisher it is a requirement that it is tested every 6 months or as directed by safety regulations.



Queensland fire extinguisher testing requirements (under AS1851, section 10 of the Building Code of Australia (BCA) & Australian Standards) state that portable and wheeled fire extinguishers require inspection and testing on a six (6) monthly basis. On top of this, pressure testing is required at five year periods, plus recharging of the extinguisher if it is discharged. These pressure tests and certifications need to be carried out by a licenced cylinder test station.

- **Timing is important in terms of counselling after critical incidents:**
- We Belong Family Day Care Approved Providers will provide professional counselling services for all staff, Educators, family and children associated with a critical incident.
- Counselling service will be organised by Coordination Unit staff within 24 hours of the incident.



Nutrition & Food

Effective Date: December 2014

Review Dates: Annually

Legislation & Law:

Education and Care Services National Law 2011- <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 -77-79,80,90,169, 168 (2) (a) (i)
<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards –1, 2.2.1,7.1

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Source:

Food Foundations - <https://naqld.org/category/food-foundations/>

Kidsafe Factsheet –Choking & Suffocation www.kidsafeqld.com.au

Queensland Health, food safety policy and regulation unit <http://www.health.qld.gov.au/foodsafety>

Department of Health - Australian Dietary Guidelines for children and adolescents:

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55a_australian_dietary_guidelines_summary_book.pdf

Raising Children Network: <https://raisingchildren.net.au/teens/healthy-lifestyle/daily-food-guides/dietary-guide-14-18-years#daily-dietary-guidelines-for-children-14-18-years-nav-title>

Eat for Health: <https://www.eatforhealth.gov.au/eating-well/healthy-eating-throughout-all-life/healthy-eating-infants-children-and-teenagers>

Acecqa Policy Guidelines: <https://www.acecqa.gov.au/sites/default/files/2021-08/NutritionFoodBeveragesDietaryRequireGuidelines.pdf>

Policy Rationale

We Belong Family Day Care believes that good nutrition is essential for children's health, safety and wellbeing. For this reason *We Belong Family Day Care* will encourage nutritious, good quality food consistent with the *Dietary Guidelines for Children and Young People in Australia*.

Educators will aim to role-model food safety and hygiene practices, and provide a relaxed and enjoyable environment for children to eat their meals and snacks. All food and beverages served by Educators registered with *We Belong Family Day Care* will be consistent with the child's own dietary requirements, and take into consideration healthy eating guidelines, the children's like and dislikes as well as meet any cultural requirements of families.

Principles and Procedures

The service will:

- Encourage parents/carers and educators to provide all children in care a nutritious diet appropriate for their age with consideration to cultural and religious preferences, allergies, likes and dislikes



- Ensure all educators attend Food Safety training on commencement and then at least every 3 years. In addition to this educator who prepare food for children on a regular basis must complete Food Safety Training annually.
- Recommended Training:
<https://dofoodsafely.health.vic.gov.au/index.php/en/component/topics/?view=section&id=43>
- Guide educators on safe food handling and healthy food/drink choices during field visits

Educators will:

For an Infant

- Support the mother to continue to breastfeed as long as possible
- Encourage breast milk or formula as the main drink for the infant until 12 months of age
- Expressed milk or formula should be labelled with the child's name and stored in the refrigerator
- Expressed milk or formula will be warmed in warm water or a bottle warmer (not in the microwave)
- The service recommends nursing an infant whilst being fed until they are able to hold the bottle unassisted, bottles are not to be left with sleeping infants
- Unused breast milk or formula will be discarded
- Encourage the introduction of solids around the age of 6 months in consultation with the parent/carer

**Encourage introduction of new foods at home before including them at FDC, in case of allergy*

For All Children

- Provide water for children continually throughout the day
- Educators are expected to interact and eat with children at meal times to encourage conversations about healthy eating and role model healthy eating.
- Inform parents/carers about how much food and drink their child has consumed during the day and their food choices through conversations at pickup time or communication books (whichever is applicable to the care setting)
- Wash hands before preparing/ handling food and ensure children wash their hands
- Will incorporate children's agency and decision-making into their educational program by planning meal times and other food-related experiences that enable this, for example children are able to eat when they are hungry
- Supervise children whilst eating, discourage sharing of food between children and encourage children to be seated and calm at all meal times
- Avoid risk of choking by avoiding foods that can break off into hard pieces e.g. raw carrots
- Ensure each child's lunchbox or food is labelled with their name and stored in the refrigerator (if applicable)
- Ensure any diagnosed allergies of the child are clearly written on the enrolment form, noted and taken into account when menu planning. Request food allergy information and a Medical Plan (if available) from the parents of any child with a known food allergy and ; in consultation with the parent (s) develop a Risk Management Plan for these children.

When the educator is providing food, they will undertake the following procedure:

- Wash hands before preparing/ handling food and ensure children wash their hands



- A menu will be displayed for parents/carers that accurately describes the food and drinks provided each day
- Food and drinks will be provided and safely stored as recommended by Safe Food Handling Practices, including while going on outings and excursions
- Care should be taken to avoid allergy inducing food and drinks (where applicable) and consideration given to children's likes and cultural requirements when preparing the menu
- Provide a menu to families that is based on the recommendations of Food Foundations (Nutrition Australia QLD)
- Use the back hot plates **never use the front plates, always turning pot handles towards the rear of cook top**

Safety recommendations to keep children safe from hot food and drinks include:

- Keeping hot food and drink inaccessible to children
- Testing any hot food, including microwave meals and hot noodles, to ensure it is a safe temperature before it is given to the child
- Draining all liquid from hot noodles before serving
- Taking care when heating baby bottles, use a recommended bottle warmer to heat a baby's bottle
- Do not drink hot beverages when around children.
- Using non-slip place mats instead of tablecloths.
- All hot water and other liquids over 50°C found in water outlets and cooking or heating appliances (e.g. saucepan, frying pan) should be: out of reach of young children by making inaccessible or inoperable by appropriate barriers such as child-resistant taps or tap covers.
- Prepare a Food Preparation and Cooking with Children Risk Assessment and Management Plan. These must be approved and reviewed with a Field Officer.

Families Will:

- Ensure the service is advised of their child's dietary requirements – relating to their child's growth and development needs, as well as any specific cultural, religious or health requirements – at the time of enrolment, and that this information is kept up-to-date
- Should their children have a medical condition that can be impacted by food, work with the service to develop risk minimisation plans and provide a Medical Plan where applicable
- If the educator provides food, read the weekly menu and provide feedback to the educator on the choices available
- If providing food and beverages from home, ensure these are nutritious and plentiful and that they are in line with service requirements (e.g., that they do not contain allergens that could harm other children at the service), noting that the service is not required to serve food and beverages from home to children should they conflict with the recommendations of Food Foundations or cause a risk to a child with a known allergy.
- Consider how food and formula bottles are transported and to ensure correct temperatures are met.



Healthy Environment

Effective Date: December 2014

Review Dates: Bi- Annually

Legislation & Law:

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Food Act Queensland Legislation 2006

<https://www.legislation.qld.gov.au/view/html/inforce/current/sl-2016-0122>

Source:

National *Food Standards Code* (FSANZ) - <https://www.foodstandards.gov.au/code/Pages/default.aspx>

National Quality Standards - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety> Quality Area 2

Staying Healthy: Preventing infectious diseases in early childhood care and education services 6th ed.

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

Healthy Bodies, Healthy Minds 2nd Ed. <https://www.brainsbeyondborders.ca/healthy-mind-healthy-body-second-edition>

NHMRC National Health and Medical Research council -<https://www.nhmrc.gov.au/about-us/publications/staying-healthy-guidelines>

Infection protection and control in childcare setting –

https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2448/documents/1_infection-prevention-control-childcare-2018-05.pdf

Germ Busters

Kidssafe Guidelines for FDC (2021) https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Policy Rationale

We Belong Family Day Care will maintain a healthy and hygienic environment that promotes the health of the children, educators and parents using the service. Educators will ensure that they maintain and model current best practice hygiene procedures as advised by Queensland health authorities. Educators will engage children in experiences, conversations, routines and responsibilities that promote children's understanding of the importance of hygiene for the wellbeing of themselves and others



Principles and Procedures

In accordance to Education and Care Services Regulations 2011, Regulation 153 the following information must be included in the register of FDC educators in relation to each educator engaged by or registered with the service:

- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing educators should acknowledge children who are modelling good hygiene practices and look for opportunities to provide learning moments for children who have not developed the same level of awareness.

A resource can be found at:

<https://www.youtube.com/watch?v=uSvtMCweiSk>

- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in We Belong Family Day Care routines and reminders.
- Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by Educators to support these practices.
- Educators will aim to provide a non judgmental approach to differences in hygiene practices and standards between families in order to support children developing sense of identity. Where practices differ to standards expected in We Belong Family Day Care remind children that these are practices to be followed by We Belong Family Day Care but they may be different for them at home.
- Hand washing will be practised by all Educators, children and Field Officers upon entering the Service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- Field Officers will use hand sanitiser before entering and after leaving educators houses
- Educators and Field Officers must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators and Field Officers must wash hands with soap and water after removing the gloves.
- Educators and Field Officers with cuts, open wounds or skin disease such as dermatitis on their hands should cover their wounds and wear disposable gloves when serving food, change nappy and when responding to first aid. Used gloves should be disposed of safely.
- We Belong Family Day Care Service including Educator's homes will be cleaned daily and all toilet facilities will have access to a basin or sink with running water and soap and paper towel for washing and drying hands.



- All toilets, hand basins and kitchen facilities used by We Belong Family Day Care Services will be cleaned and disinfected daily.
- Surfaces will be cleaned with warm soapy water after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of monthly.

FOOD HYGIENE

- ⇒ All food will be prepared and stored in a hygienic manner
- ⇒ Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and explanation provided to children on the reasons why hygienic conditions are maintained.
- ⇒ Food will be stored in tightly sealed containers, away from any chemicals.
- ⇒ Kitchen equipment will be cleaned and stored appropriately
- ⇒ Surfaces are cleaned with hot soapy water before and/or after food preparation.
- ⇒ All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C,
- ⇒ We Belong We Family Day Care will provide food handling and hygiene information to parents.
- ⇒ We Belong Family Day Care will regularly review and evaluate food handling and practices in line with current best practice guidelines from recognised authorities.
- ⇒ Children will be encouraged not to share their drinking and eating utensils.
- ⇒ Tongs and spoons will be used for the serving of food. Where possible Educators will encourage children to self serve for food and drinks encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.
- ⇒ All cups, plates and utensils will be washed in hot, soapy water.
- ⇒ Educators are not required, when handling food, to use gloves if correct hand washing practices have been implemented (See Food Act). If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded and replaced with a new pair before handling food and before working with ready to eat food after handling raw food.



- ⇒ Gloves must be removed, discarded and replaced after using the toilet, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.
- ⇒ All rubbish or left over food is to be disposed of immediately in lidded bins and bins emptied at least daily and then wiped with disinfectant.



CHILDREN'S SAFETY

Quality Area 2



Nappy Change and Toileting Policy

Effective Date: 8th April 2024

Review

Dates: Annually

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards 2.1

The Child Protection Act 1999

Source:

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 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

United Nations Convention on the Rights of the Child at www.unicef.org.au

Staying Healthy in Child Care - Preventing infectious diseases in child care 6th Edition –2024

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

Infection protection and control in childcare setting –

https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2448/documents/1_infection-prevention-control-childcare-2018-05.pdf

Australian Children’s Education & Care Quality Authority-

<https://www.acecqa.gov.au/sites/default/files/acecqa/files/QualityInformationSheets/QualityArea2/EffectiveToiletingandNappyChangingProcedure.pdf>

RELATED POLICIES

- Hygiene policy
- Code of Conduct Policy
- Inclusion and Equity Policy
- Interactions with Children Policy
- Privacy and Confidentiality Policy
- Supervision of Children Policy

Policy Rational

This policy provides a clear set of guidelines and procedures for We Belong FDC Services to:

Provide positive experiences for children during toileting and nappy changing and ensure they are performed in a hygienic and safe manner. Inform educators and other adults working in the service about the correct procedure as recommended by recognised health authorities.



The risk of the spread of bodily fluids and other communicable diseases is increased when educators change a child's nappy. For this reason, educators must act to protect themselves, the child and others from the spread of infection.

“Nappy changing and toileting rituals are valuable opportunities to promote children’s learning, meet individual needs and to develop strong relationships with children. Having their needs met in a caring and responsive way builds children’s sense of trust and security—which relates strongly to the Early Years Learning Framework.”

Principle and Procedure

The service will:

- Ensure adequate and appropriate hygienic facilities for nappy changing
- Ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children which is compliant with National Regulations and Health and Safety Standards
- Ensure that the nappy change facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children
- Ensure Nappy change procedure remains compliant and up to date.

Educators will:

Educators will ensure that supervision of children at all times, including during toileting and Nappy change is maintained based on children’s age and development and having regard to Children’s dignity and rights. While changing a child’s nappy or assisting with toileting educators must also ensure an adequate level of supervision is maintained for other children in the group.

All children should be in sight and/or hearing of an educator at all times.

- Educators must ensure that routines and facilities allow for the supervision of children in outdoor and indoor areas, including supervision of nappy changing/toileting and should ensure that these routine activities promote positive interactions and learning experiences.
- Children’s nappies are to be checked regularly throughout the day and in particular after routine times such as meals and sleeps. Educators should be sensitive to children’s individual needs in relation to nappy changing.
- Educators must ensure nappy change times are positive, relaxed experiences and take the opportunity to interact one-on-one with children, using songs, rhymes etc. Educators should advise children that they are going to change their nappy prior to doing so to prepare them.
- Nappy-changing and toileting routines are to be adapted to meet the individual child’s routines and should take into account the needs of children and families.
- Children’s needs for privacy during toileting and/or dressing and undressing times should be respected. Being respectful and sensitive to children's dignity and rights to privacy.



- Educators are to record details of nappy changes for sharing with families upon collection, where this is appropriate for the child's age and development and in instances where it is requested by families. Where a child is checked, but not changed, this should also be recorded.
- Educators and other adults working with children must always wear gloves when changing nappies and dealing with toileting accidents.
- Change table liners/paper should be used on change mats – this is to be discarded with the old nappy and gloves, prior to the new nappy and clothes being put on.
- After each change the mat should be cleaned using paper towel with soapy water. Discard the paper towel after each use.
- Ensure that nappy change mats are free from cracks, holes and other defects in the surface which may allow germs to survive.

NHMRC Procedure for Nappy Changing

Educators must follow the nappy change procedure based on the NHMRC "Staying Healthy Edition 5". The NHMRC poster should be displayed in each nappy change location.

Preparation

1. Wash your hands
2. Place paper on the change table- ensure wipes and plastic bags are in reach.
3. Put disposable gloves on both hands

Changing

4. Remove the child's nappy and put in a hands-free lidded bin. Place any soiled clothes in a plastic bag
5. Clean the child's bottom using appropriate wipes or soap and water as necessary.
6. Remove the paper and put it in a hands-free lidded bin
7. Remove your gloves and put them in the bin
8. Place a clean nappy on the child
9. Dress the child
10. Take the child away from the change table
11. Wash your hands and the child's hands

Cleaning

12. Clean the change table with an approved sanitiser then with detergent and water, then rinse and dry
13. Wash your hands

Record on nappy chart, communication folder/book or other means so that information can be shared with families

IMPORTANT NOTES:

- The person changing the nappy should wash their hands three times during the entire Procedure: before they start, after changing the nappy and after cleaning the change table.



- Educators must NEVER leave a child unattended on a change table. Educators must at all times have secure control of children on change tables to prevent a fall. Children are prone to wiggling and moving and educators must be able to react quickly and safely to any sudden movements. Educator may use the floor by placing the change mat down and having items ready to use and placing these items after the nappy changing has occurred. Keeping in mind the child's dignity and body positions from others
- A parent may provide a nappy rash cream or powder for use on their child. Parents must provide signed written request/permission (medication form) for educator to apply any creams or powders and include any specific instructions on the use and application.

Toilet-training

- Families must supply several changes of clothing for children especially when toilet training. Spare clothes will also be available at the service if needed. Educators should;
 - Assist the child to change and clean with wipes of warm soap and water if needed.
 - Place soiled clothes in a plastic bag, tying the top firmly and place in a secure soiled items container for families to take home at the end of the day. Soiled clothes will not be rinsed or washed. (Explain to families that washing soiled clothes is a risk of spreading germs and supervision is at risk if attending to soiled items.)
 - Always keep the soiled-items container out of reach of children.
 - Help the child use the toilet.
 - Help the child wash and dry their hands. Ask older children if they washed and dried their hands.
 - Explain to the child that washing their hands and drying them properly will stop germs that might make them sick.
 - Educators should be patient, supportive and respectful with children who are toilet training, there are bound to be accidents and educators should respond with respect, where possible, using the correct terms for going to the toilet - ask families what words they use at home, as consistent language between home and care will help children to understand and learn more easily

COMMUNICATION AND CONSULTATION

- Families will be advised of toileting and nappy change details dependent on the age and needs of the child and those requested by the family.
- Educators will be provided with the NHMRC Nappy Change Poster upon registration.
- The NHMRC nappy change procedure will be displayed in all locations where toileting and nappy changing occurs. The handwashing poster will also be located where children wash hands.
- Educators and Families will have access to this policy at all times.
- Educators and families will be provided with opportunities to be involved in the review of this policy.



Sleep and Rest

Effective Date: December 2016

Review Date: Annually

Legislation & Law:

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 Clause 170, 168 81, 84A, 84B, 84C,

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety-2.1.2>

Source:

Red Nose: <https://rednose.org.au/>

<https://rednose.org.au/resources/education>

National Quality Standards 2011 <https://www.acecqa.gov.au/>

Guide to the National Quality Standard 2011 <https://www.acecqa.gov.au/>

Kidsafe https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Safe sleeping for Infants Kidsafe: <https://www.kidsafevic.com.au/wp-content/uploads/2019/09/Safe-Sleeping-2012-national.pdf>

ACECQA Policy Guidelines: <https://www.acecqa.gov.au/sites/default/files/2021-08/SleepRestForChildrenPolicyGuidelines.pdf>

Policy Rationale

The purpose of the sleep and rest for children policy is to ensure the safety, health and wellbeing of children attending our service and appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.

Principles and Procedures

Education and care services National Regulations 2011; 81 sleep and rest states:

'A family day care educator must take reasonable steps to ensure that the needs for sleep and rest of children being educated and care for by the educator as part of a family day care service are met, having regards to the ages, development, and individual needs of the children'.

We Belong FDC's safe sleep and rest procedures and practices follow Red Nose guidelines, the recognised national authority in this area. Effective sleep and rest strategies are important factors in ensuring a child feels secure and is safe while attending family day care. All educators must obtain training on safe sleep for Babies every three years.



The guidance now states that continuous supervision, in which an educator is in sight and hearing of a sleeping child at all times, is best practice

Approved Providers, educators and staff have a shared duty of care to ensure children are provided with a high level of safety when sleeping and resting. Taking into consideration the risk for each individual child, such as considering the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

Families Will:

- Regularly update the service on their child's sleeping routines and patterns or health care requirements that require higher level supervision while sleeping
- Provide informal updates to their educator on the child's previous night's sleep to assist with sleeping during the day
- Provide specified bedding if required by the educator
- Dress child appropriately for the weather conditions and provide additional clothing

Educators will:

Safe Sleep and Resting Practices for Babies: children under 12months

- Update safe sleep training online or face to face every three years and provide We belong fdc with evidence of training
- Care environment well-ventilated area with either window open if safe to do so or using mechanical ventilation
- Sleep babies on their back – never on their tummy or side.
- Sleep babies with their head and face uncovered, with their feet at the foot of the cot. Never use quilts, doonas, duvets, pillows, cot bumpers, sheep skins or place soft toys in the cot.
- Tuck bedding in securely so it is not loose, or sleep the baby in a sleeping bag that is the right weight for the season and fits the neck firmly.
- Use a firm clean mattress that fits the cot snugly with no gaps of more than 20mm at the sides and ends.
- No additional mattresses or extra padding are placed in cots.
- Cots are to be kept away from curtains and blind cords.
- Never let babies sleep on couches, bean bags or pillows.
- Bouncinettes, prams, strollers, hammocks, baby swings and car seats have NOT been designed for safe sleeping. Children should be removed and put in their cot or bed once asleep.
- Dress children in suitable clothing for the weather and free from hazards such as hoods.
- Remove jewellery including Amber teething necklaces.
- No bassinets are permitted in the care environment
- Regular physical checks – at the bed side, not via CCTV or viewing windows – should continue to be implemented in all circumstances.
- After the age of 12 months, once a child has the capacity to climb out of a cot, they should be transitioned from the cot to minimise risks of falling.



Use of Portacots

- All portacots sold in Australia must meet the Australian Standard AS/NZS 2195 for portable cots (portacot). The standard is actually known as folding cots, this includes Portacots. This standard is a mandatory standard.
- Not to be used for overnight care
- The mattress and all padding and cushioning material must be sufficiently firm to stop them forming to the contours of a child's face. The base should be designed to provide a firm flat support for a mattress, or should incorporate a mattress. The mattress must touch the cot on every side and should fit snugly.
- Portacots cots must not have a mattress or other parts within the cot that are inflatable in their construction. Both manually inflating and self-inflating mattresses are not allowed.

Safe Sleep and Resting Practices for Older Children:

- Children will be placed on their back to rest.
- If a child turns over during their sleep, allow them to find their own sleeping position.
- Light bedding is a recommended option, tuck bedding in to prevent the child from pulling it out over their face.
- Quiet experiences will be offered to children who do not fall asleep.
- Dress children in weather suitable clothing free from hazards such as hoods.
- Remove jewellery including Amber teething necklaces.
- Regular physical checks – at the bed side, not using monitors or viewing windows – should continue to be implemented in all circumstances.

Protective Behaviours and Practices:

- All children will be supervised whilst sleeping
- Complete 10 min sleep/rest check and record on the sleep/rest daily for all children in care and families to have access to these checks.
- All children who are sleeping in a separate room will be checked regularly using **the look, touch, listen strategy** checks will be conducted every 10minutes and recorded
- Doors must be kept ajar during rest / sleep time with sleep checks at least every 10min
- When using cots or porta-cots manufacturer's guidelines must be adhered to at all times in relation to weight and/or height restrictions of the children. Portacots not to be used for overnight care.
- Children's rest environments are free from cigarette or tobacco smoke as detailed in the service's Tobacco, Drugs and Alcohol-Free Environment policy.
- All children will be provided with the opportunity to sleep, rest and relaxation in a safe and secure environment.

Provision and Maintenance of Rest and Sleep Equipment and Environment:

- A comprehensive Health and Safety Audit will be carried out by scheme Field Officers annually and recorded in FDSee.



- Field Officers will assist educators to develop Risk Assessments that are specially designed for overnight care that caters for educators' safe sleep environments, safety and supervision. Educators must follow the steps of the sleep policy and procedure for overnight care.
-
- Areas are checked on regular Field Officer Visits throughout the year.
- The service does not permit the use of electric blankets in cots or on mattresses.
- All new cots must meet the Australian Standards for cots (AS2172). All folding cots must meet the Australian Standards for porta cots (AS/NZS2195). A mattress may only be added to a porta cot if recommended by the manufacturer and guidelines from the manufacturer must be followed.
- Educators must regularly check for the following hazards:
 - Loose or broken parts
 - Missing or loose knobs, screws or sharp catches
 - Peeling, cracking paint or splintered wood
 - Rips or tears in Porta cots

Hygiene Practices:

- Cots are to be cleaned regularly.
- Mattresses are to be cleaned at least weekly and after body spills.
- Each child has their own bed linen that is washed at least weekly.
- Cot mattresses and sleep mats must have a water proof mattress protector.

**As per requirements on scheme Health and Safety Audit.*

Rest Environment Aesthetics:

- Educators must maintain room temperatures to allow the children to have a comfortable rest/sleep time, air-conditioning or ceiling fans may be used. Pedestal fans can be used as long as an effective barrier is in place to prevent children from accessing the fans and risk management is in place.
- There should be adequate airflow in the sleep environment.
- Music can be used to assist children to rest in a calm and relaxing environment.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the We Belong FDC Service and the grievance procedures set out in this service policy manual will not apply

5 Sleep baby in safe cot in parents' room for the first 6-12 months*



The safest place for baby to sleep is in their own safe space, in the same room as their parents or adult caregivers for the first 6-12 months.

6 Breastfeed baby

Breastfeeding has been shown to reduce the risk of sudden infant death. For women who aren't breastfeeding, follow the first five recommendations to help keep your baby safe.



Unsafe sleeping spaces



*For information on co-sleeping visit: rednose.org.au/co-sleeping



Safe Sleeping

How to sleep your baby safely to reduce the risk of sudden infant death.

For all babies 0-12 months




rednose.org.au


Red Nose Safe Sleep Advice Hub
1300 998 698
(during business hours)
education@rednose.org.au
rednose.org.au/safesleep

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Red Nose recommends six key steps to reduce the risk of sudden infant death.

1 Always place baby on their back to sleep





Placing baby on their back to sleep helps keep their airway clear and ensures their protective reflexes work. This reduces the risk of suffocation, overheating and choking.



Sleeping on the tummy or side increases the risk of sudden infant death.


2 Keep baby's face and head uncovered

Babies control their temperature through their face and head, so keeping baby's face and head uncovered during sleep helps reduce the risk of overheating. It also helps keep their airways clear which reduces the risk of suffocation.

- Baby on back
- Feet at bottom of cot
- Blankets firmly tucked in
- Only pulled up to chest
- Always choose a safe sleeping bag - fitted across the neck and chest, with baby's arms out, and no hood.


3 Keep baby smoke free before and after birth



Smoking during pregnancy and around baby once they are born increases the risk of sudden infant death - this includes second-hand smoke.

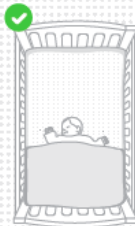
If you or your partner smoke, don't smoke around baby and never smoke where baby sleeps.

For free help to quit smoking call Quitline on 13 78 48.



4 Safe sleeping environment night and day


The safest place for your baby to sleep is in their own safe space, with a safe mattress, and safe bedding. Baby should always be placed on their back to sleep, with their feet at the bottom of the cot.



- Safe cot
Meets Australian standard AS/NZS 2172:2003.
- Safe mattress
Firm, flat, right size for your safe cot, meets voluntary Australian standard (AS/NZS 8811.1:2013).
- Safe bedding
Lightweight bedding, firmly tucked in and only pulled up to the chest.
Safe sleeping bag, well fitted across the neck and chest, with baby's arm out, and no hood.

No soft surfaces or bulky items

Don't use any soft items in the cot are dangerous and increase the risk of suffocation and overheating.



- Doonas or loose blankets
- Pillows
- Cot bumpers
- Lambs wool
- Soft toys like a teddy



Sun Protection

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 -Regulation 168(2) (a)

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>- Standard 2.3

Source:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

QLD Cancer Council <https://cancerqld.org.au/cancer-prevention/sun-protection/>

Policy Rationale

As Queensland has the highest rate of skin cancer in the world, We Belong Family Day Care Service aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection where Educators and Field Officers will implement the Sun Safety Policy to protect themselves and the children in their care from the harmful rays of the sun.

Principles and Procedures

Slip, Slop, Slap, Seek, Slide recommendations of QLD Cancer Council will be embedded in the We Belong Family Day Care Service's practices when outdoors.

Slip on protective clothing

Slop on SPF30 or higher sunscreen

Slap on a hat

Seek shade

Slide on sunglasses

The Coordination Unit will:

- ⇒ Provide sun safety information to families enrolling children in care, being sensitive to cultural requirements.



- ⇒ Provide information to educators, families and community that promotes sun safety regularly through newsletters, email blasts and Facebook.
- ⇒ Field Officers will- role model Slip, Slop, Slap, Seek, Slide sun safe practices when in the field or on excursions.

Educators will:

- ⇒ Encourage families to provide appropriate hats (or wear the We Belong bucket hat supplied on enrolment) and appropriate sun safe clothing for children.
- ⇒ Encourage families to apply sunscreen on arrival to care or apply (or assist the child to apply) SPF30 or higher broad-spectrum sunscreen.
- ⇒ Ensure children have sunscreen or apply sunscreen 20 min before outdoor play then reapply every 2 hours if applicable.
- ⇒ Provide learning opportunities for children that promotes sun protection.
- ⇒ Provide school age children leadership roles in managing their own sun protection.
- ⇒ Provide shady areas in their outdoor environment where children can play and minimise outdoor activities between the hours of 10am and 3pm.
- ⇒ Ensure children who do not have a hat or sun safe clothing plays in the shade.
- ⇒ Ensure children under one year of age will be protected from direct sunlight when UV levels reach above level 3 by keeping them in the shade and ensuring they are wearing sun safe clothing. Suitable sunscreen that is age appropriate can be used for babies under 6months in small amounts.
- ⇒ Check UV levels to ensure suitable activities are planned for the time of day at:
<https://www.myuv.com.au/>
- ⇒ Be sensitive to children's and family's cultural requirements in regards to clothing and hats.

The following procedures are recommended for families:

- Where appropriate, families will be asked to provide the following items for their children who attend care:
- Hat, preferable wide brimmed (We Belong fdc provides a hat on enrolment)
- Sunscreen with broad spectrum SPF 30 or higher (preferably which has already been tested on the child's skin for adverse reactions).
- Sunglasses are also recommended where appropriate.
- Give permission for the educator to apply sun screen that they or the educator has provided.



Administration of First Aid

Effective Date: December 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

National Quality Standards

Source:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

Guide to the National Quality Standard

National regulation 89; First Aid Kits.

St John's Ambulance Australia-Fact Sheets - <http://stjohn.org.au/first-aid-facts>

St John's Ambulance First aid kits and equipment-

<http://www.stjohnqld.com.au/media/members/marketingstore/kits.pdf>

ACEQA Incident report link form:

[https://www.acecqa.gov.au/sites/default/files/2021-](https://www.acecqa.gov.au/sites/default/files/2021-03/Incident_injury_trauma_and_illness_record_interactive_final.pdf)

[03/Incident_injury_trauma_and_illness_record_interactive_final.pdf](https://www.acecqa.gov.au/sites/default/files/2021-03/Incident_injury_trauma_and_illness_record_interactive_final.pdf)

Policy Rationale

We Belong Family Day Care believes that in order to ensure the highest level of care is maintained for children attending the service; all educators must be suitably qualified in emergency first aid management. The We Belong Family Day Care will ensure that first aid equipment and support is available to all children, educators and visitors to the We Belong Family Day Care and whilst on excursions. All educators are required to undertake senior first aid, asthma management and anaphylaxis management training as part of their conditions of registration to ensure full and proper care of all is maintained.

Principles and Procedures

Educators will have current first aid qualifications that include:

- First Aid
- CPR
- Asthma
- Anaphylaxis
- A fully stocked and updated first aid kit will be kept in the designated and secured place out of reach of children at the Service and in the car (where applicable).
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance. <https://www.sja.org.uk/get-advice/i-need-to-know/what-to-put-in-a-first-aid-kit/>
- A cold pack will be kept in the freezer for treatment of bruises and strains.
- Cold running water for burns for 20mins



- An inventory of the kit will be maintained and checked on a regular basis by the Educator and will be checked during annual audit by a Field Officer.
- Qualified first aiders will only administer first aid in minor accidents or to stabilize the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons center will be located in a prominent position.

In the case of a minor accident the responsible person in charge will:

1. Assess the injury
2. Attend to the injured person and apply first aid as required.
3. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
4. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the hygiene policy.
5. Ensure that anyone who has come in contact with any blood or fluids wash their hands thoroughly in warm soapy water.
6. Notify the parents/carers and We Belong Family Day Care Service by phone where applicable and within 30 mins of a minor incident that will have a incident report. (If after office hours phone the service emergency mobile).
7. Record the incident and treatment given in the Incident/Injury/Trauma/Illness Form and forwarded within the 24 hours, recording the following details:
 - Name
 - Date, time, and location of incident
 - Description of injury and circumstances of how it occurred, including witnesses.
 - Treatment given and name and signature of first aid attendant
 - Details of any medical personnel contacted.
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report and name and signature of a person making report
 - Name and signature of responsible person in charge
 - Obtain parental signature confirming knowledge of the accident report form.

In the case of serious incident, the responsible person in charge will:

1. Phone 000 and ask for an ambulance and follow instructions given by emergency services
2. As soon as able contact parent/carer to notify of incident and where the child will be taken e.g.: hospital
3. Contact We Belong FDC Service to notify and gain advice on procedure, where possible and/or applicable a Field Officer will immediately come out to the educator to give assistance (if after office hours phone service emergency mobile)
4. Complete an Incident/Injury/ Trauma/Illness Form as outlined in point (7) above
A Field Officer/ Nominated Supervisor will contact the Approved Provider to notify of incident to the Regulatory authority through the National Quality Agenda IT system (NQA IT System) within 24 hours of the incident.

In the case of the administration of medication as a first aid response – this being ONLY for Asthma, Diabetes and Anaphylaxis, the Educator will follow the medical conditions Policy and Procedures. At no time must the educator administer any medication or over the counter medication without the consent of the parent or medical practitioner even in cases of an emergency other than for the above conditions.



Child Safety and Wellbeing

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

National Quality Standards 2.2.3

The Child Protection Act 1999

Source:

In Safe Hands: www.insafehands.net.au

Department of Communities, Child Safety & Disabilities Services:

<https://www.csyw.qld.gov.au/resources/dcsyw/child-family/protecting-children/info-sheet-1-mandatory-reporting.pdf>

National Association for Prevention of Child Abuse and Neglect (NAPCAN)

<https://www.napcan.org.au/training/>

Child safe Organisation National Principles

[National Principles for Child Safe Organisations \(humanrights.gov.au\)](http://humanrights.gov.au) resource book

[National Principles for Child Safe Organisations \(humanrights.gov.au\)](http://humanrights.gov.au) poster National Principles

Policy Rationale

The purpose of this policy is to protect children through systematic processes which will raise awareness, and provide preventative measures and guidelines for reporting and responding to child protection issues. We Belong FDC Services is an organisation that is committed to embedding the 10 National Principles for child safe organisation. This Child safety and wellbeing Policy has been developed based on risk management strategies designed to reduce the risk of children being harmed. The policy advocates staff and educator child protection training and education, as well as promotion within the community.

The We Belong FDC Service is committed to ensuring that reports in relation to deaths, serious injuries, harm, or suspected harm that occurs to a child while attending family day care are investigated. Staff and educators are committed to protecting the security and safety of children in family day care at all times, and in affirmation of the dignity and rights of the child active measures are in place to prevent the occurrence of child abuse or neglect; and where abuse or neglect has occurred or is suspected to have occurred, the Service will respond to all cases in a manner which will keep children safe.

Principles and Procedures

The service will report to Child Safety regarding any suspicions of abuse or neglect. The Service will handle each suspicion and allegation of child abuse or neglect in a confidential manner. Support will be offered to all educators, families and staff involved.

The Service will embed the National principles for child safe organisation by :-

- Ensuring that the safety of children is the paramount consideration; and



- Respond to reports regarding deaths, serious injuries, harm, or suspected harm of children in family day care in a timely, consistent and objective manner.
- Reporting will be completed by the Service on the ACECQA IT System as required by law
- Provide every 18 months a compulsory training session regarding current child protection law and educators and Field Officers obligations under that law (new educators will be required to undertake this training prior to commencement)
- Building an organisational culture that acknowledges the strengths and individual characteristics of children, and embraces all children regardless of their abilities, sex, gender, or social, economic or cultural background.

Educators Responsibility Reporting and Documenting Concerns:

Reporting

The Service will take all concerns and reports of child abuse seriously and act on these reports immediately. If you do have a concern you should contact the Responsible Person in Charge at the service.

Child abuse reporting processes and how to respond to a child who has been abused

Who should report?

- All educators and staff

What should be reported?

- Any disclosure or allegation from a child/parent/community member or/employee/stakeholder regarding the safety/abuse or neglect of a child.
- Any observation or concerning behaviour exhibited by an educator, volunteer or other relevant stakeholder that breaches the Service's code of conduct for working with children.
- Inappropriate use of the organisation's photographic equipment or computers including evidence of child pornography.
- An educator/employee engaging in suspicious behaviour that could be associated with child protection concerns.

Who to report to?

- To the We Belong Family Day Care Service.

When to report?

- Child protection concerns should be reported immediately.

How should it be reported?

Verbally to a Field Officer or responsible person in charge. In consultation with the Field Officer an Incident Form will be completed.

The Responsible Person In Charge must:

- Assess from the information the immediate safety of the child and seriousness of the injury/information and/or disclosure and take appropriate steps to ensure the continual safety of the child and the adherence to this policy.
- Ensure the child's safety and reasonably believe the suggested action by the educator is an appropriate response to the child concern raised.
- Contact relevant State Statutory bodies to seek advice.

What will happen next?

- The Responsible Person in Charge will review the information surrounding the allegations and then decide upon the next step. This may involve either:



- Interviewing the person/persons who made the allegations or other witnesses to gather more information with which to make a decision;
 - Report to local police and or child protection authority;
 - Handle the concern internally, access support externally if necessary;
 - No further action taken.
- The service will treat all concerns raised seriously and ensure that all parties will be treated fairly and the principles of natural justice will be a prime consideration. All reports will be handled professionally, confidentially and expediently.
 - All reports made in good faith will be viewed as being made in the best interests of the child regardless of the outcomes of any investigation.
 - The Service will ensure that the interests of anyone reporting child abuse in good faith are protected.
 - Any educator or staff, who intentionally makes false and malicious allegations, will face disciplinary action.
 - The rights and welfare of the child are of prime importance. Every effort must be made to protect the rights and safety of the child throughout the investigation.

Responding to a disclosure made by a child.

When a child/young person tells you that he or she has been abused, they may be feeling scared, guilty, ashamed, angry and powerless. You, in turn, may feel a sense of outrage, disgust, sadness, anger and sometimes disbelief.

- If a child discloses abuse, whatever the outcome, the child must be taken seriously.
- It is important for you to remain calm and in control and to reassure the child/young person that something will be done to keep him or her safe.
- When a child or young person discloses they are being harmed you can show your care and concern for the child/young person by:
 - Listening carefully;
 - Telling the child/young person you believe him or her;
 - Telling the child/young person it is not their fault and he/she is not responsible for the abuse;
 - Telling the child/young person you are pleased he/she told you.
- You will not be helping the child/young person if you:
 - Make promises you cannot keep, such as promising that you will not tell anyone
 - Push the child/young person into giving details of the abuse. Your role is to listen to what the child/young person wants to tell you and not to conduct an investigation (beware of asking any leading questions as this may prejudice any subsequent investigation)
 - Indiscriminately discuss the circumstances of the child/young person with others not directly involved.
- Try to obtain some details such as where the abuse is taking place, school, home, work etc.; is it currently occurring or did it occur in the past; the name of perpetrator if possible (but not necessary).
- It is possible that some children or young people will make a disclosure and then ask you not to tell anyone. It is important you seek guidance from the Approved Provider or the Nominated Supervisor to discuss how the child or young person can be supported and the disclosure managed.



Other actions to take:

- Protect the child - Once an allegation is made there should be an immediate response that protects the child from further potential abuse or victimisation. The child may require medical assistance.
- Distance the alleged perpetrator - The best interest of the child may warrant the standing down of an educator, staff member or volunteer.
- Confidentiality - All reports, the names of people involved and the details will remain confidential. Only the Responsible Person in Charge, Approved Provider and the people involved will be informed of the report.

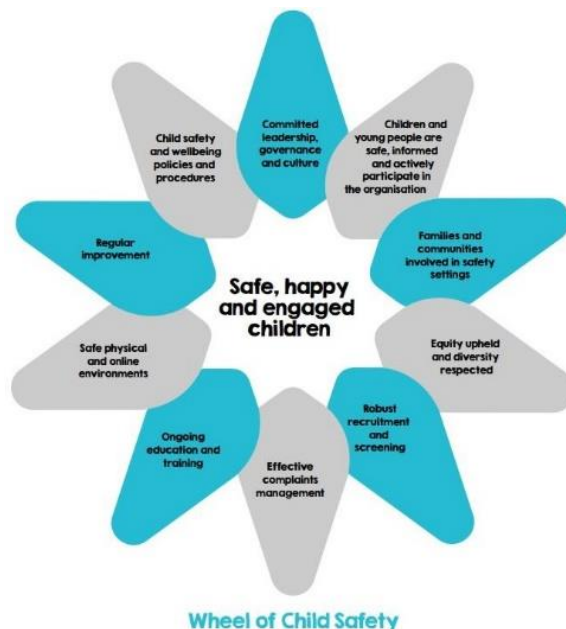
Documentation

The following forms should be used when reporting child safety concerns.

- Incident/Injury/ Trauma/Illness Form must be completed and forwarded immediately to the service
- The We Belong FDC Service recommends documenting of events in a private diary for own record as well as the Incident/Injury/ Trauma/Illness Form

Training and awareness

The We Belong Family Day Care Service is committed to educating staff, educators and others in child protection, to reduce risks and create child safe environments. The Service will promote child safe practices which keep children safe in the Service and in their own community, and provide information about child protection to educators, parents, children and community.





Excursions and Outings

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 – 99, 100, 101, 102, 168 (2)(g,k)

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

National Quality Standards - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Source:

Kidsafe QLD: www.kidsafeqld.com.au

https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Kids and Traffic: www.kidsandtraffic.mq.edu.au

ACECQA: <https://www.acecqa.gov.au/sites/default/files/2020-08/Infosheet-SafeTransportationOfChildren.pdf>

Policy Rationale

The We Belong FDC Service aims to ensure the safety and well-being of children utilising the care and education service by ensuring excursions are conducted in a safe manner. Educators on occasion will organise to take children on a range of excursions; some may be regular outings such as going to playgroup, a walk around the neighbourhood or to the local park. Others may be non-regular excursions and accordingly will require more preparation to ensure the environment where the children are going to is safe and has an educational purpose.

We Belong FDC Services support the opportunity for children to discover and observe the world. Real life situations can extend and enhance the learning opportunities of young children. Educators are encouraged to provide a balance of experiences for children, both within the education and care residence and the wider community where possible and developmentally appropriate for the children in their care.

Principles and Procedures

DEFINITIONS as per Education and Care Services National Regulations 2011:

Excursion: an outing organised by an education and care service or family day care educator.

Regular Outings: in relation to an Education and Care Service, means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program. Where the circumstances relevant to the risk assessment are *substantially* the same on each outing that is undertaken at least once a month to a particular place in the locality of the place where the service is provided. An



example of a regular outing maybe a daily walk to a nearby park or a nearby library to borrow books on the same day at the same time each week, or a school drop off or pick up.

Non-regular Outings: In relation to an Education and Care Service, means an excursion organised by Education and Care Service or a Family Day Care Educator, that is not a regular outing. An example of a non-regular outing is a visit to a concert, zoo or special event.

We Belong FDC Service will:

- Provide forms to assist Educators to collect information and permission from families for excursions.
- 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.
- Keep on file all educator's Regular and Non-Regular Transport Forms.

Educators will:

- Plan and identify the purpose of all outings.
- Discuss with Field Officers all outings and gain approval at least 24 hrs prior to the outing. If the outing is planned for a Monday approval must be sought no later than 12.00pm on the Friday prior.
- Discuss with Field Officers to gain specific approval if wanting to plan more than 2 non-regular x outings in a week (excluding school drop off and pick up) taking into account the benefits of the outing for all children in care.
- Link the outing to the program and the Early Years Learning Framework and/or My Time Our Place. This must be documented as part of the approval.
- Conduct a risk assessment prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion or travelling to the excursion, which will specify how they will manage any identified risks. The risk assessment must also identify procedures for break down or accident.
- Conduct Monthly Embarking and Disembarking transporting children practice report with all the children if **walking, or using public transport or car.**

The risk assessment conducted will consider:

- a) the proposed route and destination for the excursion
- (b) any water hazards
- (c) any risks associated with water-based activities
- (d) if the excursion involves transporting children –
 - I. The means of transport
 - II. Any requirements for seatbelts or safety restraints
 - III. The process for entering and exiting –
 - a. The education and care service premises
 - b. The pick-up location or destination (as required)
 - IV. Procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
- (e) the number of adults and children involved in the excursion



- (f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required;

Example - Specialised skills could include life-saving skills.

- (g) the proposed activities and learning opportunities

- (h) the proposed duration of the excursion

- (i) the items that should be taken on the excursion.

- Review risk assessments, at least quarterly, for nonregular excursions prior to the excursion when the venue has not been visited regularly. (Venues may have some construction changes or damage that was not there previously)
- Discuss with families the learning opportunities of the planned excursion/outing and seek approval for each excursion/outing to ensure families agree for their child/children to attend.
- Written permission must be obtained from the parent/guardian or authorised person named on the child's enrolment form for excursions and outings 24 hrs prior to the excursion/outing occurring. This form must be sent into the office 24 hrs prior to the excursion taking place.

- If any of the above procedures are not met, the excursion cannot go ahead.
- Ensure the following items are taken on all outings:
 - First aid kit
 - Fully Charged and working mobile phone
 - Emergency contact phone numbers, for only children attending (Emergency Contact Cards)
 - Children's medication, water bottles food etc.
- Ensure supervision is paramount both when moving children in and out of vehicles and whilst on the outing.
- Ensure that any motor vehicle that is used to transport children has been approved by the service and completed the following requirements before use:
 - Fitted with child restraints approved by the QLD Transport Department and are appropriate for the age and size of the child. All car restraints and anchorage points are to be checked annually by an authorised person.
 - Regularly maintained with a Car Safety Check completed annually.
 - Contains an emergency card with the Service contact details in a prominent place where emergency services will be made aware that the vehicle is being used as a FDC business.
 - Have current registration and insurance.

Please Note:

Excursions and outings are not a substitute for quality care provided at the FDC Residence and will not be approved if planned for more than 2 or 3 days a week depending on how many days the educator works (e.g.- educator works three days per week and plans an excursion for each of those days or 2 of those days), unless it is in the best interest of **all** children in that educator's care, that the educator can demonstrate that they have communicated to parents about the planned excursion and the parents have signed the permission forms well in advance. Plans should take into account all children's health and wellbeing needs, including sleep, rest and nutrition. To minimise risk of accident and injury on excursions, FDC Educators need to carefully plan and organise the excursion, implement preventative strategies to ensure they comply with the Education & Care Services Regulations and service Policies and Procedures at all times.

*If a particular outing is discussed with Field Officers and deemed too high a risk or not appropriate for one or more children in care the outing will not be approved by the service.



SAFETY CHECKLIST FOR PLAYGROUNDS/OUTINGS

Name of Park/Facility.....

Address.....

Educator's Name: Date checked.....

Has the park/facility:

- Sufficient shade?
- Soft fall under equipment? (E.G. Sand/bark/rubber)
- Obstructions that restrict supervision? (If equipment or trees obstructs view of children at play then please include further strategies on Risk Management to ensure children are supervised).
- Toilets? (If no toilet access please include on Risk Management strategies that will be included for toileting)
- Parking close by which poses minimal risk to children moving from car to park? (E.G. A good distance from the road)
- Access for prams, or children with disabilities
- Water areas such as ponds, lakes? (If yes detail on Risk Management Worksheet what additional steps are taken to minimise risks to children and ensure their safety)

ONGOING POINTS TO CHECK ON EACH VISIT TO THE PARK

Equipment checked for following hazards:

- Foreign matter in and around play areas (E.G. Animal excrement, broken glass, syringes)
- Insect infestation (E.G. Spiders, wasps, bees)
- Other potential risks (E.G. Snakes, dogs, swooping birds, poisonous plants)
- Play equipment is in good condition and does not pose a risk to children
- Head entrapments and gaps on play equipment (E.G. Children could get head/fingers/feet/body parts trapped)

Facility in general is:

- Well maintained (E.G. Grass does not need mowing, cleaned regularly)
- Free of vandalism
- Free from glass and/or syringes
- Free of litter that poses a risk to children
- Age appropriate (E.G. Equipment not too high or is not overly challenging to the children using them)

Risk Management Strategies to be put into place for this excursion should include:

- Equipment that is not suitable for the age of children
- When a child needs toileting
- If a child needs to sleep during the excursion (E.G. babies & toddlers)
- If the park/venue is crowded
- Accessing the car park area
- Water hazard management

*Approval has been sought from We Belong FDC Yes N



Delivery and Collection of Children from the Service

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law 2011-

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>

Education and Care Services National Regulations 2011 Clause 99

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

Children and Young Persons (Care and Protection) Act 1998 No 157

<https://legislation.nsw.gov.au/view/html/inforce/current/act-1998-157>

Source:

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 Standard 2011 (ACECQA).

Policy 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.

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.

Principles and Procedures

Co-ordination Unit Staff will:

- Provide Professional Development in Arrival and Departure procedures at Educator Induction 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 newsletter articles.

Educators will:

- Ensure no child leaves the residence or approved family day educator venue unless:
 1. They are given into the care of a parent of the child (unless prohibited by a court order)
 2. An authorised nominee named in the child's enrolment record
 3. A person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child
 4. Is taken on an excursion
 5. Requires medical hospital or ambulance care or treatment
 6. Because of another emergency
- Develop and distribute their own handover procedure that is appropriate for each family using their childcare service.
- Ensure Children Attendances are signed using electronic sign in and out system 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 Complying Written Agreement (CWA) 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 and documented by both family and Educator.
- 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.
- Use the electronic system to log the arrival and departure times child arrives into care unattended e.g., walking to and from school etc.
- Conduct monthly Embarking and Disembarking transporting children Practice Report with all the children if walking, or using public transport or car.

Families are required to:

- Discuss and document handover procedures with the Educator
- Complete attendance records (Timesheet) via email indicating the exact times with the Educator occurred and seek approval from Families with using the electronic timesheet at the end of the week verifying the timesheet 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 using the Authority To Collect Form.
- Ensure contact information is up to date with the Educator in case of emergency.

In the event that a child is not collected by time contracted educators will:

- Contact parent/carer or if unable to contact refer to authorised persons on child's enrolment form
- Contact coordination unit (if after hours, phone emergency mobile number)
- If an authorised person on enrolment forms cannot be contacted phone police on 000

In the event a child is not at designated place on pick up (e.g. school) or has not arrived to FDC residence/venue at designated time educators will complete a detailed Risk Assessment Form that includes the following procedure and further details applicable to their circumstances:

- Phone parent immediately to find out if child has attended on that day or if parent is not contactable phone other authorised persons on child's enrolment form
- Phone school or place where child was attending on the day to advise child has not arrived into your care
- Phone police if applicable
- Phone coordination unit (phone service emergency mobile if after office hours)

Field Officer will contact Approved Provider will notify the Regulatory Authority (NQA IT system to Notification of Serious Injury or Incident).



Transporting Children in Care Policy

Effective Date: October 2020

Review Date: Annually

Legislation & Law:

Regulation 168 (2)(ga) of the National Regulations
Regulations 99 to 102D of the National Regulation.
Regulations 102A-102D of the National Regulations.
Section 3 of the National Law
Section 167 of the National Law.
Section 165 of the National Law.
Regulations 158 to 161 of the National Regulations.

Source:

Early Childhood Education and Care: Queensland Government

<https://earlychildhood.qld.gov.au/legislation-and-guidelines/health-and-safety/transportation#:~:text=They%20must%3A,children%20when%20not%20in%20use>
<https://earlychildhood.qld.gov.au/news/educators/look-before-you-lock-do-not-leave-children-in-vehicles>

Kidsafe QLD: www.kidsafeqld.com.au

https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Kids and Traffic: www.kidsandtraffic.mq.edu.au

ACECQA: <https://www.acecqa.gov.au/sites/default/files/2020-08/Infosheet-SafeTransportationOfChildren.pdf>

Policy Rationale

Children are sometimes transported by educators or educator assistants in their own vehicles, on public transport or walking. We Belong FDC Service aims to ensure the safety and well-being of children utilising home-based education and care by ensuring that the transportation of children is conducted in a safe and vigilant manner by taking specific steps outlined in policy and risk management.

Approved providers, nominated supervisors and family day care educators have obligations under the *Education and Care Services National Law (Queensland)* to ensure children are adequately supervised at all times, and that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.

On 1 October 2020, new requirements under the National Regulations came into effect. In particular, the National Regulations now incorporate requirements relating to the safe transportation of children, including requirements to have a transportation policy and procedure, and additional requirements for both risk assessments and written authorisations. If you are regulated under the National Law, the amended Regulations mean you must:

1. have an adequate detailed policy and procedure for the transportation of children
2. have a current transport risk assessment



3. ensure all staff are inducted in the transport policy and procedure and have completed practical training. Training should also occur following any updates to the transportation policy and procedure. The approved provider should ensure that a record of the training is kept at the service for inspection by authorised officers
4. have written authorisation from a parent or other person named in the enrolment record
5. ensure the transport policy and procedure is rehearsed at least quarterly. The approved provider should ensure a record of the rehearsals is kept available for inspection at the service by authorised officers.

Principles and Procedures

DEFINITION: Transport forms part of education and care once a child is given into the care of the educator. The child must be signed onto the attendance record at this point.

No child should ever be signed in at the service premises or other location before they actually arrive at the location and are sighted as being there.

Where transport of children in care is provided as part of the FDC Service to directly transport them to and from their homes, school, other education and care facility or another address on any given day, and the children are enrolled at the service that transport forms part of the education and care service.

Family day care educators and family day care educator assistants (in limited circumstances prescribed in Regulation 144 of the National Regulations) may transport children in their vehicle.

Transport Includes (But not limited to):

- A specific destination, for example the library or park
- Where children are transported to and from their home or other address to the family day care residence or venue
- Where children are transported to and from school, kindergarten or another education and care service to the family day care residence or venue
- Where younger children (under school age) accompany the educator when school age children are transported from the family day care residence or venue to school or another location
- Where there are multiple stops on the journey, for example: where different school age children are dropped at multiple different schools
- Where children are transported on public transport **whilst in the care of the service**, for example: catching public transport to school, kindergarten or other location with the family day care educator.

Transport does not form part of education and care in the following cases:

- Where the transport is privately provided by families
- Where the transport is provided by another entity or organisation which is not associated with the service, including:
 - In a school operated/commissioned vehicle
 - In a council operated/commissioned vehicle



- Other non ECEC service operated/commissioned vehicle.
- Where the transport is provided as part of a disability service that transports children to school or to any other location or activity (including to an ECEC service).
- Conduct Monthly Embarking and Disembarking transporting children practice report with all the children if walking, or using public transport or car.

Educators and Educator Assistants will:

- Only transport the number of children that can be safely transported in the car
- Ensure children are accompanied, at all times, by a family day care educator or family day care educator assistant when in a vehicle
- Ensure children are restrained in an appropriate car restraint for their age and size
- Ensure Risk Assessment has been completed and approved by the service prior to transporting children
- Ensure written permission is gained from the parent/guardian or authorised person named on enrolment forms and provided to the service prior to the excursion/outing
- Have current driver's license, car registration and car insurance

Follow the below Guidelines:

Before the journey

- ⇒ The family day care educator must ensure that the attendance record is accurate for the day and confirms which children (if any) are currently in care.
- ⇒ A check of the home must be conducted prior to departure to ensure no children are left behind.
- ⇒ The family day care educator or family day care educator assistant who is transporting children must conduct a head count and roll call as the children enter the vehicle.
- ⇒ The family day care educator and/or family day care educator assistant must ensure all children are secured into their appropriate car restraint.
- ⇒ The journey can commence once the family day care educator and/or family day care educator assistant confirms that all children are secured, and it is safe to leave.

Drop off to or collection from school or other location

- Dropping off and picking up school age children at school in a drop off zone:
 - If the educator or the educator assistant is picking up school age children in a designated drop off zone then the educator must stop the car and engage the hand break before the child exits or enters the car.
- If the family day care educator and/or family day care educator assistant is dropping off or collecting children from school or an activity that requires them to leave the vehicle and escort the child to that location, the vehicle must be parked.
- If children are required to be walked into the school, kindy or other service then all children must accompany the family day care educator or family day care educator assistant. The only circumstance where children do not need to accompany the family day care educator or family day care educator assistant, is where both the family day care educator and family day care educator assistant are present on the journey and one of these adults remains in the vehicle with the children to supervise them.
- If the child is being collected from or dropped off at school or another location, the family day care educator and/or family day care educator assistant must ensure that the child is safely delivered to this



location, and into the care of a specific person (such as the kindergarten teacher) as authorised by the parent/guardian.

- The family day care educator and/or family day care educator assistant (or parent/guardian, or authorised nominee where relevant) completes the attendance record while the vehicle is parked.
- If children move from the vehicle, the family day care educator and/or family day care educator assistant must secure all children into their restraints on return.
- The family day care educator and/or family day care educator assistant must conduct a roll check and head count, after each stop, to ensure all children are accounted for, before recommencing the journey.
- The above process is to be repeated for each subsequent stop.
- **If a child is unaccounted for**, the family day care educator must immediately make all necessary enquiries to establish the child's whereabouts including physical searches of the vehicle and destination and, if necessary, contact the child's family, school or other service and/or the police.

Children must not be left unsupervised in the vehicle.

While on an excursion or regular outing to a specific destination (e.g. park, library)

1. When using transport to attend an excursion or regular outing to a specific destination, the family day care educator must follow the steps outlined under 'Before the Journey'.
2. The family day care educator must park the vehicle in a safe location. After exiting the vehicle, the family day care educator must conduct a head count and roll call upon arrival at the destination.
3. The family day care educator must also conduct a visual check of the vehicle after removing all children.
4. When departing, the family day care educator and (if relevant) the family day care educator assistant must secure the children into their appropriate car restraint.
5. The family day care educator must conduct a head count and roll call as the children enter the vehicle.
6. The journey can commence once the family day care educator confirms that all children are secured, and it is safe to leave.
7. **If a child is unaccounted for**, the family day care educator must immediately make all necessary enquiries to establish the child's whereabouts including physical searches of the vehicle and destination and, if necessary, contact the child's family and/or the police.

Upon arrival at the family day care residence/venue after transporting children:

1. The family day care educator and/or family day care educator assistant must park the vehicle in a safe location close to the entry of the family day care residence/venue.
2. The family day care educator and/or family day care educator assistant is required to:
 - a) Remove the children from the vehicle
 - b) Conduct a visual check of the vehicle to ensure all children have been removed
 - c) Escort the children inside the residence/venue
 - d) Conduct a head count and roll call once inside



3. **If a child is unaccounted for**, the family day care educator must immediately make all necessary enquiries to establish the child's whereabouts including physical searches of the vehicle and residence, any other relevant location (e.g. the school or park visited) and contact the child's family and/or the police.

If the educator is collecting or dropping off from child's home or other address:

1. At each stop during the journey, the family day care educator and/or family day care educator assistant must park the vehicle and turn off the vehicle's ignition.
2. The parent or authorised person should be waiting with the child so that the family day care educator or family day care educator assistant does not need to leave the vicinity of the vehicle (children **must not** be left unsupervised at any time).
Note: There should be a process in place for the family day care educator or family day care assistant to contact the parent of the child they are collecting without the need to leave children unsupervised in the vehicle.
3. If the child is being collected from or dropped off at home, the parent/guardian or authorised person named on the enrolment forms must sign the child **into care**
4. The family day care educator and/or family day care educator assistant must secure the child into their appropriate car restraint. If a parent secures their own child into the vehicle, this must then be checked by the family day care educator and/or family day care educator assistant.
5. The family day care educator and/or family day care educator assistant must only recommence the journey once all children are secured and it is safe to do so.
6. The above process is repeated for each subsequent stop.

(In consultation with the approved provider and nominated supervisor, educators may need to consider other safety requirements when transporting children).

- Conduct monthly Embarking and Disembarking transporting children Practice Report with all the children if walking, or using public transport or car.

These steps guide good practice for We belong Family Day Care Services in ensuring children's safety while transporting children.



Supervision

Effective Date: December 2014 **Review Date:** Bi-Annually

Legislation & Law:

Education and Care Services National Law 2011
Education and Care Services National
Regulations 2011- 165
Work Health & Safety Act 2011 (NSW)
Work Health & Safety Regulation 2011 (NSW).
Family Day Care safety Guidelines 7th edition 2020

Source:

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 (2.3.1)

Guide to the National Quality Framework 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

<http://acecqa.gov.au/home/> Australian Children’s Education & Care Authority

www.chw.edu.au The Children’s Hospital at Westmead

Kidsafe: the Child Accident Prevention Foundation of Australia www.kidsafe.org.au

Department of Education and Training

Retrieved October 2015

<http://deta.qld.gov.au/earlychildhood/pdfs/regulatory-requirements-family-day-care.pdf>

Policy Rationale

We Belong FDC service is committed to complying with the Children’s Service Regulation 2011 to ensure:

- Adult /child ratios are maintained.
- Children are supervised at all times
- Consideration is given to the design and arrangement of children’s environments to support active supervision.
- Supervision is used to reduce or prevent injury to children and adults.
- To acknowledge and understand the need for increased supervision when children are involved in high-risk activities e.g., an excursion near a significant water hazard.



Principles and Procedures

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

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.

Field Officers will:

- Provide information and training during induction/orientation for new Educators
- Provide information to educators in regard to supervision strategies through newsletters/emails/Facebook and other communication methods
- Observe Educator's supervision and provide support and advice where necessary;
- An Educator may take a child to the toilet and leave the child/children to be supervised by a Field Officer, the handover must occur to a specified Field Officer.

Educators will:

- Focus their attention on the children and child related activities, actively supervising at times when high risk experiences are provided such as risky play, cooking with children, carpentry etc.
- **NOT** perform any duties that could cause injury to children, families and/or visitors whilst education and care is being provided, this could include but not limited to, ironing, mowing lawns, hot food preparation etc.
- Provide adequate supervision at all times children are at the education and care service through sight and/or sound. The educator must consider where the children are and whether educator can still see and hear before attending nappy changes, personal bathroom visit and answering door or phones.
- Educators must actively supervise children at all times when eating and drinking (2.3.1).
- Educators must supervise children at all times when sleeping (sight or sound) and actively check children regularly (by touch or feel). In the case of overnight care educators will provide adequate risk assessment to ensure safe sleeping for children in the education and care setting.
- Educators must not leave children unattended or unsupervised in a vehicle under any



circumstances. This applies even if the vehicles remain in sight of the educator.

- Assess all equipment and objects in the inside or outside areas to ensure that they do not present a means for children to leave the premises unattended. E.g. enable fences to be climbed;
- Complete a Risk Assessment and Management Plan to assess and manage the possibility of children going missing or leaving the premises unattended;
- Conduct annual Residence Assessments to ensure that any alterations or additions to the premises, or changes to practices, do not impact on the supervision of the children in care.
- Require Educators to notify the service of any changes to their premises before the change occurs wherever possible to allow for a risk assessment to be conducted.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply.



RELATIONSHIPS WITH CHILDREN

Quality Area 1&5



Interactions with Children

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services National Regulations 2011 -73, 168,169, 123A,124,127,143A,155,156,163

National Quality Standards

Source:

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 5 Guide to the National Quality Framework 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

Children and Young Person (Care and Protection) Act 1998 No 57

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

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

Policy Rationale

We Belong fdc will provide an environment that reflects the principles in “Belonging Being and Becoming” and “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavor through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will utilise opportunities in their interactions with children to develop an understanding of each others expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

Principles and Procedures

To ensure the obligations of this policy are achieved:

Co-ordination Unit Staff 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 recognize 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.

Educators will:

- Develop and implement an appropriate program based on children's interest, strengths, displayed for families and children.
- Provide families with access to child documentation and discuss child's development and learning
- Maintain supportive relationships, positive interactions, listen to children and,
- Encourage children to express themselves and their opinions.
- Allow children to undertake experiences that develop self-reliance and self-esteem.
- Ensure the dignity and rights 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.

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.

Dealing with consistently inappropriate behaviours

Where a child demonstrates unacceptable behaviour consistently, Educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Look for and assess possible causes for the behaviour such as environmental factors.
- Discuss the issue with the child and their family members.
- Record all incidents that occur in relation to inappropriate behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled.
- Develop an action plan for the management of the specific behaviours and include a plan for regular discussions with all educators, children's families, school professionals etc. to review the action plans effectiveness and progression.

Where a child demonstrates behaviours that are physically harmful, Educators will:

- Remove the child from the situation as quickly as possible.
- Ensure any children or educators involved have not been hurt and apply first aid where required.
- Record the details of the incident including date, time, people involved, people injured and the action taken.
- Ensure that the family members of all children involved in the incident are notified



Inclusion & Diversity

Effective Date: December 2014

Review Date: Bi-annually

Legislation & Law:

Education and Care Services National Law 2011 Education and Care Services National Regulations 2011
Anti-Discrimination Act 1977
Disability Discrimination Act 1992 and Disability Discrimination Regulation 1996
Equal Employment Opportunity under the Anti-Discrimination Act 1977
Sex Discrimination Act 1984
Racial Discrimination Act 1975 and Racial Discrimination Regulation 1987

Source:

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011
National Quality Standards 2011
National Quality Standards 2011 (ACECQA) – Quality Area 5
Guide to the National Quality Standard 2011 (ACECQA).
ECA Code of Ethics
Inclusion Support Agency
Belonging, Being and Becoming – The Early Years Learning Framework for Australia
My Time, Our Place – The Framework for School Age Care in Australia

Policy 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 We Belong Family Day Care Service

Principles and Procedures

We Belong Family Day Care Service 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. We will 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. We will 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.

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.
- Co-ordination Unit 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 Co-ordination Unit staff, if required for the placement, ongoing support or development of the child.

Co-ordination Unit staff 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 Field Officers 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, Field Officers and other agencies and or specialists.
There are individual support plans for children with additional needs.

Co-ordination Unit Staff and Educators will: When working with children:

- 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.
- Access support, assistance and resources for children from diverse cultural backgrounds including of Aboriginal and Torres Strait Islander background
- Assist educators to build their skills, knowledge and confidence when supporting children with additional needs and their families in the care environment
- Purchase resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia’s Aboriginal and Torres Strait Islander and



multicultural heritage.

- 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.

When working with families:

- 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.
 - Work in partnership with families to provide care that meets the child's needs and where possible, acknowledges the family culture, beliefs and child care practices
 - Obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australian's Aboriginal and Torres Strait Islander and multicultural heritage
- 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.

When working with children with additional needs:

- 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 Co-ordination Unit staff about their child's individual likes, dislikes and needs.



Educational Program and Practice

Effective Date:

Review Dates: Annually

Legislation & Law:

Education and Care Services National Law Amendment Act (2017) Section 168 & 323 [National Law | ACECQA](#)

Education and Care Services National Amendment Regulations (2017) Regulation 73, 74, 75, 76 [Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Source:

Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Standards*. <https://www.acecqa.gov.au/sites/default/files/2024-03/Guide-to-the-NQF-web.pdf>

Australian Children's Education & Care Quality Authority. (2023). *The Early Years Learning Framework Planning Cycle poster*. <https://www.acecqa.gov.au/sites/default/files/2023-03/EYLF-planning-cycle-A3.pdf>

ECA Code of Ethics: <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Australian Children's Education & Care Quality Authority. (n.d.). *Quality Area 1- Educational program and practice*. <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice>

Australian Children's Education & Care Quality Authority. (n.d.). *Belonging, Being and Becoming, Early Years Learning Framework. V2.0, 2022*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Australian Children's Education & Care Quality Authority. (n.d.). *My Time our Place, Framework for School Age Children. V2.0, 2022*. <https://www.acecqa.gov.au/sites/default/files/2023-02/MTOP-2022-V2.0.pdf>

Policy Rationale

To provide guidance to Family Day Care educators, coordinators and approved providers in ensuring that educational programs and practices are stimulating, engaging and enhance the children's play, learning and development across the service.

The policy will be underpinned by:

- The Service's Philosophy
- The National Quality Framework Education and Care Services National Law
- The Education and Care Services National Regulations
- The National Quality Standard
- Relevant Policies of the Service



- Best Practice in play-based pedagogies

Principles and Procedures

The National Law and National Regulations require educators to provide a program that is:

- Based on an approved learning framework
- Delivered in accordance with that framework
- Based on the developmental needs, interests and experiences of each child, and takes into account the individuality of each child.

The educational program should contribute to the following outcomes:

- Children have a strong sense of identity.
- Children are connected with and contribute to his or her world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

As educators, we recognise that critical reflection and careful planning increases the value of children's participation at your service. We aim to ensure that the educational program and practice responds to a child's right to play. Play-based learning with intentionality can expand children's curiosity and enhance their desire to know and learn. Our philosophy guides all practice including the educational program and practice.

In all settings, the approved provider, nominated supervisor and educational leader are responsible for ensuring that programs for all children are based on an approved learning framework and delivered in accordance with that framework. A planned and reflective approach to assessment and planning for each child by documenting all parts of the planning cycle. (EYLF p. 27; MYOP p.30).



Quality Area 1 of the National Quality Standard focuses on ensuring that the educational program and practice of educators is child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a



quality program that builds on children’s individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long term benefits for children and for the broader society.

A quality educational program views children as capable and competent learners who have agency and learn best through a play-based program. The learning frameworks also acknowledge the importance of intentionally including opportunities for children to progress towards the learning outcomes.

Play provides a context for learning through which children organise and make sense of their social worlds as they engage actively with people, objects and representations (Early Years Learning Framework, p. 6).

Play-based learning:

- Provides opportunities for children to learn as they discover, create, improvise, test theories and imagine
- Enables expressions of personality and uniqueness
- Promotes positive learning dispositions, such as curiosity and creativity
- Enables children to make connections between prior experiences and new learning
- Assists children to develop relationships and concepts
- Supports a sense of wellbeing and promotes a valuing of diversity

Services facilitate play by having:

- Educators with whom children can form attachments
- Educators who use a range of intentional practices and interactions to encourage children’s problem solving and thinking skills
- Welcoming and inclusive learning environments that are flexible, responsive, and foster children’s agency and engagement with the natural and built worlds
- Access to a range of resources that children can use in a variety of ways to enrich and extend their play
- Uninterrupted and prolonged periods of time for children to follow their interests.

Standards, elements and concepts

Quality Area 1 has three standards that focus on the educational program, educational practice, and assessment and planning for each child’s learning and development.

Educational program and practice		
Standard 1.1	Program	The educational program enhances each child’s learning and development.



Element 1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Element 1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Element 1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Practice	Educators facilitate and extend each child's learning and development.
Element 1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Element 1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Element 1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Element 1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Element 1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Element 1.3.3	Information for families	Families are informed about the program and their child's progress.

Implementation of Quality Area 1



Educators at our service will develop educational programs which promote children's learning across the five learning outcomes from the National Learning Framework.

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

Educators will underpin their practice when they:

- build secure, respectful and reciprocal relationships
- develop partnerships
- are respectful of diversity
- embed Aboriginal and Torres Strait Islander perspectives
- commit to equity, inclusion and high expectations
- consider sustainability in all its forms
- engage in critical reflection and professional learning
- exercise collaborative leadership and work as a team with families and field officers.

Educators will:

- Base their program on children's current knowledge, ideas, culture, abilities and interests, be age and developmentally appropriate.
- Ensure their program contributes to children's wellbeing, confidence as learners and their effectiveness as communicators.
- Include routines and rituals that are flexible and organised in a way which maximises children's opportunities for learning.
- Document information about each child's program and progress in a format that can be shared with families.
- Incorporate physical activity to meet the capabilities of the children involved, including opportunities for both indoor and outdoor activity.
- Develop environmental awareness and foster wonder and knowledge about the natural world.
- Include regular opportunities for children to engage in social play and collaborative experiences.
- Include input from families and children at all times.
- Invite members of the local community to contribute to the program.



Educators are required to:

- Work in partnership with families, educators and Field Officers in capturing the complex and diverse learning of all children in their care as the child progresses through the learning outcomes.
- Use the 5 parts of the planning cycle to inform their thinking about children's experiences and to improve their practice so that their ways of being with children are inclusive of all children in their care.
- Use multiple sources of information to gather and document different aspects of a child's learning, development and well-being.
- Communicate about children's learning with children and their families.
- Document assessments of the child's development needs, interests, experiences and participation in the educational program.
- Assess children's progress against the learning outcomes of the educational program.
- Reflect and provide a picture of how far each child has travelled in their learning journey.
- Ensure that resources, materials and equipment are sufficient so that they contribute to the effective implementation of the program and allow for multiple uses.
- View children as active participants and decision makers in the planning process.
- Ensure that programs and practice are inclusive, taking into account, all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location).
- Consider how the program and routines are arranged to ensure adequate time for children to engage in play experiences of their own choosing.
- Provide and display an up-to-date educational program for families to view at all times.
- Ensure the program meets the Australian Physical Movement Guidelines for the Early Years and children and young people by incorporating planned and spontaneous opportunities for physical activities every day and reducing screen time.

Responsibilities of the Field Officers:

The Field Officers will:

- Provide guidance to FDC Educators to develop and deliver quality educational programs
- Ensure that FDC Educators assess each child's progress against the EYLF Learning Outcomes
- Provide guidance, including through the Service's FDC Educator Diary & Planner and the FDC Educator Guide, on how the documentation will be used by the Educators and how the information is prepared and shared with families



- Assist FDC Educators with the best methods of documenting and assessing children’s play, learning and development
- Discuss the ways in which rituals, routines and transitions can be effective learning experiences for children
- Observe the Educator’s and children’s interactions, providing feedback on play-based learning and intentionality
- Provide information to families about the ways in which FDC Educators may offer an educational program
- Provide supportive feedback to Educators when observing their practices in FDC environments on a regular basis

Reflection and Pedagogical Practices of Educators and Field Officers.

“Pedagogy: early childhood educator’s professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.”

We will take a planned and reflective approach to implementing the educational program by:

- Reflecting on their own values, beliefs and teaching practices,
- Engaging in reflective practice as a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice,
- Ensuring that critical reflection, assessment and evaluation are ongoing processes,
- Participating in group discussions and professional development opportunities,
- Engaging in robust, professional discussions with others to gain insights that support, inform and enrich decision-making about children’s learning,
- Examining what happens in their settings and reflect on what they might change.

The decision-making processes we use to achieve these outcomes include:

- planning and organising for learning
- interacting and co-constructing learning
- monitoring and documenting learning
- assessing to inform ongoing decisions about learning, and sharing information with families and others
- reflecting on learning and practice.

Framing our critical reflection:

Overarching questions to guide critical reflection might include:

- What is our understanding of each child, their culture and context?
- What questions do we have about our work? What are we challenged by? What are we curious about? What are we confronted by in relation to our own biases?



- What theories, philosophies and understandings shape and assist our work?
- In what ways – if any – are the theories, knowledges and world views that we usually draw on to make sense of what we do limiting our practice?
- What other theories or knowledge and world views could help us make sense of what we have observed or experienced? What are they? How might those theories and that knowledge affect our practice?
- Who is advantaged/included when we work in this way? Who is disadvantaged, excluded or silenced?

Partnerships with Families

Families can provide invaluable information about children's interests, strengths and abilities as well as feedback that assists educators to develop improvement plans that are practical and focused on meeting the needs of all children and their families.

- Educators should actively encourage families to participate in the program and provide information relevant to their child
- The educational program for each group must be displayed in a place that is easily accessible to families.
- Families are encouraged to provide input into the programs and include interests and events in their child's life to support the program.
- Where an electronic programming format is used, families will be provided with information on how to access this and the service will seek permission. Where families are unable to access electronic information about their child's learning and development it will be provided to them in paper format.
- Educators must share with parents, assessments or evaluations of their child's development goals, interests, experiences and participation in the program which includes reference to the 5 learning outcomes.

The following information must be given to a child's parents when requested:

- The content and operation of the educational program as it relates to that child
- Information about that child's participation in the program
- A copy of assessments or evaluations in relation to that child.

Communication and Consultation

- Educators and families will have access to this policy at all times.
- Educators and families will be provided with opportunities to be involved in the review of this policy.
- Families will be made aware of the program details during the orientation with educator
- Educators will be advised of their responsibilities in relation to the learning program during their Induction and with support from the service.
- Professional development opportunities and resources will be provided to educators where possible to assist them to meet the goal of this policy.



- Educators will ensure that families have access to information about their child's participation and progress in the learning program.
- The documented program must be available to families at all times.



Sustainability Program and Practice

Effective Date: July 2024

Review Dates: Annually

Legislation & Law:

Education and Care Services National Law Amendment Act (2017) Section 168 & 323 [National Law | ACECQA](#)

Education and Care Services National Amendment Regulations (2017) Regulation 73, 74, 75, 76 [Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Source:

Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Standards*. <https://www.acecqa.gov.au/sites/default/files/2024-03/Guide-to-the-NQF-web.pdf>

Australian Children's Education & Care Quality Authority. (2023). *The Early Years Learning Framework Planning Cycle poster*. <https://www.acecqa.gov.au/sites/default/files/2023-03/EYLF-planning-cycle-A3.pdf>

ECA Code of Ethics: <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Australian Children's Education & Care Quality Authority. (n.d.). *Quality Area 1- Educational program and practice*. <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice>

Australian Children's Education & Care Quality Authority. (n.d.). *Belonging, Being and Becoming, Early Years Learning Framework. V2.0, 2022*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Australian Children's Education & Care Quality Authority. (n.d.). *My Time our Place, Framework for School Age Children. V2.0, 2022*. <https://www.acecqa.gov.au/sites/default/files/2023-02/MTOP-2022-V2.0.pdf>

Resources:

Planet Ark – National Recycling Week over the years - <https://planetark.org/programs/national-recycling-week>

Planet Ark – Recycled Arts and Crafts Guide- <https://recyclingnearyou.com.au/documents/doc-1966-recycled-arts-and-crafts-guide-updated-2020.pdf>

Early Childhood Australia – Sustainability and Intentional Teaching- <https://www.acecqa.gov.au/latest-news/blog/sustainability-childrens-education-and-care>

Policy Rationale

To outline our commitment to sustainability, ensuring that our Family Day Care service operates in an environmentally responsible manner while fostering an appreciation and respect for the natural environment among children and their families. Our Service encourages awareness of environmental



responsibilities and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Sustainability is often thought about in terms of environmental sustainability - reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats.

Sustainability also means meeting our own needs without compromising the ability of future generations to meet their own needs. This requires making changes to how we live and use physical, natural, and social resources to allow living systems to thrive forever.

Principles and Procedures

Learning about sustainability starts with everyday practice. We believe environmentally sustainable practices should be embedded into the operations of the Service. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves staff, educators, children and families working together to protect our environment, to ensure a sustainable future for our children through continuous improvement every day.

The Coordination Unit will:

- Network with the local community to keep up to date with current practices and ideas for sustainability.
- Encourage children, families, educators, staff, students, volunteers and visitors to our service to engage in innovative practices and appreciate the natural environment.
- Share ideas with families, educators, students, volunteers and visitors about sustainable ideas, implementation and resources. This will be followed through our communication strategies, including social media pages, emails, newsletters and conversations.
- Ensure our Service liaises with Education and Care Services and keeps up to date on practices and ideas for sustainability. For example:
 - Queensland Early childhood sustainability network (QECSN) <http://www.qecsn.org.au/>
 - Little Green steps Western Australia <http://www.littlegreenstepswa.org.au/>
 - Aboriginal and Torres Strait Islander Culture <https://www.abc.net.au/news/2021-07-29/living-with-less-an-ancient-aboriginal-practice/100318252>
 - Common Ground <https://www.commonground.org.au/article/knowledge-and-sustainability>
- Review the QIP on a regular basis to find more sustainable outcomes.
- Use electronic communication, where possible, to reduce paper usage within the office and within each room. E.g. Newsletters, billing and other communication.
- Source resources and materials from Reverse Garbage or from second hand stores to use within the Service.

Educators will:

- Role model sustainable practices, foster children's capacity to understand, care for and respect the natural environment and the interdependencies between people, plants, animals, land and waters Common Ground - Mindful Moments on Country <https://www.commonground.org.au/article/mindful-moments-on-country>
- Discuss sustainable practices with children and families as part of their ongoing programming.
- Provide information to families on sustainable practices that are implemented within the program and encourage the application of these practices into their home environments.
- Use a worm farm/composting bin/ to reduce food waste where appropriate. Children will be encouraged to place food scraps into separate containers for use in the worm farm or



composting bin. Educators will discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin.

- ❖ <https://www.theempowerededucatoronline.com/2020/09/making-a-worm-farm-with-children.html/>
- Role model energy and water conservation practices by turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas etc.
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
 - ❖ <https://aussiechildcarenetwork.com.au/articles/childcare-articles/incorporating-natural-materials-in-the-learning-environment?tmpl=component&print=1>
- Use the concept of “reduce, re-use and recycle” which will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Celebrate special environmental days such as Clean Up Australia Day, National Tree Day, and Earth Hour

Ensure sustainable practices are incorporated into the daily routines, which may include :

- Recycling - Recycle paper and rubbish
- Use recycled water
- Gardening - Plant vegetables, herbs and fruits
- Establish a Worm Farm, Give food scraps to worms or animals
- Educate children and have them participate in ‘garden to plate’ activities. Educate children about seed <https://garden2plate.ca/>, Sprouting, weeding, vegetable gardens, cooking etc.
- Energy Conservation - Turn off lights and switches when not in use
- Water Conservation - Use half flush on toilet cisterns, Turn off water ad taps when not in use
- Encourage short showers, Turn off tap whilst brushing teeth
- Natural Resources & Equipment - Care for pets
- Reuse natural materials – trees, blocks, boxes etc
- Educate children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps
- Educate children in how to care for pets, letting them actively participate in caring for service pets (parent permission needs to be in place and Risk assessment completed before interaction occurs)
- Plan regular outdoor activities to help children connect with nature.
<https://natureplayqld.org.au/>

Partnerships with Families

Educators will facilitate collaborative partnerships with local community groups, government agencies and private companies to enhance children’s learning about sustainable practices. We Belong FDC Services will share brochures and fact sheets on sustainable practices like recycling, saving water and



power and green cleaning with our children and their families. Families will be encouraged to participate in decision making and information sharing about environmental sustainability through our newsletters, parent input, wall displays etc.

We Belong Family Day Care Services is dedicated to fostering a sustainable environment that supports the wellbeing of our planet and future generations. By integrating sustainable practices into our daily operations and educational activities, we aim to create a culture of environmental responsibility and respect for the natural world.



PHYSICAL ENVIRONMENT

Quality Area 3



Tobacco, Drugs and Alcohol-Free Environment

Effective Date: 15th December 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – 82, 83

National Quality Standards

Source:

Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition

Guide to the National Quality Standards (2011)

Policy Rationale

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

Principles and Procedures

- Smoking, drinking and consumption of illicit drugs will not be permitted in any areas utilised by Family Day Care
- Consumption or storage of illicit drugs will not be permitted in any areas of the premises
- Approved Provider or delegated Field Officer can request to assess any area of the premises if they have concerns that consumption or storage of illicit drugs may be a concern in relation to the child (rens) well-being and safety.
- Smoking will not be permitted in any open space 5 metres from the Family Day Care outdoor area or fence line.
- Staff and Educators will not smoke, drink or consume drugs in front of, or in the sight of children in care.
- Students, volunteers and visitors to the service will not be permitted to smoke, drink or consume drugs on the premises whilst children are in care 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 whilst children are in care and will adhere to the Smoke Free Environment Policy.
- The family day care residence/venue will be kept free of smoke residue to ensure the safety of babies and children in care.

Any breach of these procedures will result in immediate termination of the FDC Educator's registration as a member of the We Belong FDC Service and the grievance procedures set out in this service policy manual will not apply.



Storage of Dangerous Substances and Equipment

Effective Date: December 2014 **Review Date:** Annually

Legislation & Law:

Education and Care Services National Law Act 2011
Education and Care Services Regulations 2011
National Quality Standards

Source:

Kidsafe QLD: www.kidsafeqld.com.au
https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Policy Rationale

We Belong 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 Co-ordination Unit staff adhering to the Education and Care Services National Regulations 2011, the Workplace Health and Safety Act 2011 and Workplace Health and Safety Regulation 2011.

Principles and Procedures

Educators and Co-ordination Unit 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

The Co-ordination Unit will:

- Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educator's home.
- Ensure the Play session venue stores any dangerous chemicals, substance and equipment in a place that is secure and inaccessible to children.
- Obtain Material Safety Data Sheets for all hazardous substances at Play session.

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 Safety 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 Educator's responsibility to eliminate or manage the risk.



Indoor & Outdoor Environment

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 -103,104,105,110,113,114,115, 117(1,b) ,173A

National Quality Standards (2011) Quality Area 3

Source:

Kidsafe QLD Factsheets: www.kidsafeqld.com.au

Family Day Care Safety Guidelines 7th Edition 2020: https://kidsafe.com.au/wp-content/uploads/2020/06/FINAL-FDC-Safety-Guidelines_7thEd.pdf

Guide to the NQS

Policy Rationale

The We Belong Family Day Care Service is committed to ensuring that children are cared for in a home like environment that is stimulating but safe. With the co-operation of educators, this service will ensure, through regular safety checks that every educator's place of business is safe, in a fit and proper state of Act 2010 and the Education and Care Services National Regulations 2011.

Principles and Procedures

Field Officers will:

- Provide information, mentoring and support through home visits to ensure educators are providing a physically and psychologically safe environment for children in care, this includes undertaking a thorough Safety Audit of the residence or venue before the educator commences care and then at least annually.

Educators will:

- Undertake daily safety checks before care commences.
- Continually assess the level of hazard in the care environment and take steps to ensure the safety of children when a hazard is identified.
- Ensure equipment to be used is in good repair and is age appropriate and meets the relevant Australian Safety Standards.
- Nursery equipment must be in good repair and meet all Australian safety standards.
- All outdoor play equipment is 'fit for' purpose and assessed on a case-by-case basis in reference to KIDSSAFE GUIDELINES.
- Display of a diagram (for example a floor plan) showing the areas of the FDC residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care to children. Include the existence of any water hazards, water features or swimming pools at or near the residence. Should be clearly visible from the main



entrance at each FDC residence or near the children's sign in records, next to the front door or near the place children's belongings are stored.

- Provide an environment that is:
 - Aesthetically inviting to families and encourages children to learn through play
 - Smoke, alcohol and drug free environment;
 - Safe from animal attacks;
 - Safe from electrical, fire and heat hazards.
 - Residence or venue is well maintained and in good repair.
 - Safe from sharp, pointed or jagged items
 - Safe from entrapment/strangulation.
 - Suitable in size and area for the number of children in care.

Indoor Environment:

- Firearms must be licensed and kept in a locked cupboard.
- Provide a secure or elevated storage areas for the containment of hazardous substances such as poisons, insecticides, detergents, bleaches, pressure packs, pills and medicines, toiletries, cigarettes, plastic bags, lighters and matches.
- Ensure Internal staircases which are inaccessible to children (gates at the top and/or bottom/locked door etc.);
- Balcony railings are in accordance to the Australian Standards for the height of the drop.
- Keep an up to date first-aid kit which is out of reach of the children, but readily accessible to for use.
- Ensure a working, charged telephone is available for sending and receiving calls at all times while care is being provided.
- Ensure adult size furniture does not pose a risk to young children in care
- Furniture is stable or securely anchored e.g. book shelves, televisions, etc.
- Ensure that any accessible thoroughfare to the street is effectively barricaded.
- Ensure an area is provided for the children's personal items.
- Ensure the availability of child sized table and chairs which is large enough for the number of children in care to seat themselves for meals and activities.
- Supply enough resources and equipment to fulfil their role as a FDC Educator
- Ensure all hot water outlets accessible to children, and those used for children's personal hygiene purposes (hand washing and bathing), must deliver hot water in a safe and inaccessible manner (regulated to a lower temperature, removal of hot water taps, childproof covers on taps, multi-purpose barriers) and plugs kept out of reach of children.
- Glass in doors, windows and cabinets that are less than .75cm above floor level must comply with Australian Standard 1288, laminated or guarded to prevent a child falling against the glass.

Outdoor Environment:

- Sandpit covers must always be replaced after use to prevent contamination by animals.



- Fence gates and staircase gates must always be kept closed and secure in accordance with risk management plans.
- The grounds must be free of poisonous vegetation.
- Thorny sharp plants and shrubs should be sensibly pruned or allowed to grow in an area in the garden inaccessible to the children.
- All hazardous equipment and substances including petrol, diesel, paint, gas, chemicals, camping equipment, building tools, gardening tools, firearms, hunting and fishing gear, must be securely locked away out of the reach of the children.
- Cars must be stored out of the play area.
- Children must be safely secured from moving cars.
- Garden sheds and caravans etc. must be locked and not pose a risk to children.
- Swings should be anchored and located away from other play equipment, concrete paths or any other risk taking the arc of the swing into account.
- Equipment should be free from rust and sharp or rough edges should be smoothed or covered.
- Any boats or trailers should be covered and securely fastened.
- Grass should be kept short but mowing should not take place when the children are there unless the children are able to be supervised by the educator in a place well away from the area being mown.
- Gates are to be secured with a latch which is inaccessible to children.
- External staircases or any elevated structure accessible to children must have enclosed sides to prevent a child falling through.
- Retaining walls, stepped areas, and any elevated structure must not constitute a risk to children (effective barricading may be necessary and/or risk management put into place).
- Adequate shaded outdoor play areas must be provided for varied outdoor experiences.
- The outdoor area should be an inviting play environment with several shrubs/gardens and trees.
- Trees should be checked for cracked or broken branches, pest infestation and pruned as necessary.
- A check of the outdoor care environment, including play equipment, should occur each day before children go out to play. The play area should be free of any hazards e.g. rubbish, sharp objects, splinters, sticks, prickles, pests such as spiders & ants, animal droppings and anything that poses a risk to children in care.
- Play area should be as natural as possible and set up in a way that reduces restrictions and encourages engaged play.
- Pools and Spas must be inaccessible to children at all times in accordance with the Australian Standards and safety checks completed daily. Monthly checks will be completed by Field Officers. Pool safety certificate to be provided every 2 years to remain compliant.
- Residences and venues with swimming pools will be able to continue to operate with additional safeguards to ensure active supervision and regular review of risks are considered. A water hazard or water feature may include dams, relocatable/paddling or fixed pools, ponds, water fountains, large drains or any areas that retain water.



Pets & Domestic Animals and Plants

Effective Date: December 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

National Quality Standards(2011) Quality Area 3

Source:

Kidsafe QLD: www.kidsafeqld.com.au

https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Guide to NQS: <https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf>

ACECQA Fact Sheet – Q.A. 3- Keeping Pets in Education and Care Services

https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf

Raising Children Network: <https://raisingchildren.net.au/toddlers/safety/poisons/dangerous-plants>

Policy Rationale

We Belong Family Day Care acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child's experiences in care they are also a risk to children. A child's safety must be maintained at all times. We belong Fdc will support and foster children's natural curiosity and understanding of the animal and plant world by permitting FDC Educators to have pets and gardens in the education and care environment. FDC Educators will incorporate animals and plants into the program to support children's understanding of ecology and the environment and to develop their capacity to respect the plant and animal world within the following guidelines.

Principles and Procedures

Co-ordination Unit staff 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.
- Provide Educators with the ACECQA Fact Sheet: https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf



Educators will:

- Inform families of their procedures relating to pets/animals and children in care.
- Develop a risk management plan before children interact with pets/animals that is approved by We Belong FDC Services. Have signed permission forms from families in place before children interact with pets.
- Inform Field Officers and families prior to a new pet coming into the home environment
- Vacuum and clean furniture and floors daily, before children arrive if pets are kept indoors.
- Ensure children and Educators wash hands immediately after handling animals.
- Ensure close supervision of all children if they have access to animals.
- Ensure that any animal (including livestock) or domesticated bird that enters or is kept on the premises of the Service does not constitute a health or safety risk to children (for example, by causing an allergic response or infection or in any way having a detrimental effect on the well-being of children provided by the Service)
- **Ensure every domestic pet or farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g., brushing the dog, bottle feeding a lamb, or providing food or water)**
- Ensure all animals kept at the premises are clean and healthy.
- 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, fur, animal food, animal toys, bones, and holes dug by animals.
- Ensure animals do not have access to bedding used by children, toys or play equipment used by children, food preparation areas or food, eating surfaces or utensils.
- Ensure no animal travels in a motor vehicle with a child unless the animal is restrained in the car (e.g., by a fixed barrier or harness or in a cage).
- Plants in the FDC Residence must meet all safety audit requirements
- Educators to access the Queensland Poisons Information Centre:
<https://www.poisonsinfo.health.qld.gov.au/plants-and-mushrooms>
- FDC Educators are encouraged to involve children in the growing of and caring for plants
- If children are using gardening equipment they must be supervised.
- Children need to be protected from any toxic elements when using potting mixes, especially when newly opened. Mask wearing is recommended.

Families are encouraged to:

Inform Educators if their child has any allergies relating to animals before commencing care.
Or any fear of particular animals.



PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Quality Area 6



Fees

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

National Quality Standards

Source:

Child Care Provider Handbook:

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

Family Day Care Australia www.familydaycareaustralia.com.au

Trade Practices Act 2011

Australian Government-Department of Education: <https://www.education.gov.au/child-care-package>

<https://www.education.gov.au/early-childhood/administer-child-care-subsidy>

Policy Rationale

To ensure We Belong Family Day Care meets all accountability requirements in a fair and equitable manner in regard to payment of fees and provision of a statement of fees charged by the education and care service. 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.

Principles and Procedures

KBCC PTY LTD AQTF The Learning Centre Trust as the Approved Provider will:

- Ensure that all administration levies are reviewed annually to ensure the required income will be received to run the service sustainably and efficiently and to meet legislative requirements.
- Ensure that all administration comply with obligations and responsibilities provided under Family Assistance Law and National law. As Approved Providers we are responsible for ensuring that We Belong Family Day Care, staff and educators comply with these legal obligations and conditions of continued approval.

Field Officers will:

- Discuss service fee information in the initial information to families, explaining that educators set their own fees with recommendation from the Approved Provider
- Provide information to Educators on developing their fee schedule which includes a minimum and maximum level of fees competitive to the region.
- Discuss individual educator fee increases with the Approved Provider for approval.
- Not enter into discussions with Educators or families on matters relating to the value of an individual service compared to other services.
- Support Educators in debt collection processes by sending a letter to families of outstanding fees owed and arrange payment plan in consultation with educator on the payment amounts etc .



Further seeking debt collection agencies to assist educators with collection of debts that are owed if a payment plan is not met.

- 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 within the We Belong Family Day Care Service.
- Process all Child Care Subsidy Claims for Educators.
- Monitor accuracy of claims for Child Care Subsidy.
- Provide quarterly CCS statements to families.
- Advise Educators that if a child is absent and does not come back into care CCS will need to be refunded to the Service. (The Service will contact the Educator after a child has been absent for two weeks and advise that this may be the case). If the Service is unsure that a child will be returning to care after a period of time, then the Service will withhold payment of CCS until the child returns to care.
- In conjunction with the Approved Provider, undertake a full investigation of any suspected Non-Compliance with fraudulent claim in relation to child care fees and Government subsidies. Any Fraudulent activity will be referred to the relevant authorities.
- Coordination Unit will contact families with the option of a payment plan if they are in arrears and will support educators to minimise bad debts incurred by families in their service.
- We Belong FDC recommends educators put into practice the security of payment (gap fee bond) before enrolment takes place in the case of non-payment or if a family leaves a debt an educator can use payment as part of debt collection process.

Educators will:

- Adopt standard hours as 7.30 am to 5.30 pm Monday to Friday for all families using, We Belong 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 Child Care Services Handbook, Service policies and software program before implementing with families.
- Ensure fee schedules outlining all fees and conditions are given to families at the initial interview or as fees are changed.
- Charge all families the same fee for the same service.
- Issue a receipt for all money received from the families.
- Give the Co-ordination Unit 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 2011).
- Only provide paid care for children who are registered with the Service.
- Ensure no fee will be charged when not available to provide care for the contracted booked hours



- Give families and the Service at least two week's written notice if they wish to cease care, change contracted hours or take leave (unless in an emergency situation).
- Ensure only authorised persons sign children in and out on attendance records.
- Collect all parent ccs gap fee amounts by electronic means including, direct deposit, bank transfer, including PayID, online payment systems through third-party software BPAY or Centrepay.
- Educators are to meet all obligations as required under this policy and government regulations that pertain to CCS Gap Fee Payments as directed by the Approved Provider.

Families who get CCS must make a co-contribution to their child care fees. This is a requirement under Family Assistance Law. They do this by paying the difference between the provider's fee and the CCS amount. This is known as the gap fee.

<https://www.education.gov.au/early-childhood/child-care-subsidy/payments-and-fees#:~:text=Families%20who%20get%20CCS%20must,known%20as%20the%20gap%20fee.>

- Educators are required to submit a bank statement weekly, fortnightly or monthly (depending on the educator's CCS Gap Fee Payment process with families) to We Belong FDC to allow the service to ensure all obligations are met at all times.
- Educators who failure to meet these obligations will result in their family day care being non complaint and We Belong FDC will seek action if these obligations are not met, including conditions on approval, infringements, withholding of CCS and suspension or cancellation of approval if failure to send all documents related to monitoring the collection of fees continues for more than one cycle.

Families are required to:

- Ensure all children being provided with care are registered with the Service and enrolment forms are completed and provided to the service prior to care commencing.
- Pay fees to the Educator at the time agreed to by the Educator.
- Pay all parent ccs gap fee amounts by electronic means including, direct deposit, bank transfer, including PayID, online payment systems through third-party software BPAY or Centrepay.
- Families are to meet all obligations as required under this policy and government regulations that pertain to CCS Gap Fee Payments

Families who get CCS must make a co-contribution to their child care fees. This is a requirement under Family Assistance Law. They do this by paying the difference between the provider's fee and the CCS amount. This is known as the gap fee.

<https://www.education.gov.au/early-childhood/child-care-subsidy/payments-and-fees#:~:text=Families%20who%20get%20CCS%20must,known%20as%20the%20gap%20fee.>



- Pay for public holidays at the normal rate when the Educator works her normal hours for the week in which the public holiday falls (if it is a day the child would normally have attended on that day). An Educator may charge a higher fee in accordance to their individual fee schedule if care is provided.
- Ensure authorised persons complete and sign attendance records, recording the actual time of arrival and/or departure of the child each day and initial all absences.
- Supply the Service with relevant Customer Reference Numbers (CRN) and dates of birth as necessary for the Service to process CCS payments.
- Give the Service and the Educator one week's notice if they wish to change contracted hours or cease care.
- The family is responsible for the full cost of care for any absences if their child does not attend on the final contracted day of care. (CCS cannot be paid if the child does not attend on the final day).
- Phone the coordination unit regarding any queries, grievances or concerns relating to fees charged, statements received, or independent fee setting. If unable to answer immediately administration will return the call after reviewing reports on software system.
- If payment plan is not adhered to, care may be suspended until payment is made to educator. If ongoing non-payment from the families continues, care will be suspended until payment is up to date or financial hardship has been established.

**Note: If a family utilises care with an alternate educator on a public holiday, then (CCS or ACCS) is paid to the alternate educator*



Child Enrolment

Effective Date: December 2014 **Review Date:** Annually

Legislation & Law:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Children and Young Persons (Care and Protection) Act)

Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011

Source:

Family Day Care Australia www.familydaycareaustralia.com.au

Child Care Provider Handbook

Policy Rationale

To ensure We Belong Family Day Care Service 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

Principles and Procedures

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 Co-ordination Unit to implement systems and practices that allow for placements to occur in a fair and ethical manner. It is also important that placements are made as quickly as possible to ensure Educators are given every opportunity to fill a vacancy and for families to find suitable childcare. Child Care Provider Handbook.

<https://www.education.gov.au/child-care-package/child-care-provider-handbook>

1. Placement Register:

The Co-ordination Unit 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.



2. Educator Vacancies

Field Officers 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.

3. Hours of Operation

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

4. Entitlements

The Co-ordination Unit provides information to families in regard to entitlements for which they may be eligible. (I.e CCS and ACCS -Parent/Guardian must apply for subsidies through Centrelink online Account)

5. 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.

Enrolment

Process for Field Officers

- Families will be asked to make an appointment to visit with the referred educator/s at a time that suits both parties.
- All new families will undertake an enrolment process of their choice either at the service office, other designated place or by phone (depending on family circumstances)
- Enrolment Link for enrolment which will detail all required information and include information relation to the child's care e.g.: food allergies, likes and dislikes etc. this form will be filed at the service and e-mailed to the educator for their file and to assist with gathering information about the child before care commences
<https://portal7.harmonykids.com.au/OnlineEnrolments/Register?id=5c62e213-aa87-47d8-9dd7-00b1b65f339d>
- Information will be given to families during enrolment regarding policies and procedures that directly impact on care e.g.: Educational Program, Nutrition, Sun Safety, Exclusion Periods, Medication, Excursions, Signing Attendance Records, Fees etc.
- Follow up phone calls to families will be made to ensure new children have settled in

Process for Educator:

- Arrange a time to meet new families where time can be taken to discuss the care provided and the care required by the family. Giving details of areas used for FDC and offering to arrange a time when other family members may be met if the family chooses.



- Discuss with all new families their individual fee schedules and conditions, including payment process.
 - Discuss and arrange a settling in process that suits individual families, this may include:
 - Parent attending for a play morning
 - Child attending for shorter days for the first week
 - Asking family to send along a blanket, favourite toy or book
 - Ask parent to provide photos of their family, home, pets that can be included in the care setting or in a small book that the child can look at during rest time
 - Allow time to share information with families each morning and afternoon at drop off and pick up about the child's day or arrange to phone after hours if more suitable
- Ensure all relevant enrolment forms are obtained stored confidentially and up to date for each child in care
- Ensure that parents change of care requirements and a new Fees Contract is written and signed for process and the Enrolment Forms are all signed and updated yearly if any changes to the Family Circumstances, Educators will confirm and review and ensure parents signatures and dates are applied.
 - Provide all parents with the copy of Fee schedule/Contracts and ensure all areas signed and dated, inform parents that CCS can't be paid before or after child is physically present on their first or last day of care. All written agreements forms need to be updated of any changes eg fees increase or care sessions and ensure all signed and dated.

Process for Families:

- Provide information to the service on enrolment forms and during interview process to assist with the education and care of their child/ren
- Share information with the educator during interview to assist with settling and programming for individual likes and needs
- Allow time to discuss care with the educator each day to build relationships and extend on the child's learning
- All Families / Guardian are responsible for informing the provider of their changed circumstances and must comply with the written Agreement, it's the parent/Guardian responsibility to resolve any disputes they may have regarding Child Care Subsidy payments or fees. This may result in one or more parts of the enrolment of Child Care subsidy which could result in not being paid or subsequent sessions of care submitted for that enrolment (after the disagreement occurs) but will be processed once the dispute is resolved.

Steps to Enrol:

1. Parent or Guardian to make a claim for child care subsidy through My gov or Centrelink.
2. The provider submits an enrolment notice
3. The parent/Guardian confirms the enrolment now CCS can be claimed
4. All details entered and Confirmed, and attendances can begin



STAFF ARRANGEMENTS

Quality Area 4 & 7



Closing and Opening an Existing Family Day Care Service

Effective Date: December 2014

Review Date: Bi-Annually

Sources: Child Care Provider Handbook
National Regulations (R.176A)
Education and Care Services National Regulations (R.153).
National Law, Sec 269 (1)(a)

Policy Rationale

To ensure that Approved Providers are aware of the operation of educators registered with We Belong FDC Services in relation to short-term and long term closure of the educators service. This policy also ensures that families have adequate time to find alternative care and that the educator register is up to date.

Principles and Procedures

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.

Please Note:

CCS is not available during the time of closure and whenever an educator is unavailable (except where the service is closed due to a public holiday or a period of emergency which affects a widespread area, has a severe impact on the lives of a significant number of the people in that area, and prevents children from attending a service or may make attending dangerous). This also includes any renovations or other changes to the family day care residence or venue that may create a risk to the health, safety and well-being of children.

Educators are to notify the Co-ordination Unit, one month prior, by phone or in writing, to when they intend to close their business and when they intend to re-open their business.

Educators are to notify the Co-ordination Unit if these dates change prior to reopening their childcare business.

Short- Term Closure (Including leave of absence):

For closures less than a 2-week period:

Educators will:

- Notify the Co-ordination Unit and families, **two weeks** prior, by phone or in writing, informing when they intend to close their business and when they intend to re-open their business. This includes change of address for family day care residence.
- Notify the Co-ordination Unit if these dates change prior to reopening their childcare business.



- For any occurrence of closure where the health status of the educator has changed a medical certificate may be requested before the educator can re-open the Family Day Care business.

For closures more than a 2-week period (Including leave of absence):

Educators will:

- Notify the Co-ordination Unit in writing (Closure of Business Form provided by the service) at least one month prior to closure (unless an emergency), advising of closure and reopening dates.
- Provide the coordination unit with evidence that they have notified families in writing of their closure period (dates) and also refer them to the Co-ordination Unit for alternative care.
- Provide a doctors certificate stating they are fit to resume work for any occurrence of closure where the health status of the educator has changed or is the reason for the closure. This is required before the re-opening of the family day care service.
- In all cases of closures for more than a 2 week period 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.
- **Closures of more than 12 months will result in the educator's name being removed from the Family Day Care Register.**



Code of Conduct

Effective Date: December 2014 **Review Date:** Bi-Annually

Legislation & Law:

Children (Education and Care Services National Law Application) Bill 2010
Education and Care Services National Regulations 2011.
Education and Care Services National Law Act 2011
Education and Care Services Regulations 2011
National Quality Standards

Source:

ECA Code of Conduct: <https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf>

Un Convention on the Rights of the Child (1992).

https://www.napcan.org.au/wp-content/uploads/2021/10/New_UNCROC_poster_V5.pdf

Policy Rationale

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

Principles and Procedures

Code of Conduct policy applies to Approved Provider, Field Officers, Educators, Parents and Children .

We will abide by the following principles as part of our professional conduct:

Confidentiality

- Maintain and respect each individual's right to privacy and confidentiality.
- Information regarding families and children's needs will be shared between the educator and coordination team in the best interest of the child.
- Permission to share information will be sought from parents except in child protection matters.

Conflict of Interest

- Individuals must maintain their professional integrity by recognising and reporting potential conflicts of interest, for example:
 - financial gain,
 - personal knowledge that may compromise the integrity of either party, and
 - relationship gain.

Fair and respectful behaviour

- Communicate honestly and openly.
- Have access to a grievance procedure.
- Value each person's point of view.
- Welcome diversity and engage in inclusive practice.



In relation to children

Above all else, our first responsibility is to children in providing a healthy, nurturing and responsive setting which is both safe and challenging.

Rights of the Child

In appreciation of the special vulnerability of the child our practices will acknowledge the rights of each child and will include the child's rights to:

- A voice
- Dignity and respect
- Participation
- Quality experiences whilst in care
- Be a child
- Learn through play.

We are committed to respecting and supporting:

- all children as individuals with their own individual cultural, social and family backgrounds;
- the development of the whole child across all areas; and
- the competence of each child.

In relation to families

- Acknowledge and value the uniqueness and diversity of families including cultural and religious beliefs and child rearing values.
- Acknowledge the rights of each family to confidentiality, privacy, information and participation.
- Assist families to exercise freedom of choice in accessing quality family day care.
- Inform families of policies and procedures that relate to all aspects of their participation with the Service.
- Be accountable to families by adhering to legislative requirements regulating children's services.
- Be conscious of the key relationships that exist in the work environment and ensure that professional boundaries are maintained.

In relation to colleagues

- Recognise and respect the dignity and rights of the individual and conduct myself in a professional manner.
- Practice open and effective communication.
- Be fair and consistent in decision making within a co-operative framework.
- Recognise and observe boundaries that support professional relationships.
- Be accountable in my work relationships and value each individual and their contribution.

In relation to self as a professional

- Be committed to the principles of honesty, respect, trust and integrity that underpin all of my professional practice.
- Demonstrate and be committed to reflective practices that encompass an awareness of my strengths, limitations and well-being.
- Demonstrate a commitment to my professional development, knowledge and skills.
- Own and promote a vision that is child focused and congruent with current best practices.



In relation to community

- Acknowledge the role of community in setting community standards and articulating community needs.

- Be responsible to the community by:
 - liaison and with cooperation with agencies and professions which support children and families,
 - engaging in culturally appropriate and non-discriminatory practices,
 - actively promote the service in the wider community, and
 - work within the legislative framework and quality assurance process to promote the wellbeing of children.
 - Develop and sustain services which are characterised by:

- Support community education and advocacy for children.
- Breaches of the Code of Conduct
- These shall be dealt with in a manner according to the individual involved.



Roles & Expectations of Staff

Effective Date: December 2014 **Review Date:** Bi- Annually

Legislation & Law:

Education and Care Services National Law Act 2011
Education and Care Services Regulations 2011
National Quality Standards

Source:

Providing a Child Safe Environment Policy.
Interactions with Children Policy.
Governance and Management Policy
Confidentiality Policy.

Policy Rationale

KBCC PTY LTD encourages the building of cohesive, qualified and motivated staff, who are provided with adequate training and knowledge to enable them to discharge their crucial role as the support staff for Educators attached to the We Belong Family Day Care Scheme.

Principles and Procedures

KBCC Pty Ltd shall require that all persons employed (whether for gain or as volunteers) are fit and proper to undertake the work for which they are engaged in the Service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be a fit and proper person for any reason.

A person is considered fit and proper if, in the reasonable opinion of the Approved Provider (or other appropriate delegate) they: -

- Are capable of providing an adequate standard of support to Educators in the Family Day Care setting;
- The person is of good character and suitable to be entrusted with the care and protection of children and guidance to Educators associated with the We Belong Family Day Care Service; and
- The person has obtained and given to the Approved Provider, as appropriate, a current positive Working with Children Check.
- The Approved Provider shall ensure that staff are fully informed of the Policies and Procedures of the Scheme, including all changes to them, by providing a Staff Resource pack and appropriate forums for staff to provide feedback and ideas to the Approved Provider for the ongoing improvement of the Service.
- The Approved Provider shall hold regular meetings (both formal and informal) with all staff to keep them informed of all matters of concern relating to KBCC Pty Ltd as operators of We Belong Family Day Care Scheme which is relevant or necessary for staff to know in order to better do their job.



- Staff will not be permitted to consume alcohol or be affected by it during the hours children are in their care.
- Staff who require regular medication will hold a medical certificate that confirms their ability to work in the vicinity of children.
- As per NQS (Q.A. 7.1.4) Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
- A suitably qualified and experience Field Officer will be approached to act as the Lead Educator for We Belong Family Day Care. The Lead Educator will be supplied with an offer of invitation and, if accepted, will be provided with a letter of acceptance, as per KBCC Pty Ltd procedures.

Volunteers and students (When applicable)

Volunteers and students are a valued part of the program and will be welcomed at We Belong Family Day Care Service. They will be managed in a consistent and professional manner, in accordance with the other policies of We Belong Family Day Care Service that apply to employed staff, modified only as necessary to reflect the voluntary nature of the role. (See Volunteer and Student Policy).

Determining the Responsible Person

As determined by the Education and Care Services National Law, a responsible person will be on the premises at all times and available via an emergency contact number after hours when any educator is caring for children. The details of the responsible person will be documented and clearly displayed for educators, staff and families. The process for determining the responsible person will be clear to all educators and staff and followed at all times

The responsible person is one that has either an individual supervisor certificate or is employed as a Field Officer (coordinator) with We Belong Family Day Care as per Supervisor Certificate: CS-00076125 under the Education and Care Services national Law (section 115). The Responsible person does not have any statutory responsibilities under the Nation Law and Regulations in the absence of the Nominated Supervisor.

The Service Supervisor Certificate is issued to an approved education and care service by the Department of Education and Training. The Service Certificate may apply to any person working at the service who is identified by the Approved provider or Nominated Supervisor (Reg: 238A) and agrees to be:

- (i) Responsible for the day to day management of the service, or
- (ii) Exercising supervisory and leadership responsibilities for part of the service (e.g., administration).



Responsible person

- The service must have a responsible person on the premises at all times. A responsible person can be:
 - The approved provider
 - The nominated supervisor or
 - A staff member who is a Responsible Person and has agreed to exercise supervisory and leadership responsibilities in the absence of the Nominated Supervisor.
 - Supervisor – the nominated supervisor’s role must be accepted in writing.
 - The designation must be made by the Approved Provider or the Nominated Supervisor and accepted in writing by the Responsible Person.
 - A Responsible Person placed in day-to-day charge of an Approved Service **does not** have any statutory responsibilities under the National Law and Regulations. Although they are responsible for ensuring the service continues to follow the law and regulations as well as the service’s own policy and procedures, they are not the equivalent of a Nominated Supervisor and the Nominated Supervisors’ responsibilities do not pass to them in the Nominated Supervisor’s absence

Duty of Approved Provider is to:

- Ensure Nominated Supervisors and Responsible Persons have a clear understanding of the role of the Responsible Person
- Ensure the Responsible Person is appropriately skilled and qualified
- Ensure a Responsible Person is physically present at the centre.

Duty of Nominated Supervisor is to:

- Arrange for the keeping of a “Responsible Person record”. This record will document the current day to day Responsible person
- Develop rosters in accordance with the availability of Responsible persons, Field Officer visit schedules and the day to day operation of the We Belong Office so that a Responsible Person is physically present at the office at all times and this is documented and displayed along with a photo of the daily Responsible Person.
- Only one Field officer can be appointed to the position of Responsible person at any one time.



Participation of Students and Volunteers

Effective Date: December 2014 **Review Date:** Bi- Annually

Legislation and Law:

- Education and Care Services National Law Act 2011
- Education and Care Services National Regulations 2011
- Queensland Department of Communities, Office for Early Childhood Education and Care.

Policy Rationale:

The participation of students and volunteers within the service may occur from time to time. Students may wish to observe and experience the provision of family day care and this will be encouraged and facilitated when possible. The participation of volunteers from within the community will be facilitated where appropriate.

Principles and Procedures

The following procedures will be followed:

- Prior to any participation in the service, a student or volunteer must provide proof of all required COVID-19 vaccinations as per government requirements.
- Prior to any participation in the service, a student or volunteer must be in possession of a Blue Card (Working with Children Check Queensland) issued by the Commissioner for Children and Young People and Child Guardian.
- A student or volunteer must understand and acknowledge the requirement for confidentiality of all information relating to educators and families within the service.
- If the student or volunteer need to provide the Service with an accredited copy of completion of Child Protection training before starting with the educator, student and volunteer will be provided with child protection resources and must agree to abide by the requirements of We Belong Family Day Care Service. The student or volunteer will also be provided with a copy of the service policy and procedures.
- If the student or volunteer cannot provide the Service with an accredited copy of completion of Child Protection training, they will be provided a child protection kit to complete and must agree to abide by the requirements of We Belong Family Day Care Service. The student or volunteer will also be provided with a copy of the service policy and procedures.
- In the event that an educator accepts the placement of a student or a volunteer, parents/guardians of all children in care with that educator must be informed in advance of the fact and requested to sign specific written permission for this placement. Should any parent/guardian decline to sign such permission, the placement will not proceed.
- Students and volunteers will not be permitted to provide any type of personal care to children in care and are not to be left alone with any child at any time during placement in an educator's home.

Specific Procedures:

1. Family Day care educators will ensure a record is kept which records all visitors, students and volunteers to a family day care residence and/or venue during the service's hours of operation.

This record must include the following information:

- (i) date;
- (ii) name and company details (if applicable);
- (iii) time in/out;
- (iv) signature.

2. A family day care educator must not leave a child being educated and cared for by the educator at a family day care residence and/or venue alone with a visitor, student or volunteer.



3. Written records are to be kept for 3 years after the record was made.
4. Family Day care educators will make visitors, students and volunteers aware of appropriate dress standards and behavior when around children in care.



Employment of Staff

Effective Date: December 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

National Quality Standards

Source:

- Providing a Child Safe Environment Policy.
- Interactions with Children Policy.
- Governance and Management Policy
- Confidentiality Policy.

Policy Rationale

KBCC Pty Ltd strives to follow its transparent processes to employ staff who are qualified and appropriate for the job. KBCC Pty Ltd also strives to be an equal opportunity employer.

Principles and Procedures

Staff will only be employed (including as volunteers) if, after reasonable enquiries by the Approved Provider they are appropriate for the role, as contemplated by the Role and Expectations of Staff Policy

The 'reasonable enquiries' required for employing staff include:

- ❖ requesting an appropriate resume from the candidate, including two character referees
- ❖ the Approved Provider and one other staff member interviewing the candidate
- ❖ contacting at least two referees to check the person's character
- ❖ obtaining Working with Children Check and any other relevant clearances, and,
- ❖ determining, and obtaining a copy of the appropriate qualifications of the person for the relevant role,
- ❖ prior to being selected for a role, for example, Field Officer or Administration Staff, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees) prepared or approved by the Approved Provider and a full copy of these Policies and Procedures via an electronic copy.



The successful candidate will be required to sign a declaration that they have received and agree to accept the identified role on the basis of the materials given to the candidate, and agree to observe strictly the Policies and Procedures of the Scheme, as modified at identified intervals.

All new staff (including volunteers) will be given an induction session, of at least 1 hour duration, Approved Provider to ensure that the new staff member is aware of (and where relevant) obtains copies of:

Induction of workplace and procedures checklist completed and signed

- ❖ their terms of employment or engagement (including role description)
- ❖ all Policies and Procedures (including grievance procedures)
- ❖ information about the philosophy and goals of the Scheme
- ❖ ECA Code of Ethics
- ❖ the basic operation of The Early Years Learning Framework, Education and Care National Regulations (2011) and National Quality Standards.
- ❖ the physical facilities of the Scheme;
- ❖ the other staff in the We Belong Family Day Care Service and their roles;
- ❖ the Duty of Care owed by staff to children and others; and
- ❖ any other matters which are necessary to enable the staff member to properly carry out their identified role within the Scheme, or which the new staff member reasonably wishes to know.

The Approved Provider shall, in conjunction with all staff, review their job description and any other requirements relating to the job (e.g., job performance indicators which have been agreed with the staff member), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Approved Provider shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

As a part of this Performance Review all staff will be involved in an ongoing Self-Assessment process attached to the Quality Improvement Plan for We Belong Family Day Care Scheme.



LEADERSHIP AND MANAGEMENT Quality Area 7



Acceptance & Refusal of Authorisation

Effective Date: December 2014 **Review Date:** Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services National Regulation 2011 r168 (2) (n)

Source:

National Quality Standard: Quality Area 7.3

Policy Rationale

Our policy on the acceptance and refusal of authorisations sets out the circumstances in which We Belong Family Day Care will require authorisation (permission) from parents. Authorisation from parents is required to ensure the safety of the children and staff may refuse a parent/guardian's request unless the authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given; this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances verbal authorisation may be accepted at the discretion of staff.

Principles and Procedures

The Education and Care Services National Regulations 2011 require services to ensure that an authorisation (permission) is obtained from parents in certain circumstances. For example, the

Regulations stipulate an authorisation must be obtained for:

- Administering medication to children (Regulation 93)
- Children leaving the premises of Educator registered with We Belong Family Day Care with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)

Authorisation from parents may also be required if:

- A child is leaving the premises of an Educator registered with We Belong Family Day Care to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than We Belong We Family Day Care.
- Children are leaving We Belong Family Day Care to make their own way home.



The Responsible Person or the person in day-to-day charge of We Belong Family Day Care Service will:

1. Ensure documentation relating to authorisation (permission) from parents/guardian contains:
 - the name of the child enrolled in the service;
 - the date;
 - signature of the child's parent / guardian or nominated person who is on the enrolment form;
 - the approximate time the child will return to We Belong Family Day Care if the child is leaving, We Belong Family Day Care to attend an extra-curricular activity and the time they will return to We Belong Family Day Care (if applicable);
 - the original form/letter provided by the Service;
2. Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
3. Keep these authorisations in the child's enrolment record at the Service with a copy held at the place of care.
4. Ensure the child will not be permitted to leave We Belong Family Day Care to attend any other activity until authorisation is obtained from the parent/guardian.
5. Ensure that children are not permitted to sign themselves out or leave We Belong Family Day Care without an authorised adult, unless written authorisation from the parent/guardian has been given.
6. Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
7. In certain circumstances verbal authorisation, may be accepted at the discretion of the Responsible person. In these instances, the Educator will record in the diary: the time of the telephone call with the parent/guardian and name of the person who will be collecting the child. Identity of the person collecting the child should be confirmed by sighting ID – preferably photographic ID, for example, current driver's license.
8. Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
9. Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. We Belong Family Day Care can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.



Governance and Management

Effective Date: December 2014 **Review Date:** Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 7.1 2011

National Quality Standards

Work, Health and Safety Act (2011)

Child Care Benefit legislation

Source:

We Belong FDC Service:

Value Statement

Quality Improvement Plan

Family Handbook

Fee Policy

Confidentiality Policy

Relationship model -ECA code of conduct

Policy Rationale

KBCC Pty Ltd aims to provide a quality education and care program and will operate according to all legal requirements and recognised best practice. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be all the policy and procedures, National Law and Regulations and KBCC PTY LTD ATF The Learning Centre Trust Company Constitution that deals with the key legal requirements for operating the business.

For the purpose of Regulations KBCC PTY LTD ATF The Learning Centre Trust is the Approved Provider.

KBCC as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the We Belong Family Day Care Service Philosophy Statement.

KBCC Pty Ltd, as Approved Provider, will ensure that a copy of the current policies and procedures required under Regulation 168 is available for inspection at the We Belong Family Day Care Service main office at all times (as per Regulation 171).

Principles and Procedures

The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:

- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution;



- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them;
- Strategic planning – reviewing and approving strategic direction and initiatives;
- Regulatory monitoring – ensuring that We Belong Family Day Care complies with all relevant laws, regulations and regulatory requirements;
- Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service’s budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service;
- Financial reporting – considering and approving annual financial statements and required reports to government;
- Organisational structure – setting and maintaining a framework of delegation and internal control;
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff;
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise;
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between staff members, or volunteers;
- Making recommendations for the appointment of Field Officers and Administration Officers determining terms of appointment as per job descriptions, evaluating performance, and developing and maintaining succession plans;

The **Nominated Supervisor and/ or the Responsible person** is responsible for the day-to-day management of We Belong Family Day Care and to address operational issues under the direction of, and the policies laid down by the Approved Provider, including:

- Advising the Approved Provider on matters relating to equipment needs and managing day-to-day operations within the budget;
- Maintaining an effective risk management framework;
- Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation’s performance.

This policy will encompass the following:

- Philosophy and policies
- Financial management
- Facilities and environment
- Equipment and maintenance
- Review and evaluation of service



- Records management
- Work Health and Safety

(a) The We Belong FDC Services Value Statement and policies

- The development and review of the and policies will be an ongoing process.
- The We Belong FDC Service (WBFDCS) value statement and relationship model will underpin all other documentation and the practices within WBFDCS and will reflect the principles of the approved national frameworks for early childhood education and care “*Belonging, Being and Becoming*” and “*My Time, Our Place*”. There will be a collaborative and consultative process to support the development of the philosophy that will include:
 - The Field Officers;
 - The Educator Network Group;
 - Children and Families
 - Community Centre(We Belong family and Child Centre)
- The WBFDCS value statement will be included in the Quality Improvement Plan for the Service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- KBCC Pty Ltd, as the Approved Provider, will ratify the WBFDCS value statement and the policies. Policies changes will be implemented through a collaborative approach and will be validated by the Approved Provider and the changes shown via version control.
- All policies will be reviewed as per the review schedule or at other times as needed.
- WBFDCS value statement and policies will be available for all stakeholders and there will be reference to this in parent and educator handbooks and general WBFDCS information if applicable.
- The Approved Provider will be responsible for developing and overseeing the budget of WBFDCS and for ensuring that WBFDCS operates within a responsible, sustainable financial framework.
- In line with this responsibility KBCC Pty Ltd will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- KBCC Pty Ltd will appoint a registered accountant and bookkeeper to provide assistance with financial monitoring.

(c) Facilities and environment

- KBCC Pty Ltd will ensure Regulations 103–115 relating to the physical environment required for a Family Day Care Service are maintained at all times.

(d) Equipment and maintenance

- Appropriate equipment and furniture, to meet the needs of all staff who are employed or any volunteers who are working in the main office of the Service, will be well maintained and safe.



- Processes will be in place for routine cleaning of toys and equipment, which are stored in the Main Office for borrowing purposes.
- (e) Review and evaluation of the Service**
- Ongoing review and critical reflection will underpin the continuing development of the Service. KBCC Pty Ltd will ensure that this involves all stakeholders.
 - The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of We Belong Family Day Care need further development will be included in the QIP and discussed at meetings between the Approved Providers and the Field Officers, Community Support and Educator Networks.
- (f) Confidentiality**
- KBCC Pty Ltd will maintain confidentiality. This is addressed in the Confidentiality Policy.
- (g) Records Management**
- Regulation 177 outlines requirements and includes references to records that Services must keep. Regulations 183–184 detail storage of records.
 - We Belong Family Day Care has a duty to keep adequate records about Staff, Educators, Families and Children in order to operate responsibly and legally. We Belong Family Day Care will protect the interests of the children and their families, educators and staff, using procedures to ensure appropriate privacy and confidentiality.
https://www.acecqa.gov.au/sites/default/files/2018-03/FDC_RecordKeeping.pdf
 - The Approved Provider assists in determining the process, storage place and time line for storage of records.
 - The service's orientation and induction processes will include the provision of relevant information to Staff, Educators and families.
 - Clear guidelines on who will have access to which particular records will be given to Staff, Educators and families. These will be available at all times at the service.
 - The Approved Provider will ensure that the record retention process meets the requirements of the following government departments:
 - Australian Tax Office (ATO)
 - Family Assistance Office (FAO)
 - Department of Education (DEC)
 - In the event of ceasing to operate, KBCC Pty Ltd will identify where the records will be kept and seek professional advice on the winding up of the Service.
 - A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available by KBCC Pty Ltd. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.



What records need to be kept?

Record name	Where to find in the National Law/National Regulations
1. Register of family day care educators, coordinators and assistants	<ul style="list-style-type: none"> • Section 269 – Register of family day care educators, coordinators and assistants • Regulation 153 – Register of family day care educators, coordinators and assistants
2. Record of assessments of family day care residences and approved family day care venues	<ul style="list-style-type: none"> • Regulation 116 – Assessments of family day care residences and approved family day care venues
3. Record of staff other than family day care educators, coordinators and assistants	<ul style="list-style-type: none"> • Regulation 154 – Record of staff other than family day care educators, coordinators and assistants
4. Record of service's compliance with the National Law	<ul style="list-style-type: none"> • Regulation 167 – Record of service's compliance
5. Documentation of child assessments or evaluations for delivery of the educational program	<ul style="list-style-type: none"> • Regulation 74 – Documenting of child assessments or evaluations for delivery of educational program
6. Incident, injury, trauma and illness record	<ul style="list-style-type: none"> • Regulation 87 – Incident, injury, trauma and illness record
7. Medication record	<ul style="list-style-type: none"> • Regulation 92 – Medication record
8. Children's attendance record	<ul style="list-style-type: none"> • Regulation 158 – Children's attendance record to be kept by approved provider • Regulation 159 – Children's attendance record to be kept by family day care educator
9. Child enrolment records	<ul style="list-style-type: none"> • Regulation 160 – Child enrolment records to be kept by approved provider and family day care educator
10. Record of visitors to the family day care residence or approved family day care venue	<ul style="list-style-type: none"> • Regulation 165 – Record of visitors

Please Note: In accordance with the findings of the Royal Commission into Institutional Responses to Child Sexual Abuse, approved providers should retain records relating to child sexual abuse that has or is alleged to have occurred, for at least 45 years from the date the record was created.

- Further Requirements: See Table Below)



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

(h) Work, Health and Safety

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any We Belong Family Day Care specific requirements, including grievance/complaints procedures.
- The Nominated Supervisor/ Field Officer will report back to the Approved Provider on any Work, Health and Safety issues as they arise.

KBCC Pty Ltd will maintain any information to assist them in meeting their obligations under the legislation.



Confidentiality of Records

Effective Date: December 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

National Quality Standards

Source:

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 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

Policy Rationale

To ensure the Approved Provider, Co-ordination Unit 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

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.

Principles and Procedures

Co-ordination Unit and Responsible Persons will:

- Exercise confidentiality as a standard approach when developing and implementing Policies and Procedures; and
- Be sensitive to the rights of Co-ordination Unit 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
- 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 Co-ordination Unit.
- Staff and Educators need to be aware it is not appropriate for them to discuss children in care with people other than the child/ren's families, Co-ordination Unit 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.
- Consent must be expressly given in writing. Best practice is for approved providers and their services to check the currency of consent before each disclosure is made. Consent may be withdrawn at any time after it has been given. Withdrawal of consent must be in writing. Personal information is defined in the Privacy Act 1988 (Cth) and includes any information about an identified individual such as their home address, email address, telephone number, date of birth, medical records, bank account details, and tax file number

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 Co-ordination Unit 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 Co-ordination Unit will maintain a current website with information to promote the service and Educators in a positive, professional manner at all times.
- Any information received or transmitted electronically (e.g., mobile telephone, including SMS, text or email, zoom meeting etc) must be treated with the same confidentiality as any other written form of communication and must be stored confidentially.
- Written consent must be first obtained before any personal information of one of the following people is disclosed:
 - a parent of a child enrolled at the service, other than the person requesting the documentation
 - a person required to be notified of an emergency if a parent cannot be contacted
 - an authorised nominee of a child
 - a person authorised to consent to medical treatment or the administration of medication



to a child

- a person authorised to authorise an educator to take a child outside the service premises
- a person authorised to authorise the service to transport a child or arrange transportation of a child.

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.



Dealing with Complaints /Grievance

Effective Date: December 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 clause 168

National Quality Standards

Occupational Health and Safety Act 2012

Source:

Raising Concerns with your child care service (NCAC Info Sheet)

How to manage issues with your child care service Retrieved from www.careforKids.com.au

Policy Rationale

KBCC Pty Ltd will maintain a complaints and grievance management system to ensure that all staff, educators, volunteers families and community members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the staff and parent handbooks. We will identify complaints and grievances as opportunities to improve the quality of our service.

Principles and Procedures

KBCC Pty Ltd will support an individual's right to complain and will help them to make their complaints clear and try to resolve them. A complaint can be informal or formal. It can be anything which an individual thinks is unfair or which makes them unhappy with the service.

- Every family will be provided with clear written guidelines, detailing the complaint procedure in the parent handbook. A flow chart has been devised to demonstrate our grievance procedure options for stakeholders.
- Families are advised in the enrolment interview process to contact the service if they feel or need to discuss care or if any issues that may arise or about the educator's conduct.
- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other parents or staff not involved.
- If an individual has a complaint or comment about the service, they will be encouraged to talk to the Nominated Supervisor who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint they should discuss the issue with the Approved Provider either in writing or verbally.



- The Approved Provider will discuss the issue with the Nominated Supervisor and develop a strategy for resolving the problem. This would be discussed further with the individual or if necessary a meeting will be organised with the Nominated Supervisor and individual to resolve the problem.
- All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have led to amendments to policies and procedures where required.
- The Nominated Supervisor and or the Approved Providers will inform the person making the complaint of what has been decided regarding the issue. Staff and/or educators will be informed of any relevant issues that they need to address or be aware of.
- This could be done verbally or if the issue has been dealt with on a more formal basis then the Nominated Supervisor or Approved Providers will write personally to the individual making the complaint.
- If any complaint cannot be resolved internally to the persons satisfaction, external options will be offered such as an unbiased third party. Costs will be shared by all parties.
- *Please Note that ANY Complaint that refers to the safety, health and wellbeing of all children or the potential to be, or is being compromised must notify the Regulatory Authority (Office for Early Childhood Education and Care) within 24 hours of incident occurring or reported.*

E: southeastregion.ecra@qed.qld.gov.au

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 all children or the potential to be, or is being compromised to be reported to the Regulatory Authority 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*

BETWEEN FAMILY AND EDUCATOR/STAFF

Step 1

It is expected the grievance should initially be discussed with the person concerned.

Every effort should be made to resolve the grievance at this level before moving on to



the following steps. However, educators should always inform the coordination unit if they are having any issues or concerns regarding families or child/ren in their care, developmental or behavioural concerns etc. Educators are discouraged to use text messages, emails or any form of social media to communicate with families regarding concerns or issues until they seek further advice from coordination unit, on how to proceed with the family or guidance given on the matter.

Step 2

If the grievance is not resolved satisfactorily either party can bring the matter to the attention of the Nominated Supervisor to assist in the resolution of the matter.

Step 3

Any grievance, which has been fully discussed between the Nominated Supervisor and the parties involved and is still unresolved, can be referred for further mediation to the Approved Provider.

BETWEEN THE EDUCATOR AND CO-ORDINATION UNIT STAFF

Step 1

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

Step 2

If unresolved the Educator can contact the Nominated Supervisor or Approved Provider 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 Approved Provider for further mediation.

BETWEEN THE SERVICE AND EDUCATOR

- i. 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 Nominated Supervisor or a delegated representative.
- ii. If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Approved Provider, Nominated Supervisor or delegated representative will investigate the circumstances and organise the issue to be discussed with the Educator.
- iii. A Quality Improvement Plan will be developed with the Educator to offer training to ensure future compliance.
- iv. The Educator will be warned of future non-compliance with the Law and /or Regulations and/or conditions of the service, may result in de-registration proceedings.
- v. The Approved provider has the right to de-register an Educator without further warning.
- vi. If the Educator contravenes the Law or Regulations or conditions again, the Nominated Supervisor, or delegated representative of the service will report to the Approved Provider and de-registration may be recommended.



- vii. 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.
- viii. The Approved Provider will advise both the Queensland and Federal Regulatory Authorities in writing the date from which the Educator is no longer registered with the service.

D BETWEEN EDUCATOR AND EDUCATOR

Step 1

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

Step 2

If unresolved the Educator can contact the Nominated Supervisor or another Co-ordinator 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 Approved Provider or Family Queensland Family Day Care Association.

E BETWEEN CO-ORDINATION UNIT STAFF

Step 1

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

Step 2

If the grievance is still unresolved the complaint can be referred to the Nominated Supervisor or Approved Provider for mediation.

Step 3

If still unresolved, the Nominated Supervisor or Approved provider in consultation with the parties involved will determine the next course of action. This may necessitate the involvement of external options will be offered such as an unbiased third party.

Notification

- Document the grievance or complaint.
- Notify regulatory or licensing bodies if required. Should any regulatory or licensing bodies need to be contacted their details are as follows:

Office for Early Childhood Education and Care

Website: <https://earlychildhood.qld.gov.au/>

Queensland Human Rights Commission

Ph.: 1300 130 670

Website: <https://www.qhrc.qld.gov.au>

Child Safety Service

Ph: 30947400 (Logan Central Office)

Website: www.childsafety.qld.gov.au



OPERATIONAL MANDATORY FAMILY DAY CARE POLICY & PROCEDURES



Assessment & Approval of FDC Residence/Venue

Effective Date: September 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – Regulation 116, 169, 170,171, 173A, 176A, 177

National Quality Standards – Quality Area 2; 3

Source:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

ACECQA- [https://www.acecqa.gov.au/sites/default/files/2023-](https://www.acecqa.gov.au/sites/default/files/2023-08/PolicyGuidelines_Assessment%26ReassessmentOfResidences%26VenuesForFDC-August.pdf)

[08/PolicyGuidelines_Assessment%26ReassessmentOfResidences%26VenuesForFDC-August.pdf](https://www.acecqa.gov.au/sites/default/files/2023-08/PolicyGuidelines_Assessment%26ReassessmentOfResidences%26VenuesForFDC-August.pdf)

www.acecqa.gov.au/sites/default/files/2023-08/InfoSheet_AssessmentsOfFDCResidencesVenues.pdf

Policy Rationale

We Belong FDC is committed to ensuring the safety, health and wellbeing of children attending our service by assessing, reassessing and appropriately managing any risks or hazards that exist at each FDC residence or approved FDC venue. We believe the health, safety and wellbeing of children being educated and cared for the service is paramount to high quality care and education.

Principles and Procedures

The Education and Care Services National Regulations require approved providers to assess and reassess the risks of FDC residences and approved FDC venues for their suitability to provide FDC, as well as requiring policies and procedures for this purpose. These requirements focus on promoting the safety, health and wellbeing of children attending FDC services.

- Children's safety, health and wellbeing are paramount. Therefore, the initial assessment and annual reassessments of FDC residences and approved FDC venues will be as thorough as possible given the vital role these assessments have in promoting safety, health and wellbeing of children.
- Our focus is on improving the educational and development outcomes for children attending our FDC service. Providing a safe environment for the children to achieve this, in a way that promotes and upholds the interests, safety and rights of each child, is a high priority.
- Our coordinators are key to our service's effective operation. Part of their training and development includes conducting and documenting initial assessments and annual reassessments of FDC residences and approved FDC venues, and ensuring that when FDC educators move premises, they are assessed prior to children commencing education and care with the educator.

The We Belong FDC Service will:

- Undertake a Safety Assessment (Schedule A) of each FDC residence/venue before approval is given for educators to commence care, this will include but is not limited to:
 - The existence of any water hazards e.g.: swimming pool/spa, water features, storm easements etc



- Risks posed by animals
- Glass in the care setting that is 75cm or less from the floor
 - Glass under 75cm must be safety filmed, safety glass or guarded by a barrier that prevents glass from shattering if broken and/or prevents a child from striking or falling against
- Appropriate fencing and gates
- Display of a diagram (for example a floor plan) showing the areas of the FDC residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care to children. Include the existence of any water hazards, water features or swimming pools at or near the residence. Should be clearly visible from the main entrance at each FDC residence or near the children's sign in records, next to the front door or near the place children's belongings are stored
- Suitability of each residence or venue in relation to the number, ages and abilities of children likely to attend
- The suitability of toileting and nappy change area and facilities
- Any safety issues and /or hazards identified will be recorded on the Safety Audit (Schedule A) with a date to be addressed by and the date sighted by a Field Officer (this could be photo evidence) before registration of new educators and/or reregistration of existing educators.
- This safety assessment will be undertaken at least annually thereafter
- To enable appropriate Risk Management to be in place the educator must advise the scheme of any proposed changes to the FDC residence/venue that may affect the education and care provided to children at their service, including but not limited to;
 - Renovations
 - Obtaining a new pet
 - Visitors
 - Obtaining major equipment for safe placement and suitability to age of children in careAny other changes that may affect the education and care of children at the service FDC educators will need to notify the approved provider of the following: any circumstances relating to whether a person who resides at the FDC residence is a fit and proper person to be in the company of children, including if the person is charged with or convicted of a sexual offence, an offence of a violent nature, an offence involving drugs, an offence involving a weapon; if a person's application for a working with children or vulnerable people check is revoked, suspended or rejected; if the person is prohibited from working with children
- Any circumstances arising at a FDC residence or approved FDC venue that may pose a risk to the health, safety and wellbeing of children cared for at a residence or approved venue, including any renovations or other significant changes to the residence or venue, an infectious disease outbreak at the residence or venue, a bushfire, flood or other natural disaster that may affect the residence or venue. Failure to notify an approved provider of any such circumstance will be an offence under section 174A of the National Law or regulation 164.

****The Approved Provider may request the educator to close their business for a period of time if a sufficient Risk Management strategy is unable to be put into place. Once the strategy is in place an audit will be completed and the business can be re-opened.***



Assessment & Approval of Family Day Care Educators & Educator Registration

Effective Date: September 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – Regulation 127; 136 (3); 169 (2) (b) (e)

National Quality Standards – Quality Area 4.1.1; 7.1.2

Education and Care Services Regulations 2011 – Regulation 153

National Quality Standards – Quality Area 7.1.4; 7.1.5; 7.3

Source:

- QLD Government – Blue Card Services www.bluecard.qld.gov.au/
- ECA – Code of Ethics www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood
- Queensland Department of education

Policy Rationale

The We Belong Family Day Care Service will recruit, assess and engage suitably qualified educators over the age of 18 as the need arises in a fair and transparent manner and The We Belong FDC Service will retain an up to date register of FDC educators registered with the service at any given time.

Principles and Procedures

The following recruitment procedure will be taken for educators:

- Initial information will be sent out to all prospective educators, who will be asked to complete an application and return to the service. The service will assess the applicant's application for suitability.
- At any time throughout the applying and/or assessing process of prospective educators where the educator is unable to meet the policies and procedures of the service the service may reject an application. The unsuccessful applicant will be notified in writing.
- As part of the assessment process, applicants will be interviewed by a Field Officer and participate in Induction Training
- The approval of the applicant will not proceed without the agreement of all parties, including adult occupants of the residence/venue
- On approval educators will be placed on a three-month probation period

Educators will need to meet the following requirements:

- Meet mandatory requirements as stated under the Education and Care Services National Law Act 2011, Education and Care Services Regulations 2011 and Education & Care National Standards. Including:
 - Providing a safe environment,
 - Hold a current
 - first aid, CPR, anaphylaxis and asthma management certificate.
 - child protection training certificate
 - positive (blue) card for self, all adult occupants and regular visitors,



- Existing Educator: Certificate III in Children’s Services (or equivalent) or be actively working towards this qualification but be fully qualified by January 2024.
 - Submit course progression every month to We Belong FDC.
 - New Educator: must hold an approved Certificate III level (or higher) qualification prior to commencing their role in a FDC service and cannot be ‘actively working towards’ a qualification.
 - Public Liability Insurance with a minimum coverage of \$10 000 000 and provide proof of currency to the service prior to registration then annually as requested by the service.
- Have good knowledge of early childhood development and ability to demonstrate a genuine interest in and enthusiasm for helping children grow, learn and develop according to their individual needs
 - Have the ability to communicate effectively, respectfully and warmly with children and adults
 - Be willing to meet best practice standards and to continue their own ongoing professional development
 - Have small business management skills, or the ability to acquire them, including being able to manage financial and record keeping requirements, tax compliance and maintenance of insurances
 - Be physically and mentally able to manage stressful situations and have the flexibility to respond to the changing demands of the role as they occur
 - Provide a Medical Clearance from a Medical Practitioner annually or as requested by the service
 - Provide a Criminal History Check as requested by the service for CCS purposes

The Register of Educators will include:

In accordance to Education and Care Services Regulations 2011, Regulation 153 the following information must be included in the register of FDC educators in relation to each educator engaged by or registered with the service:

- (a) the full name, address and date of birth of the educator;
- (b) the contact details of the educator;
- (c) the address of the residence or approved family day care venue where the educator will be providing education and care to children as part of the service, including a statement as to whether it is a residence or venue;
- (d) the date that the educator was engaged by, or registered with, the service;
- (e) when applicable, the date that the educator ceased to be engaged by or registered with the service, for the period of 3 years following that date;
- (f) the days and hours when the educator will usually be providing education and care to children as part of the service;
- (g) if the educator is an approved provider, the number of the provider approval and the date the approval was granted;
- (h) if the educator is a certified supervisor, the number of the supervisor certificate and the date it was granted;
- (i) evidence -
 - (i) of any relevant qualifications held by the educator; or
 - (ii) if applicable, that the educator is actively working towards that qualification as provided under regulation 10;
- (j) evidence that the educator has completed—
 - (i) current approved first aid training; and
 - (ii) current approved anaphylaxis management training; and
 - (iii) current approved emergency asthma management training;
- (k) evidence of any other training completed by the educator;



- (l) if the educator will be providing education and care to children in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the check conducted or card issued under that law and the expiry date of that check or card (if applicable);
- (m) for each child educated and cared for by the educator as part of the family day care service -
 - (i) the child's name and date of birth; and
 - (ii) the days and hours that the educator usually provides education and care to that child;
- (n) if the education and care is provided in a residence -
 - (i) the full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence;
 - (ii) the full names and dates of birth of all children aged under 18 years who normally reside at the family day care residence;
- (o) a record of—
 - (i) the identifying number of the working with children check, working with children card, working with vulnerable people check or criminal history record check or teacher registration of each person referred to in paragraph (n) who is required to provide the check, card, record or registration under regulation 163 and the date of expiry of that check, card or registration, if applicable; and
 - (ii) the date that the check, card, record or registration was sighted by the approved provider or nominated supervisor of the service.

*Note: (m) recorded on service software program

In complying with Regulation 153 the following procedure will be in place:

1. Information is recorded on Educator Application of the registration Process (Schedule B)
2. Schedule B of the Registration Process will be used to record a through o of the above policy into the services software system
3. Print copy from system and place in Educator file
4. Educator will inform Coordination Support Unit of any proposed or likely changes immediately. E.G Qualification Update, Change of Address, Adult occupant moving in etc.
5. Educator information updated by Administration staff in the software system
6. Print updated copy and place in Educator file
7. Coordination Staff will audit information on each visit and
8. Information and process will be reviewed during annual registration process. information



Monitoring, Support & Supervision of FDC Educators

Effective Date: September 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – 169 (2) (d)

National Quality Standards – Quality Area 4

Source:

Education and Care Services Regulations 2011

National Quality Framework Resource Kit www.acecqa.gov.au

Policy Rationale

The aim of the We Belong Family Day Care Service is to support educators in all aspects of their role whilst ensuring the safety and wellbeing of children in care.

Principles and Procedures

Field Officers will:

- Visit new educators weekly for at least 4 x weeks or for a period of time as determined by the Field Officer and the educator
- Visit educators on a regular basis (at least monthly) and negotiate additional visits as the need arises to support individual educators
- Visits maybe a combination of unannounced and announced and take place at differing times to gain a better understanding of the routines, activities and service the educator provides (this includes weekend visits) as deemed appropriate for quality outcomes
- Visits may be incorporated during planned excursions or where educators may come together but are not included as a regular visit.
- Where educators provide education and care for children who require extra support, will visit as often as necessary.
- When a new child commences care, shall endeavour to visit within the first month of care commencing.

- Visits will incorporate:
 - Supporting the educator in all areas of their role
 - Monitor the safety and wellbeing of children in care (Refer to Children’s health Policies, Children’s Safety Policies)
 - Support children’s learning and development (Refer to Educational Program and practice Policies)
 - Monitor records kept by the educator are up to date, stored to enable access as needed in a confidential manner. For example: Child assessments are kept in an inaccessible cupboard/file cabinet.

- Provide additional support to educators if they request, this could be:
 - Phone, e-mail, Zoom or Face time



- Additional field visits
- After hours appointments either at the office or educators' residence/venue
- Encourage visits with other educators to support networking
- Provide training to support educator's knowledge and skills (refer to Support & Training Policy).

Field Officers will:

- Provide reports at team meetings for collaborative discussion in supporting educators with their educational program and any issues that maybe be occurring.
- Provide support to individual educators where required via phone conversations, e-mail and/or face to face visits
- Have high input into planned training to support educators educational program needs
- Provide tools to assist educators with their educational program e.g.: EYLF, MYTOP and other resources
- Provide information in the monthly newsletter informing educators of training, support resources (e.g., appropriate weblinks), policy updates etc.

In the event that educators are remotely registered with the service support will be given to these educators by:

- Regular phone and e-mail contact
- Zoom meeting at least once a month at a time that suits the educator and children in care
- Contact records will be written and filed in the educators file on FDSee
- Face to Face visit on a need's basis



Suitability of Persons Residing at a Family Day Care Residence

Effective Date: September 2014

Review Date: Bi- Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – Regulation 163; 164

National Quality Standards – Quality Area 2.3

Source:

QLD Government – Blue Card Services www.bluecard.qld.gov.au/

ECA – Code of Ethics www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood

Education and Care Services Regulations 2011

Policy Rationale

The We Belong Family Day Care Service recognises that the family unit is an important part of the education and care service provided by educators to children. Family members and other occupants of the family day care residence/venue can influence the quality of care provided to children in care. To ensure the safety and wellbeing of children in care is maintained at all times the educator and Field Officer will ensure all persons around children behaviour supports the professional quality standards of the service. (For guidance on the assessment of family day care educators refer to Assessment & Approval of FDC Educators policy).

For guidance on the assessment of family day care educator assistants refer to (Assessment & Approval of FDC Educator Assistant Policy)

Principles and Procedures

The We Belong FDC Service will ensure that all residents of the FDC residence/venue over the age of 18 years are fit and proper by:

- Providing all residents an application for current Blue Card or if already obtained linking to the service and checking currency before the educator commences care (Refer to Assessment and Approval of family day care educators and educator registration policy)
- Meet with all family members and/or residents to discuss their role in maintaining a high quality service at the FDC residence/venue

The educator will:

- Discuss with all family members and/or residence of the FDC residence/venue
 - The requirements outlined in service Policies & Procedures to ensure the safety and wellbeing of children in care
 - The importance of addressing parents/carers, coordination staff and visitors to the home in a professional manner (face to face and over the phone)
- Ensure all persons behaviour and language is appropriate and portrays a high-quality standard
- Ensure confidentiality is maintained in relation to all aspects of the care provided
- Inform Field Officers of any changes planned in regard to persons residing at their FDC residence/venue
- Ensure families/carers and children in care are aware of areas in the residence/venue that are for private use only by displaying at the entrance to the residence/venue a floor plan showing the approved areas for education and care.



- FDC educators will need to notify the approved provider of the following: any circumstances relating to whether a person who resides at the FDC residence is a fit and proper person to be in the company of children, including if the person is charged with or convicted of a sexual offence, an offence of a violent nature, an offence involving drugs, an offence involving a weapon; if a person's application for a working with children or vulnerable people check is revoked, suspended or rejected; if the person is prohibited from working with children

Family members and/or residents will:

- Respect the dignity and rights of all children in care and not subject children to any form of physical, verbal or emotional harm
- Respect the confidentiality of children and their families
- Treat all members of the child's family with dignity and respect
- Not consume alcohol, cigarettes or any drugs that diminishes their behaviour in a professional manner when children are in care
- Ensure that duty of care is followed when undertaking activities with children
- Take responsibility for ensuring personal items that may pose a risk are not accessible to children and their families



Visitors to FDC Residence/Venue

Effective Date: September 2014

Review Date: Bi - Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – Regulation 165; 166; 169 (2) (f)

National Quality Standards – Quality Area 2.3.1

Source:

QLD Government – Blue Card Services www.bluecard.qld.gov.au/

Policy Rationale

We Belong Family Day Care Service considers the safety and wellbeing of children within the service as being the utmost importance. Family Day Care Educators will ensure that all visitors to their residence/venue will portray appropriate behaviour and language whilst children are in care.

Principles and Procedures

Procedures for Educators to follow to ensure the safety and wellbeing of children whilst visitors are attending the FDC residence/venue include:

In accordance with Regulation 165 of the Education and Care Services Regulations 2011, a record of visitors is to be kept at each family day care residence/venue.

Educators will:

Ensure that all visitors to their residence/venue will sign the Visitor's Record Book whilst children are in care. Visitors must record:

- Date, time of arrival and departure
- Name and signature of the visitor
- Ensure that all visitors to the FDC residence/venue are made aware of the working environment they are visiting via verbal notification
- Ensure that appropriate behaviour and language is maintained at all times when children are in care (Refer to Code of Conduct/Code of Ethics).
- Ensure Regular visitors to the residence/venue have current Blue Cards which the educator will record on their Blue Card Register
- Inform Field Officers of any visitors staying at the residence or venue and complete a Risk Assessment Worksheet if required
- Ensure that smoking will be prohibited in the care environment whilst children are in care (Refer to Tobacco, Drugs & Alcohol Free Environment Policy)
- Ensure that Visitors/Contractors/Maintenance/Repair Workers are not left alone with children whilst at the FDC residence/venue
 - If a child needs changing/toileting etc. all children will accompany the educator to the bathroom
 - If the educator needs to access the bathroom then all children will accompany the educator to the bathroom area when such persons are present
 - Unless the educator has an educator assistant available during this time
 - Risk Assessment will be completed by each educator detailing their own circumstances (Refer to Supervision Policy)
- Risk Assessment Training will be provided by the service for all educators to assist in detailing all risks identified in the care setting, including Visitors to the residence/venue



*In accordance with Regulation 166 of the Education and Care Services Regulations 2011, children are NOT to be left alone with a visitor to the residence or venue.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply



Support & Training Policy

Effective Date: September 2014

Review Date: Bi- Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – 168 (2) (g)

National Quality Standards – Quality Area 4.2

Source:

National Quality Framework Resource Kit – www.acecqa.gov.au

Policy Rationale

The We Belong Family Day Care Service strives to build the improvement of educator's professional growth through an ongoing culture of learning and critical reflection. We Belong FDC will provide opportunities for educators and Field Officers to engage in ongoing professional development at no cost (where possible) and also provide information on relevant professional development from appropriate organisations.

Principles and Procedures

Educators are:

Required to participate in four professional development courses/ workshops/ each year based on their individual PD plan, plus three workshops/online sessions per year which may encompass Service provided PD (This does not include compulsory training such as First Aid, CPR, Asthma & Anaphylaxis, Food Safety or Child Protection). We Belong FDC will publish an Educator Professional Development Calendar each year based on feedback from Filed Offices, Educators, Regulatory Authority, Families and Children.

The service will:

- Provide professional conversations and support to educators during field visits, this will include information and support in relation to the National Quality framework, My Time Our Place and Early Years Learning Framework
- Provide a yearly Professional Development Calendar for our Network Meetings.
- Provide support for educators who are studying, need support with documentation or on topics related to educator's role as required
- Promote conferences, seminars and other PD applicable to the education and care sector through the quarterly newsletter , community of practice fb page and/or e-mailed direct to educators
- Support educators to network with other educators through events, excursions and meetings
- Provide links to resources and professional development to new educators including but not limited to:
 - EYLF & MTOP Documents
 - Forms required for business purposes (Enrolment Forms, Transport Forms, Medical Forms etc on the service website)
- Assist educators who are studying towards their qualifications by completing supervisor reports and sharing their knowledge and experience in the industry
- Provide information, if requested, to educators on training organisations that can provide training for mandatory qualifications



- Certificate III in Children's Services
- First Aid, CPR, Asthma & Anaphylaxis Training
- Child Protection Training
- Food Safety Training
- Safe Sleep Practices for Early childhood Educators

Educational Leader/s role in relation to the provision of professional development will:

- Provide support to educators as outlined in the Monitoring, Support & Supervision of FDC Educators Policy
- Encompass the delivery of varied topics that will enable educators and staff to build on current skills and knowledge to support their role educating and caring for children.
- Give educators the opportunity to discuss and suggest training opportunities to suit their individual needs, through regular collaboration and mentoring.



Assessment & Approval of FDC Educator Assistant

Effective Date: September 2014

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – Regulation 144; 169 (2) (e,h)

National Quality Standards – Quality Area 4.1.1; 7.3.5

Source:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

Policy Rationale

An educator assistant is an adult deemed suitable to maintain the quality care offered to children within the family day care residence/venue. An educator may engage an educator assistant in order to provide assistance whilst the educator is educating and caring for children and when the educator is absent in limited circumstances. The registration and engagement of an educator assistant does not constitute an employee/employer relationship nor is it undertaken for any financial reimbursement.

Principles and Procedures

Assessment & Approval of Educator Assistant:

- After the educator has been approved they may nominate a person over the age of 18 as an educator assistant
- The nominated person must complete the 'Educator Assistant Application', provide 2 recent referees and be interviewed by a Field Officer
- The applicant will be assessed by a Field Officer and notified accordingly
- Applicants must familiarise themselves with and be willing to follow all policies and procedures of the We Belong FDC Service, including safety requirements set out in the Educator's Hygiene and Safety Audit (Schedule A)
- Applicant must provide a current Positive Working with Children Notice (Blue Card), First Aid Certificate, CPR Certificate & Asthma & Anaphylaxis Certificate & Medical Clearance Statement
- The educator assistant must agree to the conditions outlined in the Educator's Safety Audit and Risk Assessments
- Educator assistant must have a working knowledge of positive behaviour guidance, emergency evacuation and lockdown procedure and undertake training in at least:
 - Food Safety & Food Handling
 - Child Protection
 - Fire Safety Training
 - Safe sleep basics for Early childhood Educators

Procedure for Use of Educator Assistant:

The educator assistant is registered to provide care for children when

- The Primary Educator Is absent for appointments which cannot be arranged outside care hours e.g.: specialist appointments



- Pickup and drop off of children from their home/venue or other education and care service, escort (by walking) a child between the FDC residence or venue and: a school, another education and care service or children's service and the child's home. Parents or carers must provide written consent for the educator assistant to assist the FDC educator and the FDC educator must give you, the approved provider, these written
- Is absent from the FDC Service due to an emergency (including if the educator requires emergency medical treatment)
- **Parents** are to be advised at the time of their initial interview if an educator has a registered **educator assistant** or when an educator assistant is appointed.
- **Parents and the Family Day Care office** are to be advised at least 24 hours prior to the use of an educator assistant (unless in an emergency)
- Parents must sign the educator assistant Consent Form prior to the use of the educator assistant, this must then be attached to relevant attendance record and forwarded to the office (unless in an emergency)
- Parents have the right to make alternative arrangements for care and not be charged by the regular educator when the educator is unavailable
- In the event of educator assistant providing non regular transport,(See Transportation of Children in FDC Policy) the educator must provide prior notice to the parents.

Reassessment of an Educator Assistant:

- Educator Assistants will be reassessed each year in conjunction with the registered educator's reassessment
- Educator Assistants must provide annual Medical Clearance, updated qualifications and relevant Professional Development completed (First Aid, CPR, Asthma & Anaphylaxis, Food Safety, Fire Safety & Child Protection, safe sleep basics for Early Childhood Educators)
- Suspension or non-renewal of Educator Assistants Agreement will be immediate if:
 - a. Their registered educator has resigned, is suspended, or not reregistered with the service
 - b. The educator assistant or educator fails to comply with scheme policies and procedures or Education and Care Services National Law Act 2011 and Education, Care Services National Regulations 2011 and/or Education & Care National Quality Standards

In accordance with regulation 154 (e) the service will record and keep up to date files on the services software system for each educator assistant:

- (i) the full name, address and date of birth of the educator assistant;
- (ii) the contact details of the educator assistant;
- (iii) the name of the family day care educator to be assisted by the educator assistant;
- (iv) the date that the educator assistant was approved by the service;
- (v) when applicable, the date that the educator assistant ceased to be approved by the service, for the period of 3 years following that date;
- (vi) evidence that the educator assistant has completed first aid qualifications in accordance with regulation 136(3);
- (vii) the identifying number of the current working with children check, working with children card or working with vulnerable people check or record of criminal history or teacher registration of the educator assistant and the date of expiry of that check, card or registration, if applicable;



(viii) the date that the check, card, record or registration was sighted by the approved provider or nominated supervisor of the family day care service.



Water Safety

Effective Date: December 2014

Review Date: Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 – Regulation 168 (2) (a) (iii) 116(2d), 116C, 169

National Quality Standards – Quality Area 2.3

Source:

Water safety Policy Guidelines ACECQA: https://www.cecqa.gov.au/sites/default/files/2023-08/PolicyGuidelines_WaterSafety.pdf

Kidsafe Queensland- <https://kidsafeqld.com.au/>

https://kidsafe.com.au/wp-content/uploads/2021/06/FINAL-FDC-Safety-Guidelines_7thEd_MAR2_2021.pdf

Policy Rationale

Ensuring children's safety in and around the water is of the highest priority, this includes water play, excursions in and around the water. Supervision while children participate in water activities and are on excursions near any water bodies will be managed effectively by staff and educators to ensure children's safety.

Principles and Procedures

Educators and Field Officers will:

- Ensure active supervision for children's activities in and around water and a complete an effective Risk Assessment that considers any water hazard and associated risks, including water-based activities and excursions near water (See Excursion and Outings Policy).
- Empty buckets/receptacles that are used for cleaning or that gather rain water are emptied immediately after use or before children access the area.
- Make sure all containers/water troughs used for water play are emptied immediately after use or if contaminated with body fluids.
- Conduct Risk Assessments for all excursions and include appropriate ways to manage the risk of any water hazards in relation to the age and abilities of the children attending, gain written permission from parents/carers prior to the excursion.
- Ensure water for pets is changed regularly and only accessible to children when an adult is present
- Educators with a swimming pool or a spa must provide the coordination unit with a copy of their current Pool/Spa Certification every two years and ensure all fencing gates prevent children accessing whilst in care.
- Conduct daily safety checks of the swimming pool area , water hazards, water features and coordination will conduct monthly inspections and checks when visiting or remotely on device zoom, video call (no more than 6 inspection may be conducted remotely in any given calendar year) .If a safety issue is identified as a result of an inspection ,the person who conducted the inspection, if not approved provider, must provide written notice of the safety issue to the approve provider within 2 hours after conducting the inspection.
- If an issue cannot be rectified immediately, the Approve Provider should consider if access is appropriate and ensure that every reasonable precaution is taken to protect children being educated



and cared by the service from harm and hazard likely to cause injury as required under section 167 of education and care services National Law.

- The inspection report must be kept by the approved providers who must make them available for inspection.
 - Educators will remove any movable items around the perimeter of the pool: for example, tables, chairs, toys must be situated to prevent a child using them as climbing aids.
 - Ensure any water hazards such as: Ponds, storm water easements, dams etc do not pose a risk to children in care and detailed risk assessment must be completed
 - Wading pools may be used by educators when:
 - Written permission has been obtained from parent/carer annually and copy forwarded to the office
 - Detailed Food has been completed and approved by the coordination unit
 - Strict and constant supervision at all times when the wading pool is used or filled, details documented on educator's risk assessment how phone calls and visitors will be attended to while children are participating in water play
 - The wading pool is emptied immediately after use or if contaminated by body fluids
 - Water depth is no more than below the knee of the smallest child participating
 - Size of the wading pool is such that can be emptied quickly as required and stored safely
 - Placement of the wading pool will take into account the safety of children eg; not on concrete and utilising shade from trees or shade structures
- ❖ *Children in care are not allowed to swim, other than in a wading pool, whilst in care. Educators with swimming pools, spas and/or other water bodies must complete detailed Risk Assessment for their own children to swim which will include how their own children will be supervised while the educator is educating and caring for children and be approved by the coordination unit.*

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply





WE BELONG FDC

SAFE BARRIERS SAVE LIVES

So, if you're getting ready
for a pool party this summer,
take a few minutes to check
the safety of your pool barrier.
You never know, you could
just save a life.

IN THE LAST 12 MONTHS HAVE YOU CHECKED TO ENSURE THAT....

	Y	N
Children are closely supervised by an adult at all times around the pool/spa?	<input type="checkbox"/>	<input type="checkbox"/>
All gates and doors that lead into the pool area are self closing?	<input type="checkbox"/>	<input type="checkbox"/>
All gates and doors that lead into the pool area are self latching?	<input type="checkbox"/>	<input type="checkbox"/>
The pool gate is never propped open?	<input type="checkbox"/>	<input type="checkbox"/>
Your safety barrier is free of gaps, holes, or spaces that a child could try to get through?	<input type="checkbox"/>	<input type="checkbox"/>
The area surrounding your pool barrier is free of climbable objects (e.g. BBQs, tree stumps, chairs etc.)?	<input type="checkbox"/>	<input type="checkbox"/>

To complete a comprehensive home pool safety assessment and find out more information on pool fencing legislation and the responsibilities of pool owners, please visit kidsafe.com.au

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Relative Care Policy

Effective Date: November 2018

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011

Childcare Provider Handbook June 2018

ACECQA www.acecqa.gov.au

Source:

Childcare Provider Handbook June 2018 page 11

Policy Rationale

Under the Family Assistance Law, children who are niece /nephew, cousins or grand/great grandchildren of a family day care educator must make up fewer than half of the children to whom they the educator is providing care within the fortnight.

Principles and Procedures

The minister rules set out a number of circumstances whereby there is no eligibility for Child Care subsidy (ccs) which are already covered under current Family Assistance Law mechanisms, however, there is a new rule relating to conditions for continued approval which relates specially to the provision of care by a family day care educator to relatives.

The rule states:

It is a condition for continued approval in relation to an FDC service that the provider ensures that less than 50% of the children to whom any FDC educator is providing care within any ccs fortnight at the service are related to the FDC educator as:

- ❖ **A niece or nephew or**
- ❖ **A cousin**
- ❖ **A grandchild (including a great grandchild)**

It is important to note that the ratio is applied across the whole fortnight and not one particular sessions of care. For a child to be counted in the ratio they would need to undertake one session in that fortnight.

If an educator cares for two of their nephews during the fortnight reporting period, they must also at some point throughout that fortnight care for a least three non-relative children.

Or

If an educator cares for one of their grand children during the fortnight reporting period, they must also at some point throughout that fortnight care for a least two non-relative children.



The service provider must ensure that attendance is checked and reports weekly of children they have in care and ensure that they have correct attendance and ratio weekly.

Where this condition are not met, any care provided to a child or a near relative will be regard as a private arrangement between the educator and the parents and no Child care subsidy will apply. All policies and documentation requirements are expected to occur.



Relief Educator Care

Effective Date: February 2018

Review Date: Bi-Annually

Legislation & Law:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 81

National Quality Standards – 2.1.2

Source:

National Quality Standards 2018 (ACECQA) quality area 6.2.1

Guide to the National Quality Standard 2018 (ACECQA)

Policy Rationale

The We Belong Family Day Care service is committed to supporting families to find alternate care for children when their regular educator is unavailable.

Principles and Procedures

Relief Care

Relief Care is an arrangement whereby a Relief Educator provides education and care from the Family Day Care Educator's (Primary Educator) home. Reasons for Relief Care may include: Illness (personal or family member), holiday or extended leave, rostered day off, unforeseen emergencies or other unavoidable reasons necessitating absence. Public Holidays will not be charged to families using relief care unless they choose to send their child on this day.

Relief Care may be used for emergency situations or pre-planned absences. Primary Educators who are considering using a Relief Educator **MUST** discuss the matter with all the parents. Parents should be provided information about Relief Care, and encouraged to ask any questions they have with the Primary Educator and the FDC Office.

Parents are not obligated to accept a Relief Care arrangement. They may choose to find private alternative Care, in which case they are not liable to pay FDC fees. Parents may also ask the FDC office to find an alternative FDC Educator for Back-up education and care during this time, in which case fees would be paid to that educator.

Relief educators are registered by the FDC Service. They receive training and on-going support. Home visits are conducted as usual. All regulatory, policy, procedural and quality assurance requirements apply equally to Relief Educators. Relief Educators carry their own Public Liability Insurance (unless the Primary Educator's insurance covers Relief Care), and must hold a current First Aid Certificate, CPR Certificate, Positive Blue Card Notice, appropriate qualifications and have an ABN and PRODA registration that is linked with the service.

Relief Care is not a means by which FDC can be provided on a regular basis. It cannot be conducted in a home other than a FDC Educator's residence. No more than 7 children, 4 of whom are below school age, can be educated and cared for, irrespective of whether the Primary and Relief Educators are both present in the home.



- ❖ ***All the Relief Care arrangements are made between two self-employed Educators. While FDC staff will help to resolve any disputes, the Scheme takes no responsibility for any monies owed by one Educator to the other.***

DEFINITIONS

Educator Definitions

Primary Care Provider (Educator)

The Educator who normally provides Family Day Care from her/his place of residence.

Relief Educator

A person who is directly involved, at a Primary Educator's home, in educating, supervising or caring for children for a Family Day Care education and care service so as to relieve the Primary Educator. A Relief Educator may also be registered as a FDC Educator or IHC Educator.

Relief Care Definitions

Block Relief Care

Care provided for one or more whole weeks that the Primary Educator usually works. For example; if an Educator only works 4 days pw, then the block period is for the same four days.

Short Term Relief Care

Care provided for part of a Primary Educator's work week. Short term care also relates to a portion of the Primary Educator's normal daily work hours. It is a matter for the parties to agree on a minimum number of hours.

Emergency Relief Care

This is relief care that is not expected and has not been planned. For example, The Primary Educator needs to respond to a family emergency as soon as possible, or suddenly falls ill. Fdc scheme coordinators can assist with caring for the children if or when an emergency arises while children families are notified and collected.

Back -up Care

Care provided by a Family Day Educator in her/his home for another FDC Educator who is unable to work.

RESPONSIBILITIES OF RELIEF CARE EDUCATORS

Primary Educator responsibilities

- All parents must be notified as soon as possible of the Primary Educator's intention to use a Relief Educator. This allows the parent/s time to consent, or make alternative care arrangements (private or FDC).



- Primary Educators can record the care needs of any parents preferring an alternative FDC Educator (i.e., Back- up care) on the relevant form and forward to the FDC Office for action ASAP.
- It is the Primary Educator’s responsibility to contact prospective Relief Educators. Anticipated hours and numbers of children should be discussed at this time.
- Details about Relief Care is provided to parents who consent, including the Relief Educator details such as name, days and hours to be worked.
- Parents must provide written consent on the “Relief Care Parent Authorisation” form.
- Primary and Relief Educators must complete and sign the Relief Care Agreement & advise the FDC Office. Before Relief Care commences the Primary Educator must ensure that the Relief Educator knows;
 - Locations of First aid kits (home and excursion), Evacuation Plan/Emergency Procedures such as where Fire Extinguisher, Fire Blanket are located if applicable.
 - Location of Children’s records, including parent contact details, emergency contacts etc
 - Any children with special requirements (diet, medication, Health Management Plans etc).
 - Emergency numbers, including the Primary Educator’s, and next of kin or emergency contacts.
 - Where attendance records are signed, children’s belongings are stored, notice board, keys etc.
 - Where all other equipment and materials needed for the running of the service are kept.
 - About any daily Health & Safety, maintenance, cleaning and security checklists.
 - About daily children’s program and routines.
- **Sign all forms of relief care and send to office for approval before care proceeds**

- **The Primary Educator** must ensure that there is sufficient supply of required forms and equipment which may be needed during the period of the relief care. For example; Attendance records, medication forms, accident/incident forms, paper towels, toilet paper, soap etc.
- If possible, the Primary Educator should arrange for the children and parents to meet the Relief Educator before relief care is required.
- If the Primary Educator is charging a premises/equipment fee then they should provide a receipt to the Relief Educator. Parents must be provided with receipts detailing the period of care, the children’s and Educator’s names, and fee paid for each child.
- If the Relief Educator is unable to meet the commitment after accepting a booking (but before the Relief care commences) they must immediately advise the Primary Educator. Then the Primary Educator will either;
 - attempt to find a replacement Relief Educator if required or,



- Contact the families to advise that Care is not available and advise parents to contact the office to arrange Back - up care with another Family Day Care Educator if needed.

Relief Educator Responsibilities

The Relief Educator must :

- Ensure she/he has signed a Relief Care Registration Agreement
- A Contract for Relief Care is completed with the Primary Educator and confirm that all parents using the Relief Care have formally agreed and completed the “Relief Care Parent Authorisation” form.
- Inform the office of the commencement of a Relief Care Contract.
- Ensure that they have been oriented by the Primary Educator as detailed above.
- Display a current Certificate of Registration for parents to sight.
- Where possible, all normal routine and practices of the Primary Educator be followed to provide continuity and security for children and families.
- Complete all attendance records for the duration of the BLOCK relief care period.
- Parents **must sign** the children in and out of care on the Relief Educator’s attendance record in accordance with normal FDC policy and be submitted to the office by the due date.

The Relief Educator must:

- Charge fees for booked care at the agreed rate and issue receipts accordingly (unless the Primary Educator has arranged to undertake this).
- Ensure that their Public Liability Insurance for relief care registration is current. Where the Primary Educator’s insurance covers Relief Care, this must be confirmed by the Relief Educator.
- Ensure that their First Aid Certificate is current.

If the Relief Educator finds they are unable to meet the commitment after accepting a booking (but before the Relief care commences) they must immediately advise the Primary Educator.

If during a placement the Relief Educator becomes ill or incapacitated and cannot provide booked relief care then the Relief Educator must immediately either;

- Advise the Primary Educator (if possible) and attempt to find a replacement Relief Educator if required,
- Contact parents and advise them to call the office to arrange back up Care with another Family Day Care Educator if needed.
- Take on “Back- up care” whilst conducting relief care as long as this is agreed to by the Primary Educator and the FDC service and child numbers remain within the regulatory requirements.

Parent Responsibilities

It is recommended that the parent and child meet the relief educator before the care takes place where possible. It is also recommended that the parent and child visit any back - up educators FDC home’s before attending back up care at another premises.



- A parent must read, complete, agree to and sign the “Relief Care Parent Authorisation” form.
- A parent must sign the Relief Educator attendance records in accordance with normal FDC policy.
- Once a parent has agreed to relief care and completed the “Relief Care Parent Authorisation” form the normal notice periods for change of care contract apply, or fees in lieu thereof are payable. Any absences are also charged as per normal FDC policy.
- If child does not attend care for the agreed booked days/hrs the usual FDC Absence rules apply. Parents provide for their child’s care needs as usual (i.e. sufficient nappies, food, change of clothes, hats etc). Parents agree to abide by the conditions and agreements as set out by We Belong FDC Services and the signed agreements contained in enrolment forms and Educator contracts (with the Primary Educator).

Please Note:

Family Day Care Educators and Relief Educators are self-employed and are therefore responsible for the method of payments between them. The care is processed under the relief educator details (fee schedule etc.) The Relief educator must provide invoices to families and is responsible for the collection of gap fees owing for care. When the primary educator’s premise is used to conduct the relief care a fee for the use of the primary educator’s premises can be by both parties. **A receipt must** be issued for any payments made by the relief educator to the primary educator.

EMERGENCY CARE

The following requirements are dependent on the nature of the emergency and time available.

If an Educator requires relief care in an emergency, then the Educator must contact the parents or authorised emergency contacts first. Some parents may prefer to collect their children immediately.

The relief care section of the attendance record must be completed to indicate and confirm the relief care that has taken place. This way parents are made aware that relief care has taken place and when.

If parents agree verbally to Relief Care, then it is recommended that the Primary Educator gain written permission after the fact.

The Primary Educator should contact the FDC office to advise of any emergency relief care arranged.