



# **POLICY & PROCEDURE MANUAL**

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## INTRODUCTION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### The national legislative framework

The National Quality Framework is underpinned by the Education and Care Services National Law ('National Law') and Education and Care Services National Regulations ('National Regulations'). Together they set the *National Quality Standard* and the regulatory framework for most long day care, preschool/kindergarten, family day care and outside school hours care services in all states and territories.

The *National Law* provides objectives and guiding principles for the National Quality Framework.

In making decisions about operating education and care services and working to achieve the *National Quality Standard* to improve quality at services, the guiding principles of the National Quality Framework apply. These principles are:

The rights and best interests of the child are paramount.

- Children are successful, competent and capable learners.
- Equity, inclusion and diversity underpin the framework.
- Australia's Aboriginal and Torres Strait Islander cultures are valued.
- The role of parents and families is respected and supported
- Best practice is expected in the provision of education and care services.

### The National Quality Standard

The *National Quality Standard* sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their child. The *National Quality Standard* is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to outcomes for children.

### Approved learning frameworks

For the first time Australia has a *National Quality Standard* linked to national learning frameworks that recognise children learn from birth. These are:

*Belonging, Being and Becoming: The Early Years Learning Framework for Australia* ('Early Years Learning Framework') Version 2.0, 2022.

*My Time, Our Place: Framework for School Age Care in Australia* ('Framework for School Age Care') Version 2.0, 2022.

These frameworks outline practices to support and promote children's learning.

### Early Years Learning Framework

The *Early Years Learning Framework* guides educators in developing quality programs for children. It describes the early childhood pedagogy (principles and practice) and the outcomes required to support and enhance young children's learning from birth to five years of age, including their transition to school.

### Framework for School Age Care

The *Framework for School Age Care* builds on the *Early Years Learning Framework* and extends the principles, practice and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings.

The *Framework for School Age Care* exists to ensure that children in school age care have opportunities to engage in leisure and play-based experiences that are responsive to the needs, interests and choices of the children attending the service and that contribute to their ongoing development. It provides guidance to educators working with school age children in outside school hours care, long day care and family day care settings.

### Quality areas, standards and elements

The *National Quality Standard* comprises quality areas, standards and elements.

#### Quality areas

There are seven quality areas:

- QA1** Educational program and practice
- QA2** Children's Health and Safety
- QA3** Physical Environment
- QA4** Staffing Arrangements



- QA5** Relationships with children
- QA6** Collaborative partnerships with families and communities
- QA7** Governance and Leadership

More information can be found at [www.acecqa.gov.au](http://www.acecqa.gov.au)

Family day care educators are monitored and supported by the service’s coordination unit. The number of children who can be educated and cared for in a family day care environment is 7 with a maximum of 4 children preschool age or under, including the educator’s own children younger than 13 years of age if there is no other adult to care for them.

**About Bowen/Collinsville Family Day Care Association Inc.**

Bowen/Collinsville Family Day Care was established in 1991 to provide home based childcare in the local area. Home based childcare is flexible small group care that offers parents and children the benefit of individual attention in a safe, family environment. Educators operate from their own homes and are self-employed. Educators are supported, monitored, assessed and registered by a co-ordination unit. The service is licensed and regulated by the relevant Commonwealth and State Government Departments



Bowen/Collinsville Family Day Care currently recruits educators in:

- Ayr and Home Hill
- Bowen
- Scottville/Collinsville
- Proserpine and surrounding Whitsunday areas
- Pinnacle
- Moranbah and Nebo
- Innisfail, Tully, Mission Beach and Ingham
- Townsville and Magnetic Island

**How to Contact Us**

All enquiries should be directed to a Coordinator at Bowen/Collinsville Family Day Care Coordination Unit Office.

Address: 26 Herbert Street

Bowen QLD 4805

Ph: (07) 4786 1399 |

[fdcbowen@tpg.com.au](mailto:fdcbowen@tpg.com.au) | [www.bowencollinsvillefamilydaycare.com.au](http://www.bowencollinsvillefamilydaycare.com.au)

Service Hours: 8.30 am – 4.00 pm Monday – Friday

Appointments available outside office hours

Service Staff:

**Mrs Julian Gaffney**

**Coordinator; Nominated Supervisor**

Dip. Community Services (Children’s Services)

Certificate IV in Training and Assessment

JP (Qual)

**Mrs Emma Hickey**

**Coordinator, Educational Leader**

Diploma Early Childhood Education and Care

**Ms Adair Mac Gregor**

**Administration**

Certificate 111 Early Childhood Education and Care

Diploma of Justice Administration

JP (Qual)

Approved Provider:

Bowen/Collinsville Family Day Care Association Inc.

PO Box 626, Bowen Qld 4805

President: Annie Fordham Ph: 4786 1576 / 0408 182 262

Regulatory Authority:

Office for Early Childhood Education and Care

P O Box 5179, Townsville Qld 4810

Phone 4758 3385



## GUIDING PRINCIPLES

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### National Law: Section 3(3)

The following principles apply when making decisions about operating education and care services, and working to achieve the National Quality Standard and improve quality at each service:

- the rights and best interests of the child are paramount
- children are successful, competent and capable learners
- the principles of equity, inclusion and diversity underly the National Law
- that Australia's Aboriginal and Torres Strait Islander cultures are valued
- that the role of parents and families is respected and supported
- that best practice is expected in the provision of education and care services.

Bowen/Collinsville Family Day Care establishes this policy to:

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

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010 Section 168 and 323
- Education and Care Services National Regulations 2011 (Current version for 01 March 2023)

### KEY RESOURCES

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Belonging, Being & Becoming: The Early Years Learning Framework for Australia. V2.0, 2022
- My Time, Our Place: Framework for School Age Care in Australia. V2.0, 2022

*The United Nations Convention on the Rights of the Child articulates the rights of all children and provides a set of guiding principles that shape the way we view children. "Best interests of the child" is one of these guiding principles and sets out that when adults make decisions, they should consider how these decisions will affect children.*



## PHILOSOPHY

**Policy Reviewed:** October 2024

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### Vision

Quality outcomes for children – every child, every day in care

### Purpose

To be an industry leader in delivering a high quality early childhood education and care service to benefit all of our Stakeholders, including children, families, educators and staff.

We do this by:

- putting the rights of children first
- offering an individual approach and maintaining high standards for education and care
- prioritising children's growth and development through secure, nurturing relationships and sharing high expectations for children's learning
- regularly undertaking reflection on practice and seeking high quality professional development
- respecting and supporting families as children's primary teachers
- striving for equity and inclusion for all children

### Values

Bowen/Collinsville FDC values respectful relationships, honesty, inclusive practices and ethical decision making.

We achieve this by our commitment to:

- building relationships based on compassion, understanding and prioritising face to face interactions, active listening and honest communication
- collaborative decision making through educator, staff and management committee meetings
- a progressive attitude and up to date knowledge of the industry
- advocating for children, educators, families and staff
- ensuring that our communication respects and reflects diverse practices, values and beliefs
- including perspectives of Aboriginal and Torres Strait Islander peoples and the many other cultures represented in our community

### Aims

To provide quality affordable, safe, home based education and care in a supportive environment in which children, parents, educators, co-ordination unit staff and Approved Provider enjoy trust and show respect for each other, thus enabling all to achieve their potential as contributing members of a caring society.

### Objectives

- To provide quality, affordable, safe home-based education and care.
- To provide a service, which reflects the diverse nature of our society and meets the individual needs of children and their families
- To operate an education and care service which is supportive of both families and educators
- To provide a flexible service that can offer full time, part time, weekend, shift work, casual, and emergency care, and before and after school care when possible.
- To promote understanding, tolerance and mutual respect for all service participants through communication, education and training.
- To involve stakeholders and the local community in the planning, management and integration of the Service.
- To promote co-operation between the Service and other community agencies by the building of useful networks.



# **EDUCATIONAL PROGRAM AND PRACTICE**



## PROGRAMMING FOR DEVELOPMENT AND EDUCATION

**Policy Reviewed:** October 2024

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### AIMS:

- To ensure that children's individual developmental needs are met in a caring, stimulating and supportive environment that extends their interests;
- To ensure Educators are deliberate, purposeful, and thoughtful in their decisions and actions;
- To ensure that families feel informed and included in this part of their child's experience in childcare;
- To assist children in the transition to other early childhood programs and to school;
- To provide quality programs for children which meet with The National Quality Framework for Education and Care Services and the Education and Care Services National Regulations and Law and the Early Years Learning Framework.

### STATEMENT:

The approved provider and nominated supervisor of an education and care service are responsible for ensuring that a suitable program based on an approved learning framework is delivered to all children.

Parents, children, educators and co-ordination staff will work in partnership to plan for children's development and learning in a nurturing and supportive environment.

Programs and observations will reflect the educators' philosophy, Family Day Cares' broad organisational goals and the needs of families.

Critical reflection and careful planning increase the value of children's time in education and care by ensuring that the educational program and practice responds to children's interests and scaffolds their learning.

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010 Section 168 and 323 (Reprint current from 1 July 2019)
- Education and Care Services National Regulations 2011 (Current version for 31 December 2019) (Clause 73, 74, 75, 76)

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Belonging, Being & Becoming: The Early Years Learning Framework for Australia V 2.0, 2022
- My Time, Our Place: Framework for School Age Care in Australia V 2.0, 2022



## PROGRAM PLANNING AND DOCUMENTATION

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### Educators will:

- Offer a balance of indoor and outdoor experiences each day
- Provide and evaluate a written educational program that contributes to the following outcomes for each child:
  - The child will have a strong sense of identity
  - The child will be connected with and contribute to his or her world
  - The child will have a strong sense of wellbeing
  - The child will be a confident and involved learner
  - The child will be an effective communicator
- Ensure the individual children's current knowledge, ideas, culture, abilities and interests; strengths & needs are the foundation of the program
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day, enabling children to make choices and decisions that influence events and their world
- Outings are planned to engage children's learning
- Maintain a balance of home-based activities with outings planned to enhance learning opportunities
- Maintain up-to-date skills in planning children's activities and knowledge of children's development through ongoing training
- Identify children who may need additional support in order to achieve particular learning outcomes, providing that support or assisting families to access specialist help
- Promote positive interactions with children which treat children with dignity and respect
- Plan collaboratively with children and allow children to freely select experiences
- Provide opportunities for school aged children that complement their school experiences as well as their individual interests and home experiences
- Provide adequate and sufficient equipment to support the program of activities taking into account the age, number and interests of children
- Evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable children's learning (Wellbeing)
- Reflect on pedagogy
- Plan effectively for children's current and future learning. Experiences are child focused and are based on observation of children's needs, interests and responses to previous experiences
- Seek and include information from parents to assist in the planning of activities for each child
- Regularly talk to parents about their child's activities whilst in Family Day Care
- Information about the contents and operation of the educational program for the service is displayed at the Educator's premise at a place accessible to parents of children being educated and cared for by the service
- Respond to children's ideas and play and use intentional teaching to scaffold and extend on child's learning
- Document each child's involvement in the program through regular observations, analysis of learning, planning, implementation and reflection as part of an Educator's ongoing planning cycle;
- Document the evaluation and assessment of each child's developmental needs, interests, experiences and participation in the Educational program
- Document a half yearly assessment of each child's progress against the outcomes of the Educational Program and The Learning Frameworks (Being Belonging Becoming or My Time Our Place)
- Critical reflection on children's learning and development both as individuals and in groups which is regularly used to implement the program
- Ensure children over preschool age, evaluations of the child's wellbeing, development and learning
- Plan effectively for children's current and future learning



- Ensure the following information is 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.

### Non-Compliance

In line with our Grievance Policy, any Educator who does not comply with the Programming Policy will be supported to comply with informal warnings.

If an Educator is still found to be not complying, they will:

1. Receive a written warning
2. If still not complying they will be required to enter an agreement with required outcomes and timeframes that:
  - requires a Coordinator and/or Educational Leader to visit Educator on a weekly basis to support Educator with programming, this may also include, but not limited to, Educator attending training at Educators own cost
3. Educator is given three months to comply from the written warning. If Educator has not met targets within the three months there will be a written letter to confirm an agreement, these may include but not limited to:
  - reducing number of children in care
  - non-renewal of contract
4. If not complying, Coordination Unit will de-register the Educator.

### Educational Leader will:

- Ensure Educators are working towards the learning outcomes with each child
- Assist the Educator with EYLF reflective practice
- Deliver information, resources and Professional Development which will assist an Educator with Education and Care Practice's; Including Educator Induction
- Focus on being active and reflective in designing and delivering the program for each child
- Ensure all Educators are delivering an Education and Care program that address the child's needs
- Ensure the Educator is involving the holistic child in the programming and planning process
- Ensure the Educator is participating in the programming cycle – Observing, Planning, Programming, Reflection and Forward Planning
- Be available to discuss a child's development with Educators and /or families

## INFORMATION SHARING

### Families will:

1. 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).
2. Complete Child enrolment with attached immunisation record from the Australian Immunisation Register (Medicare) and Birth Certificate
3. Ensure confidentiality is observed
4. Provide the Educator and /or Co-ordination Unit staff with as much relevant information about the child as possible to support the Educator in meeting the child's needs

### Co-ordination Unit Staff and Educators will:

Ensure that sharing of information with families will remain a vital component of each child's program and will maintain a positive focus.

- Information provided to families includes:
  - a. the content and operation of the educational program relating to the child
  - b. information about the child's participation in the program
  - c. a copy of assessments or evaluations in relation to the child
- Ensure confidentiality is observed; (*see Confidentiality Policy*)
- Obtain written permission from parents to share information relating to their children, family and situation to external organisations or persons, if required
- Share information relevant to a child and/or family if required for the placement, ongoing support or development of the child



- Respond to families and children in an unbiased and consistent manner
- Utilise parent knowledge as well as the resources provided by professional and community organisations to ensure the program is culturally relevant

## **TRAINING & RESOURCES**

### **Co-ordination Unit Staff will:**

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

### **Educators will:**

- Attend training
- Maintain knowledge of current trends in planning and children's learning and development

## **TRANSITION TO OTHER EARLY CHILDHOOD PROGRAMS**

### **Co-ordination Unit Staff will:**

Make available to families on request:

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

### **Co-ordination Unit Staff and Educators will:**

- Support a family's decision to utilise other early childhood services

## **TRANSITION TO SCHOOL**

### **Co-ordination Unit Staff and Educators will:**

- Annually provide training and/or information opportunities on school readiness to parents and Educators
- Promote the importance of school orientation programs
- Promote to parents the importance of developing resilience in children as a preparation for school and accompanying routines
- Ensure that the family of a child identified with additional needs is offered support by referral to the local Department of Education Early Intervention School Transition Officer or other relevant support services prior to school entry
- Support Educators with the Qld Transition to School document

### **Educators will:**

Develop activities and experiences, which prepare children for school entry by:

- Encouraging interactions with peers in games and activities
- Encouraging the development of language and literacy skills in conversations, by reading books, drawing and writing and other literacy type activities
- Developing simple routines
- Encouraging self-help skills (e.g.: dressing, toileting, eating, looking after belongings, hand washing).



## PRESCHOOL PROGRAM (KINDY) FOR CHILDREN THE YEAR BEFORE SCHOOL

**Policy Reviewed:** October 2024

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### Aims:

- To ensure that families are informed about the importance of preschool programs for children prior to starting school
- To assist children in the transition to other early childhood programs or to school
- Support families to access preschool programs

### Statement:

A Preschool program is a structured, play-based early childhood education program. Kindergarten (Kindy) is a part time educational program for children in the year before Prep (the first year of school in Queensland). Bowen/Collinsville Family Day Care is committed to the aspiration that children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages families and communities, and meets the workforce participation needs of parents.

### Educators and Co-ordination Unit staff will:

- Provide families with information on school readiness
- Provide families with contact details on the local preschools and preschool programs available in long day care centres if required
- Discuss with families their individual needs around preschool education and access
- Liaise with other Early Childhood services about vacancies

### RELEVANT LEGISLATION:

- Education and Care Services National Regulations (2011) (Current version for 31 December 2019)

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)
- National Quality Standard for Early Childhood Education and Care and School Age Care <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Early Childhood Education and Care <https://earlychildhood.qld.gov.au/kindy>
- COAG –National Partnership on Early Childhood Education [http://www.coag.gov.au/intergov\\_agreements/federal\\_financial\\_relations/docs/national\\_partnership/national\\_partnership\\_on\\_early\\_childhood\\_education.pdf](http://www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/national_partnership/national_partnership_on_early_childhood_education.pdf)



## **LOCAL KINDERGARTENS (KINDY)**

### **AYR**

Big Birds Nest Child Care Centre	Ph (07) 4783 1371
Paisley Park Early Learning Centre	Ph 1800 724 753
Ayr Community Kindergarten	Ph (07) 4783 5982
Bright Horizons Australia Childcare	Ph (07) 4783 1811

### **BOWEN**

Bowen & District Child Care Centre	Ph (07) 4786 3400
Goodstart Early Learning	Ph (07) 4786 6080
Kidz at the Beach	Ph (07) 4785 1863
Queens Beach Community Kindergarten	Ph (07) 4785 1231

### **PINNCALE**

### **HOME HILL**

St Colman's Catholic School	Ph (07) 4782 2030
Home Hill State School	Ph (07) 4790 5555
C&K Home Hill Community Kindergarten	Ph (07) 4782 2337

### **PROSERPINE & WHITSUNDAY AREA**

Proserpine Public Kindergarten	Ph (07) 4945 1438
Goodstart Early Learning	Ph (07) 4945 3366
C&K Proserpine Community Kindergarten	Ph (07) 4945 1205
St Catherine's Catholic College Kindergarten	Ph (07) 4726 3299
Little Gekos Early Learning Centre	Ph (07) 4946 5616
Scallywags Child Care	Ph (07) 4946 5609
Whitsunday Community Kindergarten	Ph (07) 4946 7358
121 Childcare	Ph (07) 4948 0121
Cannonvale Kidz Early Learning Centre	Ph (07) 4948 3611

### **SCOTTVILLE/COLLINSVILLE**

Collinsville & Scottville Kindergarten Association	Ph (07) 4785 5425
Saint John Bosco Catholic School	Ph (07) 4785 5276

### **MORANBAH/NEBO**

C&K Moranbah Community Kindergarten	Ph (07) 4941 7474
Moranbah Early Learning Centre	Ph (07) 4855 3130
Simply Sunshine Childcare	Ph (07) 4941 8407
Nebo State School Kindy	Ph (07) 4950 5211

### **INNISFAIL/TULLY/MISSION BEACH**

Innisfail Goodstart Early Learning	Ph 1800 222 543
Innisfail Community Preschool & Kindy	Ph (07) 4061 2671
Tully Goodstart Early Learning	Ph 1800 222 543
Little Gumboots Early Learning	Ph (07) 4068 0300

### **INGHAM**

C&K Ingham	Ph (07) 4776 1375
Mary MacKillop Early Learning	Ph (07) 4776 6161

### **NOME/ALLIGATOR CREEK/MAGNETIC ISLAND**

C&K Magnetic Island	Ph (07) 4758 1168
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# CHILDREN'S HEALTH



## ADMINISTRATION OF MEDICATION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

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

### PROCEDURES:

#### Co-ordination Unit Staff will:

- Provide the families with relevant information about health management policies and practices when starting and regularly after that through newsletters;
- Provide resources and information to Educators and families on health matters when required;
- Provide forms for Educators to record relevant health and medication details;
- Support families and Educators when dealing with health management matters;
- Safely store confidential health and medical details on children until they reach the age of 24 years;
- 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 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 Co-ordination Unit 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;
- 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 chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis;
- Ensure medications are stored according to the pharmacist and/or medication requirements and securely away from access by children;
- Discuss any concerns about administering medication with families and if necessary Co-ordination Unit staff;
- Medication may be administered to a child without an authorisation in the case of an anaphylaxis or asthma emergency. In this case the Educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.

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

- Ensure all Child enrolment forms are at the Co-ordination Unit with 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, if available, to the Co-ordination Unit staff and Educator prior to starting care and ongoing as required;



- Keep the Educator up to date with any changes to a child’s medical condition or Health Management Plan;
- Provide medication in its original packaging;
- 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 if requested by the Educator;
- If giving permission for a preschool 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 child **over pre-school** age may self-administer medication under the following circumstances:

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form;
- Medication is to be provided to the Educator for safe storage, and they will provide it to the child when required;
- Following practices outlined in the Medical Conditions Policy including Anaphylaxis and allergies, asthma and diabetes;
- Self-administration of medication for children over pre-school age will be supervised by the Educator.

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Health (Drugs and Poisons) Regulation 1996 Queensland Health Act 1937
- Health (Drugs and Poisons) Regulation 1996

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

**RELEVANT DOCUMENTS**

**Hygiene Policy**

**Unwell Child Policy**

**Medical Conditions Policy**

Family Enrolment Form (including online version)

Medication Form

Risk Assessment Form

Accident, Incident, Injury, Trauma and Illness Record Form

Child Health Management Plan Form



## INFECTIOUS DISEASES

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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 strategies :

- To prevent or minimise exposure to infectious disease;
- Safely store and minimise exposure to chemicals used to manage infection risks;
- Ensure that infection control practices are implemented and maintained.

### STATEMENT:

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

### PROCEDURES:

There are 3 steps to the spread of infections: - **The chain of infection**

1. **The Source** – the germs and where they live
2. **Spread** – how the germs get out of one person and move to a new person
3. **The new host** – a susceptible person (someone who can be infected) with a way for the germs to get in.

There are 3 major types of harmful germs responsible for human infections: bacteria, viruses and fungi. Parasites can also cause disease or other negative effects in humans.

- Bacteria are found almost everywhere, including in and on the human body. Most bacteria live in close contact with us and our environment without causing any harm. Some are even good for us – good bacteria live in our intestines and help us digest our food. But some bacteria can infect the body and cause disease. Bacterial diseases include streptococcal sore throat, impetigo (school sores), whooping cough (pertussis) and meningococcal infection.
- Viruses can only grow and reproduce inside other living cells. Viruses cause diseases such as the common cold, flu, COVID-19, gastroenteritis, chickenpox (varicella) and measles.
- Fungi generally do not cause disease in humans. However, some can cause skin and soft-tissue infections such as tinea corporis (ringworm), tinea pedis (athlete's foot) and candida (thrush). Some fungi may also cause serious infections in people with compromised immune systems.
- Parasites are organisms that live off or in another organism. Parasites can be harmful to humans and can cause diseases. Most parasites that cause disease in humans come from one of 3 categories.
  - Protozoa are single-celled organisms. Those that cause gastroenteritis usually live in water (for example, cryptosporidium and giardia).
  - Ectoparasites live on the surface of the human body (for example, infestations of scabies and head lice). These parasites can cause a local reaction that leads to itching.
  - Helminths are parasitic worms (for example, pinworm and roundworm). They can cause intestinal infections in humans.

Bacteria, viruses, fungi and parasites live in humans, animals, insects and the environment. These can all be sources of infection.

Generally, people are most infectious when they are sick and showing symptoms (for example, sneezing, coughing, vomiting or having diarrhoea). But not all people with infection show symptoms of illness. They may be infectious before they become sick, during their illness or after they have recovered.

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).



### **The three most important ways of preventing the spread of infectious disease – Breaking the Chain of Infection:**

- Personal Strategies – (Preventing infection)
  - Immunisation
  - Hand hygiene
  - respiratory hygiene
  - wearing gloves and masks
  - nappy changing and toileting
  - safely dealing with wounds and body fluids
  - taking care of animals
  - protecting pregnant staff and visitors
- Environmental Strategies – (a Healthy Environment)
  - Ventilation
  - Cleaning
  - Food safety
- Exclusion – (Managing infection)

Recommended practices in the service guidelines on these procedures may assist Educators in ensuring children, Educators, staff and families are kept free from infection.

#### **Co-ordination Unit Staff will:**

- Provide information and resources to Educators on how to prevent the transmission of infectious diseases.
- Model safe hygienic practices to Educators and children where possible.
- Report any occurrence of an immune preventable disease to the local Public Health Unit.
- Display a notice that there has been an occurrence of an infectious disease at the service;
- If there is an occurrence of an infectious disease at a family day care residence or approved family day care venue, the approved provider of the family day care service must ensure that a parent or an authorised emergency contact of each child being educated and cared for at the residence or venue as part of the service is notified of the occurrence as soon as practicable.
- Discuss immunisation requirements and schedule with families at the time of enrolment.
- Follow advices of recognised Health Authority (Qld Health)
- IN the event of a pandemic, develop an action plan based on advices of recognised Health Authorities.

#### **Educators will:**

- Implement and maintain routine good hygiene practices that aim to prevent the spread of infectious diseases;
- Ensure that they protect themselves from infections that are vaccine preventable or contracted due to poor hygiene practices;
- Display a notice that there has been an occurrence of an infectious disease at the residence;
- Seek advice on health matters including immunisation;
- Seek advice on screening for infectious diseases particularly if of child bearing age;
- Exclude children from care that are sick or infectious;
- Notify the Co-ordination Unit and families when unwell and therefore not able to care for children;
- Not provide Education and Care whilst unwell;
- 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.

#### **It is the responsibility of parents to:**

- Not send infectious or sick children into care.
- Seek advice on immunisation of their child from a medical practitioner
- Provide Bowen/Collinsville 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.



## RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2005, Qld Govt current as at 02.05.2023

## KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Staying Healthy (Preventing Infectious Diseases in ECEC) 6<sup>th</sup> Edition 2024
- Qld Govt, Public Health Units - <https://www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units>

## RELEVANT DOCUMENTS:

**Immunisation Policy**

**Hygiene Policy**

**Handwashing Policy**

**Pets and other Animals Policy**

**Registration of Educators and Staff Policy**

**Health Policy**

**Nappy Changing, Toileting and Bathing Policy**

**Exclusion Guideline**

Accident, Incident, Injury, Trauma and Illness Record Form

Family Enrolment Form

Child Health Management Plan

Unwell Child Checklist

Staying Healthy (Preventing Infectious Diseases in ECEC) 6<sup>th</sup> Edition 2024 Factsheets –

Asthma

Bronchiolitis

Bronchitis

Campylobacter infection

Chickenpox (varicella)

Cold sores (herpes simplex)

Common cold

Conjunctivitis

COVID-19

Croup

Cryptosporidiosis

Cytomegalovirus (CMV) infection

Diarrhoea or vomiting (gastroenteritis)

Ear infection

Eye discharge

Fever

Fifth disease (slapped cheek syndrome, erythema infectiosum, human parvovirus B19)

Flu (influenza)

Fungal infections of the skin or scalp (ringworm, tinea)

Giardia infection (giardiasis)

Glandular fever (Epstein–Barr virus, infectious mononucleosis)

Hand, foot and mouth disease

Headlice

Hepatitis A

Hepatitis B

Hepatitis C

Hepatitis E

Hib (Haemophilus influenzae type b)

HIV (human immunodeficiency virus)

Human metapneumovirus

Impetigo (school sores)

Measles

Meningitis (viral)



Meningococcal infection  
Molluscum contagiosum  
Mosquito-borne diseases  
Mumps  
Norovirus infection  
Pneumococcal disease  
Pneumonia  
Rash  
Respiratory symptoms  
Roseola (exanthum subitum, sixth disease)  
Rotavirus  
RSV (respiratory syncytial virus)  
Rubella  
Salmonella infection (salmonellosis)  
Scabies and other mites causing skin disease  
Shigella infection (shigellosis)  
Shingles  
Staph infection (Staphylococcus aureus)  
Strep throat  
Thrush (candidiasis)  
Toxoplasmosis  
Trachoma  
Tuberculosis (TB)  
Typhoid and paratyphoid fever  
Warts  
Whooping cough (pertussis)  
Worms



## IMMUNISATION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure families provide documented evidence of the immunisation status of their child upon enrolling at the Service and as further vaccination updates occur. It also aims to provide clear guidelines in the event of a vaccine-preventable disease at the Service, and highlight the roles of staff, Educators, families and the Tropic of Public Health in the successful implementation of this procedure.

### PROCEDURE:

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

In a childcare setting, children are more likely to be exposed to a larger number of germs than in the home setting. Similarly, Educators appear to be at a greater risk of some infections than other occupational groups.

Under the *Public Health (Amendment) Act 2010* parents of all children enrolling in a childcare service are required to provide documented evidence of their child's immunisation status.

Bowen/Collinsville Family Day Care can cancel, refuse or place conditions on enrolment or attendance of children whose immunisations are not up to date.

A child's immunisation status may be considered by Services Australia in determining eligibility for CCS under the 'No Jab No Pay'. If translation is required, this can be arranged either by contacting local doctors or by using an Interpreter Service (see Co-ordination Unit staff for assistance).

### Responsibilities of Educators:

- Refer parents to the immunisation procedure and Department of Health Guidelines for immunisation and communicable diseases as required.
- The National Health and Medical Research Council recommends immunisation against Hepatitis A, Influenza, COVID-19, MMR (if non immune), Pertussis (as dTpa), Varicella (if non immune) as well as current Tetanus and Diphtheria for all childcare workers, especially those working with children under two years. Educators are encouraged to seek their Doctor's opinion regarding immunisation for Hepatitis A and Hepatitis B.
- Immunisation remains the personal choice of every Educator.
- It is recommended that female Educators undertake a screening for rubella immunity at the commencement of their employment and seek their Doctor's advice regarding CMV screening if planning a pregnancy.
- Educators who are not fully vaccinated will be excluded from the service if an excludable infectious illness or disease has been confirmed at the service. •
- Educators will provide details of immunisation status upon commencement
- Educators will be encouraged to keep up to date with their recommended vaccinations as per the current immunisation schedule. •
- Educators will receive information at orientation in relation to immunisation and infectious diseases as well as having regular access to updated information.

### Responsibilities of the Co-ordination Unit:

- Ensure that families provide the appropriate documentation upon enrolment and that this a copy is kept by the Service. The "Australian Immunisation History Statement" is the documentation to be provided for immunised children.
- Notify the local Public Health Unit whenever a child, Educator or person normally residing at the Educators home, has a confirmed vaccine preventable disease.
- When directed by the Public Health Unit, exclude children and/or Educator who are non- immunised or homoeopathically-immunised, for the duration of any vaccine preventable outbreak.
- Provide any excluded child's family with details of the recommended exclusion period and the conditions for re-entry to the Service. All children who are excluded are required to pay full fees.
- Notify other parents whenever a confirmed vaccine preventable disease occurs in an enrolled child and provide them with information regarding signs and symptoms to be alert for.
- Ensure information about immunisation and vaccine preventable diseases is available to families regularly or upon request.
- Maintain suitable immunisation information for Service and family reference.
- Provide a family who is transferring to another Educator with a copy of the immunisation register upon request.



### Responsibilities of the Family:

- Provide the Service with relevant documentation regarding the child's immunisation status upon enrolment.
- Provide the Service with an up-to-date copy of their child's Immunisation History Statement following each immunisation.
- Notify the Educator and/or Coordination Unit as soon as possible whenever their child has a confirmed vaccine-preventable disease.
- Accept the Qld Public Health Unit exclusion periods for children with communicable diseases and the Service conditions of re-entry when their child is excluded.
- Ensure that the child is collected promptly from the Service should they exhibit signs or symptoms of a communicable disease.

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2005 (Qld) current as at 02.08.2024

### KEY RESOURCES:

- National Immunisation Program Schedule, from 03.07.2024, <https://www.health.gov.au/>
- Australian Govt, Services Australia – Immunisation Requirements, <https://www.servicesaustralia.gov.au/what-are-immunisation-requirements?context=41186>
- Australian Govt, Family Assistance Guide, 05.02.2024, <https://guides.dss.gov.au/family-assistance-guide>
- Australian Govt, Dept Health, Australian Immunisation Handbook, <https://www.health.gov.au/resources/publications/the-australian-immunisation-handbook>
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024
- Immunisation Schedule Qld, Qld Health
- <https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/immunisation/schedule>

### RELEVANT DOCUMENTS:

**Infectious Diseases Policy**

**Exclusion from Care Policy**

**Unwell Child Checklist Policy**

**Access Policy**

**Child Enrolment and Vacancies Policy**

**Registration of Educators and Staff Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Family Enrolment Form

Enrolment Amendment Form

Unwell Child form

Staff Record of Immunisations Form



## EXCLUSION GUIDELINE

### Exclusion of Children and Adults Guidelines

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

#### AIM:

To reduce the spread of infectious disease.

#### STATEMENT:

The less contact there is between people who have an infectious disease and others, the less chance the disease has of spreading.

Excluding children, staff and parents who are at risk of transmitting infection to others limits the spread of infection in education and care services..

**Educators and other staff and children who show symptoms of infectious disease should be excluded from the service.**

*The minimum exclusion periods recommended here aim to reduce the spread of infectious diseases between children, educators and other staff, and families visiting early education and care services.*

*The exclusion periods are based on how long a person with a specific disease is likely to be infectious. The need for exclusion and the length of time a person is excluded depend on:*

- *the type of infection*
- *if symptoms are present and how severe they are*
- *how easily the infection or disease can spread*
- *how long the person is likely to be infectious*  
*how severe the infection or disease can be..*

#### The exclusion procedure:

1. Identify the symptoms of a sick child and contact the parent as soon as possible.
2. Children – keep the child separated from other children until their parent or carer can collect them.
3. Educators – contact children’s parents to collect as soon as possible and maintain hygiene.
4. Identify the need for Exclusion:
  1. Check whether the symptoms or diagnosed sickness has an exclusion period.
  2. Determine if an exclusion based on symptoms is required; or
  3. If an exclusion based on a diagnosed condition is required

See Exclusion Table – Staying Healthy – preventing infectious diseases in early childhood education and care services.

Exclusion based on symptoms:

4. Decide when the child, educator or Staff may return to the care environment. A doctor’s certificate may be requested.
5. Educator to clean the environment as per Section 3.2 of Staying Healthy in Childcare.
6. If an Educator or a member of the Educator’s family needs to be excluded due to illness, the Educator will need to close their childcare service until such time that the risk of infection to children and their families has gone.
7. Non-immunised children, staff and Educators will be **excluded from care** during outbreaks of some infectious diseases, even if they are well.

#### RELEVANT LEGISLATION:

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

#### KEY RESOURCES:

- Immunisation Schedule Qld Children, Qld Health
- [https://www.health.gov.au/childhood-immunisation/immunisation-schedule?gad\\_source=1&gclid=CjwKCAjw8rW2BhAgEiwAoRO5rD4yMATpDT5QC8--6wIBCxdoJnzb2thclnNmQ8Aj1RAGErjCkWgsMxoCbhkQAvD\\_BwE&gclid=aw.ds](https://www.health.gov.au/childhood-immunisation/immunisation-schedule?gad_source=1&gclid=CjwKCAjw8rW2BhAgEiwAoRO5rD4yMATpDT5QC8--6wIBCxdoJnzb2thclnNmQ8Aj1RAGErjCkWgsMxoCbhkQAvD_BwE&gclid=aw.ds) [Australian Govt, National Immunisation Guide](#), <https://www.health.gov.au/topics/immunisation/when-to-get-vaccinated/national-immunisation-program-schedule>



- Australian Govt, Family Assistance Guide, <https://guides.dss.gov.au/family-assistance-guide>
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Staying Healthy (Preventing Infectious Diseases in ECEC) 6<sup>th</sup> Edition 2024

**RELEVANT DOCUMENTS:**

**Unwell Child Policy**

**Infectious Diseases Policy**

Immunisation Schedule Qld Children, Qld Health updated April 2024

Accident, Incident, Injury, Trauma and Illness Record Form

Family Enrolment Form

Enrolment Amendment Form

Unwell Child Checklist

Staff Immunisation Record



### AIM:

To provide guidelines and advice for Educators to manage the unwell child and ensure sick or injured children are cared for in an appropriate caring manner.

### PROCEDURE:

If a child exhibits signs or symptoms of being unwell, the following action will be taken:

- Separate the sick child from the other children until they can be collected by the parent or carer. For example, they could lie on a floor cushion or mat in a corner of the room where you can still comfort and supervise them.
- Monitor the child to make sure their condition does not get worse.
- Does the child need medical attention immediately? If a child has any serious symptoms, call an ambulance (000) and the parent or carer. If a child has concerning symptoms that are severe or rapidly getting worse, or has several concerning symptoms, consider calling an ambulance.
- Does the child have symptoms that suggest they must go home or be separated from others immediately?
- Does the child have symptoms that require medical attention to make a more specific diagnosis? Discuss all symptoms with the parent or carer and give them details that will help them decide about care and whether the child needs to see a doctor. Take care to tell the parent or carer if the symptoms are severe or if they developed rapidly.
- A checklist of an unwell child (checklist following) may be completed and a copy provided for the parent/authorised person.
- An 'Accident, Incident, Injury, Illness and Trauma Report form is to be completed by the educator. It is important for Educators to know of any medication administered to children prior to commencing at the service each day.

### Identifying severe sickness

Educators and other staff should understand the symptoms that suggest that a child may be very sick and need urgent medical attention.<sup>39</sup> Remember that sickness in babies and infants can progress very quickly.

### Serious symptoms

If a child has any of the following serious symptoms, call an ambulance (000) immediately:

- **Breathing difficulty** – the child may be breathing very quickly or noisily, or look pale or blue around the mouth. The child may be working hard at breathing, with the muscles between the ribs or at the base of the neck being drawn in with each breath.
- **Drowsiness or unresponsiveness** – the child is less alert, sleepier than normal or difficult to wake from sleep, or they are not responding as they usually do (for example, making less eye contact than usual, or less interested in their surroundings than usual).
- **Poor circulation** – the child looks very pale, and their hands and feet feel cold or look blue.

### Concerning symptoms

Other symptoms may be concerning but do not necessarily mean that a child is severely sick. These symptoms may also occur in combination with the serious symptoms. The more of these concerning symptoms you see, the more likely it is that the child is severely ill.

If you see any of these symptoms, contact the child's parent or carer and monitor the child carefully. Consider calling an ambulance (000) if:

- any symptoms are severe
- symptoms rapidly get worse
- multiple symptoms develop.

Concerning symptoms include:

- **Lethargy and decreased activity** – the child wants to lie down or be held rather than participate in any activity, even activities that would normally interest them.



- **Fever** – fever by itself is not necessarily an indicator of severe sickness. However, a fever (temperature more than 38.0 °C) in a child is usually a sign of infection and may need to be investigated. Children less than 3 months of age with a fever of more than 38.0 °C should see a doctor. Ensure you measure temperature accurately.
- **Poor feeding** – the child has reduced appetite and eats and drinks much less than usual.
- **Poor urine output** – the child is going to the toilet less often or not at all; for babies, there are fewer wet nappies than usual.
- **Pain** – a child may or may not tell you they are in pain. Facial expression is a good indicator of pain in small babies or children who do not talk. General irritability or reduced physical activity may also indicate pain in babies or infants.
- **A stiff neck, irritability (excessive or high-pitched crying) or sensitivity to light** – this may indicate meningitis.
- **New red or purple rash** – rashes may be caused by viral infections and other causes (for example, nappy rash). Rapidly developing rashes may be a symptom of more serious diseases. Monitor the child carefully if the rash develops rapidly or if it is combined with other concerning symptoms.

#### When a child has a high temperature (i.e. 38C and over):

- Record temperature and time on Unwell Child Checklist. (*following*)
- Remove excess clothing and lay the child down in a cool place. Cool the child with a tepid wet cloth and to prevent dehydration encourage the child to drink cool water often.
- Contact parent/authorised person to collect the child and ensure child is collected within the hour.
- Continually monitor the child's condition checking the child's temperature every 10 minutes. Record temperature and time taken and write this on the Unwell Child Checklist.
- Continue to cool the child, as above, check and record temperature every 5 minutes. The Educator is to stay with the child until parent/authorised person arrives. Ensure the child is well hydrated.
- If temperature reaches 40 degrees C and no contact has been made with the parent/authorised person to collect the child, call for an ambulance.

#### When a child has diarrhoea:

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

#### When a child is vomiting:

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

#### Sprains and breaks and other physical injuries:

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

#### Long Term Health Conditions:

If a child has a long-term health condition, the Service must have an action plan that has been developed with the consulting doctor and other health professionals. This plan is to be signed by the parent and the child's doctor.

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2005 (Qld) current as at 02.05.2023



## KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024 [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

## RELEVANT DOCUMENTS:

**Hygiene – Cleaning and Infection Control Policy**

**Health Policy**

**Exclusion Guideline Policy**

**Infectious Diseases Policy**

**Administration of Medication Policy**

**Medical Conditions, including Asthma, Anaphylaxis & Diabetes Policy**

**Handwashing Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Family Enrolment Form

Unwell child Checklist



## UNWELL CHILD CHECKLIST

Child's Name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

You have been asked to collect your child from the Service today as he/she has been displaying the following symptoms:

Severe, persistent or prolonged coughing	
Difficult or rapid breathing	
Eye/nose discharge	
Unusual spots or rash	
Frequent scratching of the scalp or skin	
Lost interest in playing, was listless	
Was abnormally quiet and inactive	
Was crying readily and could not be comforted	
Headache, stiff neck	
Loss of appetite	
Sore throat or difficulty in swallowing	
Was irritable when disturbed	
Was difficult to wake	
Feverish appearance	
Felt cold and looked pale	
Had a high temperature i.e. above 38 degrees (recorded every 10 minutes)	
[Time:        Temp: °C]    [Time:        Temp: °C]    [Time:        Temp: °C]	
Vomited on occasions	
Had occasions of diarrhoea	
Had symptoms of a possible infectious disease	
Treatment given	
Other	

As you are aware, it is very important that unwell children are cared for quickly, and that appropriate action is taken to prevent the spread of infection.

### When can your child return to the Service?

- If your child has been sent home due to vomiting or diarrhoea, they can return to the Service only once all vomiting or diarrhoea have ceased. To keep cross-infection to a minimum, it is recommended that the child not return for 24 hours.
- If your child has commenced on a course of antibiotics, they cannot return to the Service for at least 24 hours so that the medication has time to take effect.
- If your child has been sent home with symptoms of an infectious disease recognised by the Public Health Unit, exclusion periods must be adhered to (please refer to the *Bowen/Collinsville Family Day Care Scheme Information Book* for further information). On their return, a doctor's certificate is required as clearance.

**Please note:** If your child returns to the Service (with or without a medical certificate) and your Educator identifies that your child still appears to be unwell, it is the responsibility of the Educator to once again send your child home.

**Please consider your Educator and other children and do not send your child to the Service when they are unwell.**



## MEDICAL CONDITIONS, including Asthma, Anaphylaxis and Diabetes

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure Educators facilitate the safe, effective care and health management of children who have a diagnosed medical condition that requires specific care practices, and the prevention and management of acute episodes of illness and medical emergencies.

### STATEMENT:

Family Day Care recognises the need to ensure that children with specific diagnosed medical conditions have their medical requirements met whilst in childcare. This is an important part of childcare delivery to ensure the whole needs of the child are catered for. An individual's specific medical needs often require the Educator to address the needs of the child under instruction of a medical/Health Management Plan, authorised by a medical/health professional.

Staff and educators will work with families to minimise the risk of exposure of children to foods, and other substances, which may trigger severe allergy or anaphylaxis in children. Staff and Educators will ensure that any medical conditions that they are notified of are managed appropriately.

### Co-ordination Unit Staff and Family Day Care Educators will:

- During the enrolment process seek information about any specific health care need, allergy or relevant medical condition that a child may have. This information will then be communicated verbally and in writing (Current Medical Management Plan) to the Educator and Nominated Supervisor;
- Encourage ongoing communication with families in regards to medical status of children;
- Conduct a risk assessment of the service to reduce the likelihood of exposure to relevant allergens;
- Advise parents of any identified risks;
- Develop a risk minimisation plan for times that the child is in the child care setting, in consultation with families, educators and staff. This will nominate where the medication is to be kept and outline strategies for minimising the identified risks;
- Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service;
- Ensure that at all times Educators and staff working with children have current training in asthma and anaphylaxis management;
- Children with specific health care needs, allergies or relevant medical conditions cannot be left with the Educator without necessary medication;
- Display emergency contact phone numbers by the telephone;
- In the situation where a child who has not been diagnosed as having a medical condition but appears to be suffering from a medical condition staff and educators will:
  - Call an ambulance 000
  - Commence First Aid
  - Contact parents
  - If parents cannot be contacted then contact emergency contacts
  - Contact the Co-ordination Unit

If a child self-administers medication ensure the correct procedure is followed i.e. *Practices for self-administration of medication*

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

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form.
- Medication is to be provided to the Educator for safe storage, and they will provide it to the child when required.
- Self-administration of medication for children over pre-school age will be supervised by the Educator.
- Develop a communication plan for staff members, educators and parents to ensure the child's medical management plan and location of the child's medication is clearly communicated to Co-ordination Unit staff volunteers and students visiting the service.



### **GUIDELINES FOR CHILDREN AT RISK OF ANAPHYLAXIS:**

- Parents of a child at risk of anaphylaxis have been provided with a copy of the services “Medical Conditions Policy” including severe allergy and anaphylaxis, asthma and diabetes.
- Ensure that no child that requires an EpiPen is left at the service without an EpiPen. EpiPen must be kept in an easy identifiable place and that it is within the storage and use by date as required by manufacturer.
- EpiPen is stored in an insulated container in a location easily accessible to adults, inaccessible to children and away from direct sources of heat. Other medication that is used to counteract anaphylaxis signs and symptoms needs to be stored as per manufacturer’s instructions.
- Ensure an anaphylaxis action plan is filled out with the family in conjunction with a medical practitioner. Once completed this should be displayed in a prominent position. Parents will need to notify the Educator if there are changes and provide an updated and signed action plan.
- The service’s emergency action plan for the management of anaphylaxis is in place and all staff/educators (where applicable) understand the plan.
- Parent/guardian’s current contact details are available.
- Information regarding any other medications or medical conditions (e.g. asthma) is available to staff.
- Some common triggers of Anaphylaxis include food, bites and stings, medication and other (including latex).

### **In relation to the child at risk from food related allergies:**

- This child should only eat food that been specifically prepared for him/her usually by the parent. Where the Educator is preparing food for the child, ensure that it has been prepared according to the parent’s instructions.
- All food for this child should be checked and approved by the child’s parent/guardian. Bottles, other drinks and lunch boxes, including any treats, provided by parents/guardians should be clearly labelled with the child’s name.
- There should be no trading or sharing of food, food utensils and containers with this child.
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
- When a risk child is allergic to milk, ensure non-allergic babies are held when they drink formula/milk.

### **In relation to other practices at the service:**

- Ensure tables, bench tops and high chairs are washed down after eating.
- Ensure hand washing for all children upon arrival at the service, before and after eating.
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children.
- Staff should discuss the use of foods in such activities (such as cooking) with parents/guardians.
- All staff are trained about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- Where other parents/guardians send food to the Educators home for their own child, they will be informed not to send food containing specified allergens or ingredients as determined by the educator and Parent /guardian of child with the allergy.

### **In relation to the child at risk from bite and sting allergies:**

- Staff and Educators carry out risk assessment of play spaces, including Daily Safety Checklist, to minimise exposure to known triggers.
- Children will be supervised at all times.

### **MANAGING CHILDREN WITH ASTHMA GUIDELINES:**

#### **To facilitate effective care for a child with asthma, staff & educators will:**

- Ensure families provide updated information on the child’s health, medications, allergies, their doctor’s name, address and phone number, emergency contact names and phone numbers and an Asthma First Aid Plan or Management Plan approved by their doctor, on enrolment and prior to the child starting in the service, or when the child is diagnosed, or when changes to their asthma/treatment occurs.
- Ensure appropriate Medication Forms are signed.
- Be aware of aspects of the indoor environment that may be triggers for asthma in children, which include: dust mites, gardens/pollen, mould, chemicals, animals, air pollution, bush fires, colds and flu, diet/food, emotions, exercise, heating/air conditioning, medications, stress, weather/thunderstorms.
- Reduce exposure of children to indoor allergens by:



- regularly vacuuming and shampooing carpets, rugs and upholstered furniture and washing fluffy toys;
- regularly cleaning bedclothes;
- treating and preventing growth of mould (when using chemical sprays such as pesticides and cleaning agents, spray when children are not present in the immediate vicinity);
- controlling pest infestations;
- minimising having pets indoors and ensure they are in a clean and healthy condition; and
- using dust resistant mattress and pillow covers.

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

- Administer first aid or medical treatment according to either:
  - Emergency Asthma First Aid Plan,
  - the child's Asthma First Aid or Medical Management Plan, or,
  - A doctor's instructions.
- Dial 000 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures.
- Staff/Educators must inform the Co-ordination Unit if they administer first aid.

**MANAGING CHILDREN WITH A KNOWN MEDICAL CONDITION i.e. DIABETES**

**To facilitate effective care for a child with any known medical condition staff & educators should:**

- Ensure families provide information on the child's health, medications, medical condition, allergies, their doctor's name, address, phone number, emergency contact names and phone numbers, and First Aid Plan or Emergency Medical Plan approved by their doctor, on enrolment and prior to the child commencing care, or when the child is diagnosed, or when changes to their condition/treatment occurs.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given.
- A written Management Plan for the known Medical Condition following enrolment and prior to the child commencing care which should include:
  - signs & symptoms to be aware of,
  - any specific monitoring required,
  - any specific medication/treatment required,
  - what meals and snacks are required including food content, amount and timing,
  - what activities and exercise the child can or cannot do, and
  - Whether the child is able to go on excursions and what provisions are required.

A Current First Aid or Medical Management Plan following enrolment and prior to the child commencing care should include:

- what symptoms and signs to look for,
- What action to take, including emergency contacts for the child's doctor and family, or what first aid to give.
- In an emergency involving a child with any known medical condition dial 000 for an ambulance and notify the family in accordance with the Regulation and guidelines on emergency procedures, and administer first aid or emergency medical aid according to the child's First Aid or Emergency Medical Plan, or a doctor's instructions.

*For further information on specific medical conditions contact Queensland Health at: [www.health.qld.gov.au](http://www.health.qld.gov.au)*

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

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

**Families are required to:**

- Complete medication forms to allow the Educator to administer medication accordingly.
- Provide the Educator and Coordination Unit with:



- A current copy of the child's medical Management Plan, Including the doctors name, address and phone number in case of emergency
- Work with the educator to ensure a risk minimisation plan is developed
- Develop a communication plan with the Educator

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2005 (Qld) current as at 02.05.2023

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Qld Govt, Qld Health, <https://www.health.qld.gov.au>
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024 [www.nhmrc.gov.au](http://www.nhmrc.gov.au)
- Australian Society of Clinical Immunology and Allergy Inc., <http://www.allergy.org.au>
- National Asthma Council of Australia, [www.nationalasthma.org.au](http://www.nationalasthma.org.au)

#### RELEVANT DOCUMENTS:

##### **Administration of Medication Policy**

##### **Administration of First Aid**

##### **Emergency and Critical Incidents**

##### **Health Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Medication Form

Family Enrolment Form

Medical Condition Management, Risk Minimisation & Communication Plan  
Plans - Action Plan for – Allergic Reactions, Anaphylaxis, Asthma Action Plan.



## HEALTH

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

### The Co-ordination unit will:

- Develop and maintain procedures and policies to ensure that Educators and families are informed and aware of good health and hygiene practices. These are based on current and up to date information which is regularly sourced from Staying Healthy in Childcare. Procedures will be developed in relation to:-
  - Exclusion (of sick children) including general rules for infection control
  - Dental health
  - Hand washing
  - Nappy changing
  - Toileting
  - Bathing
  - Infant sleeping and reduction of SIDS
  - Cleaning
  - Food handling and storage
  - Handling Body Fluids

### The Co-ordination Unit Staff will:

- Support Educators and families to ensure compliance with the policy;
- Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities;
- Implement and role model appropriate hygienic and healthy practices.

### Educators will:

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

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

- Support the Educator to comply with health and hygiene practices and guidelines;
- Keep sick or infectious children out of the care environment;
- Provide a Doctor's Certificate if requested by the Educator;



- Support the Educator to comply with health and hygiene practices and pick up their children promptly if requested to do so by the Educator, when their child becomes unwell in care;
- Keep the Educator informed on health management plans for their child if required e.g. asthma, diabetes, epilepsy and anaphylaxis.

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2005 (Qld) current as at 02.05.2023
- Work Health and Safety Act 2011 <https://www.worksafe.qld.gov.au/laws-and-compliance/workplace-health-and-safety-laws/laws-and-legislation/work-health-and-safety-act-2011>
- Work Health and Safety Regulation 2011  
<https://www.google.com.au/search?q=work+health+and+safety+reulation+qld&oq=work+health+and+safety+reulation+qld&aqs=chrome..69i57j0l5.8077j0j4&sourceid=chrome&ie=UTF-8>

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Qld Govt, Qld Health, <https://www.health.qld.gov.au>
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Staying Healthy (Preventing Infectious Diseases in ECEC Services) 6<sup>th</sup> Edition 2024  
[www.nhmrc.gov.au](http://www.nhmrc.gov.au)
- Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood  
<http://www.health.gov.au/internet/main/publishing.nsf/content/phd-early-childhood-nutrition-resources>

#### RELEVANT DOCUMENTS:

**Administration of Medication Policy**

**Administration of First Aid**

**Emergency and Critical Incidents**

**Health Policy**

**Immunisation Policy**

**Exclusion Guideline**

**Unwell Child Policy**

**Dental and Oral Care Policy**

**Nappy Changing, Toileting and Bathing Policy**

**Handwashing – Procedure**

**Sleep and Rest Policy**

**Hygiene Policy – Cleaning and Infection Control – *Blood and Body Fluids; Cleaning***

**Healthy Eating and Physical Activity Policy – *Food Handling and Storage***

Accident, Incident, Injury, Trauma and Illness Record Form

Medication Form

Family Enrolment Form

Child Health Management Form



## HYGIENE – Cleaning and Infection Control

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

This procedure aims to provide guidelines to promote a safe and hygienic environment for children, staff, Educators and families. Infection control is a shared responsibility within child care. Approved providers, Educators and volunteers all have their own roles to ensure we minimise the risk of spreading infectious diseases. By following the procedures below, you will be ensuring you have undertaken all necessary and reasonably practical preventative measures, to minimise the spread and risks of infectious diseases and provide model positive hygiene practices.

### PROCEDURE:

#### Washing germs away:

Routine cleaning with detergent and water, followed by rinsing and drying, is the most useful method for removing germs from surfaces. Detergents help to loosen the germs so that they can be rinsed away with clean water.

Mechanical cleaning (scrubbing the surface) physically reduces the number of germs on the surface, just as hand hygiene using soap and water reduces the number of germs on the hands.

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

#### Educators will:

- Make up fresh detergent and water solution daily or preferably as needed.
- Avoid using spray bottles (because there is a tendency to 'top-up' the solution instead of making fresh solutions and therefore dilutions of topped-up solutions are never correct. This also means that bottles are cleaned less often and there is a higher risk of germs growing in the stale detergent.
- Immerse a cloth, wring it out, and then clean the area with a rubbing action.
- Use colour coded cloths or paper towel
- **All surfaces and equipment should be dried thoroughly before re using**

### CLEANING EQUIPMENT

#### Appropriate cleaning equipment:

- Includes mops with detachable heads (so they can be laundered in a washing machine using hot water), disposable cloths or cloths that can be laundered and vacuum cleaners fitted with HEPA (high-efficiency particulate air) filters to reduce dust dispersion. Ensure that cleaning equipment is well maintained, cleaned and stored so it can dry between uses.
- It can be useful to have colour-coded cloths or sponges for each area to ensure no cross contamination (e.g. blue in the bathroom, yellow in the kitchen). Alternatively, Educators can use a multitude of cloths and dispose after each use into a bucket and place in washing machine at the end of each day on a hot cycle.
- Wear utility gloves when cleaning and hang them outside to dry. Utility gloves are to be washed and dried in between each use.

Wash your hands after removing the gloves.

#### Appropriate cleaning products:

- Detergent for general cleaning
- Disinfectants (general -purpose 'Hospital Grade' or Bleach)
- Dishwashing liquid
- Dishwashing tablets, if a dishwasher is used
- Washing powder or liquid, if laundry is done on the premises.

#### When to clean:

##### *To be cleaned Daily, plus when visibly dirty:*

- **Bathrooms** – wash tap handles, toilet seats, toilet handles. Check the bathroom during the day and clean if visibly dirty.
- **Toys and objects put in children's mouths.**
- **Surfaces that children have frequent contact with** – eg bench tops, taps, cots and tables



- **Beds, stretchers, linen and mattress covers** (if children do not use the same mattress every day).
- **Door knobs.**
- **Wet areas**- The kitchen/ food preparation area, toilets and nappy change areas.

**Note:** *Germs and bacteria thrive in damp, wet conditions, so wet areas are more likely to become contaminated. It is important to keep these areas clean and dry to break the chain of infection.*

**To be cleaned Weekly, plus when visibly dirty:**

- **Low Shelves**
- **Other surfaces not often touched by children**
- **Floors**
- **Sofas, soft chairs, bean bags, cushions**

**Bed linen/mattress:**

If Educator supplies bed linen it is to be washed each week. Wash mattress covers and linen if each child does not get the same mattress cover every day. Each child is to have new sheets each week and no child is to share bed linen. Blankets should be laundered regularly (e.g. at least twice during winter). At the end of each quarter, all mattresses and cots are to be cleaned thoroughly.

**Spill kit:**

Although not essential, a readily accessible spill kit would be beneficial to ensure a quick, effective response to cleaning up blood and bodily fluid spills.

The spill kit can be a bucket filled with all the necessary equipment to clean up a spill including:

- Disposable gloves
- Utility gloves
- Paper Towel
- Disposable cloths or sponges
- Disposable scraper and pan
- Detergent
- Disinfectant

**Blood and Body Fluids:**

- Avoid direct contact with the fluid by wearing disposable gloves
- Cover any cuts or abrasions on your hands with waterproof dressings and wear gloves.
- Contain the fluid by placing absorbent paper towels around the edges of the spill, mop up as much as possible with absorbent paper towels, discard into a sealed plastic bag and dispose.
- Remove disposable gloves and place them into the rubbish bin – they may have become contaminated when you wiped the spill.
- Wash your hands with soap and water
- Place on clean gloves before washing the surface with detergent and warm water, then dry with paper towels.
- Wipe the area with disinfectant and allow to dry.
- Any contaminated clothing, cloths or cleaning implements should be cleaned with neutral detergent and water. If washing by hand remember to wear gloves.
- For spills onto carpet or upholstered furniture, follow the above procedure including shampooing the area with an industrial carpet cleaner as soon as possible.
- Prevent sharing of personal care items such as combs, brushes, toothbrushes, bottles, dummies, towels, facecloths, handkerchiefs and tissues.
- Avoid kissing children on the mouth.
- Rinse with cold water if blood or body fluids are splashed into eyes, nose or mouth.

**Children's bathrooms:**

- Children's toilets and basins should be cleaned by Educators **each day** and **when visibly dirty**.
- The use of potties is not recommended. However, if being used they must be emptied and cleaned after each use. **Don't use hand sink, to wash potty.**



### Nappy change area:

- After each nappy change and at the end of each day, wash the nappy change surface with detergent and warm water. Rub with paper towel or a cloth as you wash. To rinse, wet a new cloth or paper towel and clean water, wipe the surface to remove detergent. Repeat if needed.
- Dry the surface with paper towel or a clean cloth.
- Dispose of any used paper towel into the bin, place any cloths into a laundry hamper for washing. These cloths are not allowed to be multi use and will contain harmful germs and cannot be used until laundered.
- If bodily fluids contaminate the change surface, disinfectant the surface after cleaning it with detergent and warm water.
- Always wear gloves when cleaning the nappy change surface. Remove gloves and wash hands when you finish cleaning.

### Outdoor Areas: (this should be cleaned according to the type of surface)

- Plastic and metal surfaces that are touched often, need to be cleaned when visibly dirty with detergent and water.
- Wooden surfaces such as play structures, tables and benches don't need to be cleaned.
- Footpaths and groundcovers do not need to be cleaned.
- Wash hands with soap and water once children are finished playing outdoors.

**Note:** *spraying cleaning products or disinfectants in outdoor areas is not necessary or effective.*

### Sandpits:

- Sandpits need to remain clean and well maintained.
- Sand should be at least 50cm deep
- Sandpits need to be covered with tight-fitting animal and vermin proof cover when the Education and care service is unattended- this will ensure the sandpit isn't contaminated from animal faeces and protects sandpits from accumulating any dangerous objects (glass, large sticks)
- Remove any sand that becomes contaminated by food, human or animal faeces, blood and bodily fluids. Use a shovel and dispose the sand into a plastic bag.
- Replace all sand if there has been extensive contamination such as a large spill of bodily fluids.
- Sandpits need to be dug through monthly at a minimum to reduce moisture in the sand and allow sun exposure.

### Dress up clothes:

- Dress up clothes, e.g. hats and clothing are to be washed quarterly or after a major outbreak of a contagious illness.
- Dress up items should also be inspected regularly for mending.

### Equipment:

- Children's equipment is to be cleaned on a regular ongoing basis.
- Objects that children may have placed in their mouths are to be placed in a basket after use for daily cleaning.
- Toys for 2 to 12 years old are to be cleaned, at a minimum, on a quarterly basis. Equipment should be washed in hot soapy water and air dried.

### Furniture:

- Tables and chairs are to be **washed daily** with soap solution and paper towel, after activities and before/after eating. Chairs are to be scrubbed thoroughly with detergent solution on a quarterly basis (bicarbonate of soda can also be used).
- **Wash floors weekly.** Sweeping will not remove all food scraps and spillages. Use detergent and water to wash floors, low shelves and other surfaces often touched by children.

**Note:** *DO NOT USE domestic kitchen products such as vinegar as cleaning products or disinfectants.* Soap and water coupled with 'elbow grease' is the preferred cleaning agent. Where disinfectants are used, these must be correctly diluted following manufacturers' instructions. Wear gloves when handling disinfectants, as disinfectants are a common cause of dermatitis.



**Disinfectants:**

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

**Clean first, then disinfect:**

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

**To kill germs, any disinfectant must:**

- have enough time to kill the germs (as per the manufacturer's instructions)
- be used at the right concentration
- be applied to a clean, dry surface
- Be effective against those particular germs.

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2005 (Qld) current as at 02.05.2023
- Work Health and Safety Act 2011 (QLD)
- Work Health and Safety Regulation 2011 (QLD)

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Qld Govt, Qld Health, <https://www.health.qld.gov.au>
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Staying Healthy In Child Care (Preventing Infectious Diseases in Child Care) 6<sup>th</sup> Edition 2024 [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

**RELEVANT DOCUMENTS:****Health Policy****Hygiene Policy – Cleaning and Infection Control – *Blood and Body Fluids; Cleaning***

Accident, Incident, Injury, Trauma and Illness Record Form

Medication Form

Family Enrolment Form

Child Health Management Form

Cleaning Schedule

Daily Safety Checklist



## HEALTHY EATING AND PHYSICAL ACTIVITY – including Food Handling and Storage

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

The goal of the healthy eating guidelines is to promote offering healthy food choices to children (whether food is provided in the setting or brought from home), while also encouraging children to eat to their own appetites, develop positive attitudes toward selecting food, and enjoy eating. The goal of the physical activity recommendations is to support making play a priority, and encourage early childhood staff, educators and families to provide frequent play opportunities in a positive environment.

- To ensure the nutritional needs of all children are met, either through food provided by the setting or food brought from home. This includes breastmilk and infant formula as appropriate.
- To provide relaxed, social mealtime environments where children can try new foods and enjoy eating.
- To ensure, in all possible ways, that food is safe for children to eat.
- To prioritise safe active play for children and to ensure staff, educators, children and families are aware of the benefits of daily active play.
- To reduce sedentary behaviour and screen-time and increase active play opportunities within the setting.
- To ensure staff, parents and educators understand the importance of reducing sedentary behaviour and screen-time.

### STATEMENT:

Family Day Care recognises the early year of a child's life is a critical period for their healthy development and growth. During this time, both physical and intellectual development is largely dependent upon adequate nutritional intake. Eating is also a source of enjoyment, and it is important that Educators and staff do not become so concerned about nutrition and manners that they lose sight of children's enjoyment of food. Many of the eating habits and attitudes to food developed in childhood continue throughout life.

### Co-ordination Unit Staff will:

- Provide information and resources to Educators and families on nutrition, food preparation and storage.
- Encourage families to provide adequate and nutritious meals for their children in care.
- Provide advice and support to Educators and families on matters relating to food and nutrition.
- Encourage and support all Educators and staff to attend relevant conferences and forums.
- Include nutrition Professional Development and a food safety component into new Educators induction.
- Provide nutrition and food safety Professional Development on an annual basis.
- Collect and record relevant information about individual special dietary requirements of children (i.e. allergies, cultural, etc) if required.
- Regularly provide Educators and families with nutrition guidelines based on the service Nutrition Policy.

### Educators will:

- Provide each child with food and drinks provided by the family, unless other arrangements are made.
- If food is provided as part of the business, a menu must be developed and displayed outlining what children will be eating in the service.
- Handle and store food as per the recommendation of Guideline: Food Handling and Storage.
- Provide information to children and families that outline good nutrition practices.
- Understand the eating habits and nutritional needs of each child.
- Encourage and support children to develop independence in eating.
- Facilitate mealtimes that are positive, relaxed and social.
- Respect the requests of families relating to dietary, religious or cultural beliefs.
- Encourage children to try different types and textures of foods.
- Offering appropriate amount of food.
- Offer meals and snacks of regular and predictable intervals.
- Ensure children consume food and beverages in a hygienic manner.

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

- Communicate current dietary requirements of their children and notify their Educator immediately of any changes.
- Provide nutritious and appropriate food/drinks if supplying meals for the child.



- Notify the Educator if any special dietary requirements are required and provide a written management plan to Educator for any allergies. E.g. (Diabetic, anaphylaxis, etc).
- Keep lunchboxes and drink bottles labelled with their child's name, clean and hygienic.

#### It is the responsibility of all:

- Choose water as a drink.
- Eat more fruit and vegetables.
- Choose healthier snacks.
- Get active each day.
- Turn off the television and computer and get active.
- Encourage and support breastfeeding.

#### Educators will:

- Provide a suitable place within the service where mothers can breastfeed their babies or express breast milk.
- Support mothers to continue breastfeeding until babies are at least 12 months of age while offering appropriate complementary foods from around 6 months of age.
- Ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing and bottle feeding.
- Always bottle-feed babies by holding baby in a semi-upright position.
- Always supervise babies while drinking and eating - ensuring safe bottle-feeding and eating practices at all times.

#### FOOD HANDLING AND STORAGE:

##### When preparing meals and snacks, breastmilk and formula Educators will:

- Clean the surfaces that will come in contact with the food with detergent and hot water and allow to dry. Always wash your hands with soap and warm water and dry them using a paper towel before handling food, even if you will be using gloves. Gloves are not a substitute for clean hands. There is no need to wear gloves when preparing food if your hands are clean and dry and your skin is not broken. If you are interrupted to care for another child while preparing food or spoon-feeding an infant, be sure to wash and dry your hands again before you continue.
- Check that all children's hands are washed before they eat or drink.
- Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands.
- If children are taking food from a common bowl or plate, make sure they understand that they must use tongs, spoons or other appropriate utensils to take the food they want to eat, and they cannot put food back. Remind them that they cannot touch shared food because this can spread germs that might make them or other children sick Do not allow children to share individual eating or drinking utensils or take food from other children's plates or bowls. Use a separate spoon and bowl for each baby you feed.
- Ensure children remain seated while eating
- Food is stored and served at safe temperatures i.e. below 50 C or above 60 C.
- Pre-pared formula and breast milk bottles to be stored at the back of the refrigerator, not in the door.
- Food that must be kept cold should be stored at or below 5 °C to prevent the growth of bacteria. An Educator either have an exterior temperature control panel, or will keep a non-mercury thermometer in the fridge, to monitor that the temperature remains below 5 °C.
- It is recommended that food to be served is reheated until it reaches 70 °C, and it should stay at this temperature for 2 minutes. Use a food thermometer to ensure that cooked or reheated food reaches the correct temperature.
- Warm food or milk for bottles once only. Do not allow it to cool and then reheat it.
- Bottles of either breast milk or formula are to be warmed by standing in a container of warm water for no more than 15 minutes. **Bottles are not to be heated in a microwave.**
- Keep raw and cooked foods separate, even in the fridge. Cooked food and ready-to-eat foods are stored above raw food in the fridge
- Use separate utensils and equipment (such as cutting boards and knives) for raw and cooked food.

##### Coordination Unit Staff and Educators will:

##### Where food, breastmilk or formula is brought from home:



- Provide information to families on the types of foods and drinks recommended for children and suitable for children's lunchboxes.
- Encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided.
- Discourage the provision of highly processed snack foods high in fat, salt and sugar and low in essential nutrients in children's lunchboxes. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers and corn chips.

#### **Educators will:**

- Ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment.
- Be aware of children with food allergies, food intolerances and special diets and consult with families to develop individual management plans.
- Ensure that children wash and dry their hands effectively
- Ensure young children do not have access to foods that may cause choking.
- Ensure that re-heated foods have cooled enough to be handed comfortably. A formula or breastmilk bottle's temperature is to be checked testing a small drop onto the inside of your wrist – it should feel comfortably warm or even a little bit cool.
- Ensure all children remain seated while eating and drinking.
- Ensure all children are always supervised children while eating and drinking.
- Educators will follow the guidelines for serving different types of food and the serving sizes in the Guidelines and may use the Australian Government "eat for health" calculator <http://www.eatforhealth.gov.au/eat-health-calculators>
- Display nutritional information for families and keep them regularly updated.
- Ensure infants are fed individually by educators
- Ensure age and developmentally appropriately utensils and furniture will be provided for each child.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed without being required to eat food they do not like or more than they want to eat.
- Encourage toddlers to be independent and develop social skills at mealtimes.
- Establish healthy eating habits in the children by incorporating nutritional information into the program.
- Throw out all leftovers, including unfinished formula and breast milk bottles. Talk to the parents and carers about their child's food intake, but do not return the leftover food to the parents or carers. Discuss any concerns about their child's eating.
- .
- Encourage parents to the best of our ability to continue our healthy eating message in their homes.
- Undergo regular (no less than every 12 months) training in Nutrition and Safe Food Handling.

## **COOKING ACTIVITIES**

### **When engaging children in a cooking experience, Educators will:**

- **Ensure that all children have washed and dried their hands effectively and any child with long hair has this secured.**
- **Try to ensure that the food that will be prepared will be cooked. If food is not to be cooked, educators should ensure that the food that the child prepares, is the food that the child consumes.**
- **Children to be discouraged from eating uncooked mixes, such as cake batter.**
- **Children who have had an exclusion period due to diarrhoea or vomiting should not participate in the activity unless they have been symptom free for 48 hours. If any child has experienced gastrointestinal disease, cooking activities should not be held.**

## **CELEBRATIONS/CANDLES**

Celebrations are encouraged Family Day Care. Cakes and candles are permitted to be brought into the care environment. Blowing out candles is a low risk to the spreading of disease, however of Educators and/or families want to eliminate the risk, other options can include:

- Having a separate cake/cupcake for the child to blow out their candle, other children to have their own cup cake or shared cake.
- Clapping.



## **HEALTHY EATING GUIDELINES**

**Healthy eating guideline 1:** Exclusive breastfeeding is recommended, with positive support, for babies until around six months. Continued breastfeeding is recommended for at least 12 months – and longer if the mother and baby wish.

**Healthy eating guideline 2:** If an infant is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use an infant formula until 12 months of age.

**Healthy eating guideline 3:** Introduce solid foods at around six months.

**Healthy eating guideline 4:** Make sure that food offered to children is appropriate to the child's age and development, and includes a wide variety of nutritious foods consistent with the *Australian Dietary Guidelines* (see page 4).

**Healthy eating guideline 5:** Provide water in addition to age-appropriate milk drinks. Infants under the age of six months who are not exclusively breastfed can be offered cooled boiled water in addition to infant formula.

**Healthy eating guideline 6:** Plan mealtimes to be positive, relaxed and social.

**Healthy eating guideline 7:** Encourage children to try different food types and textures in a positive eating environment.

**Healthy eating guideline 8:** Offer an appropriate amount of food, but allow children to decide themselves how much they will actually eat.

**Healthy eating guideline 9:** Offer meals and snacks at regular and predictable intervals.

**Healthy eating guideline 10:** Ensure that food is safely prepared for children to eat – from the preparation stages to consumption.

## **PHYSICAL ACTIVITY RECOMMENDATIONS**

**Recommendation:** For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.

**Recommendation:** Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.

**Recommendation:** Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).

**Recommendation:** For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.

**Recommendation:** Infants, toddlers and pre-schoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping.

## **Australian Dietary Guidelines**

### **Guideline 1**

To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.
- Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight

### **Guideline 2**

Enjoy a wide variety of nutritious foods from these five groups every day:

- plenty of vegetables, including different types and colours, and legumes/beans
- fruit
- grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta,



- noodles, polenta, couscous, oats, quinoa and barley
- lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced fat milks are not suitable for children under the age of two years).

And drink plenty of water.

### **Guideline 3**

Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.

- Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
  - Replace high fat foods which contain predominantly saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominantly polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado.
  - Low fat diets are not suitable for children under the age of two years.
- Limit intake of foods and drinks containing added salt.
  - Read labels to choose lower sodium options among similar foods.
  - Do not add salt to foods in cooking or at the table.
- Limit intake of foods and drinks containing added sugars such as confectionary, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.
- If you choose to drink alcohol, limit intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

### **Guideline 4**

Encourage, support and promote breastfeeding.

### **Guideline 5**

Care for your food; prepare and store it safely.



## NUTRITION INFORMATION SHEETS:

### How much food is needed for an Infant in Family Day Care:

This fact sheet explains how much nutritious drink or food a parent needs to provide an Educator if their infant is in Family Day Care.

### Handling and Labelling Food:

Please label any food containers with the child's name. If leaving a bottle with breast milk or infant formula, also include the bottle's contents and the date the contents have been prepared.

## BIRTH TO ABOUT 6 MONTHS

### Drink

Send at least half the usual amount of breast milk or infant formula that the infant consumes in 24 hours. Preferably, provide the milk in 120ml bottles, as an Educator will feed an infant on demand, and the smaller bottle reduces the possibility of wasted milk.

## BY 6 MONTHS

### Drink

Send at least 450ml of breast milk or infant formula.

### Food

Send at least 2 tablespoons each of one fruit and one vegetable. Also, send a packet of rice cereal. As the infant becomes used to eating solids, more food may need to be provided.

## FROM 6 MONTHS TO 12 MONTHS

### Drink

Send at least 450ml of breast milk or infant formula. An infant can learn to drink from a cup at around 9 months, so once an infant reaches this age, or earlier at an infant's Educator's suggestion, a cup should be provided.

### Food

An infant will vary in the amount they eat a day. An infant's Educator will let the infant's parent know when to provide more food for their infant.

### Plus

- 2 tablespoons of fresh or frozen vegetables
- 2 tablespoons of a food that contains iron (e.g. meat, fish, chicken, lentils, baked beans, any other legume – peanut butter, tofu)
- 2 "child serves" of bread, breakfast cereal, noodles, pasta or rice (**Note** that a "child serve" equals either 1 slice of bread or 2 to 3 tablespoons of breakfast cereal, noodles, pasta or rice).

### How much food is needed for a Child in Family Day Care:

This information explains how much food and drink a parent needs to provide an Educator for a child in Family Day Care for 8 hours or more.

A child who is in Family Day Care for 8 hours a day needs lunch, drinks and a morning and an afternoon snack. If a child is in care longer than 8 hours they may need more food. Note that a child's appetite varies from day to day, so don't expect them to eat everything supplied to them every day.

### What about a child on a vegetarian or vegan diet:

A vegetarian diet is not just a diet without meat. A child on a vegetarian diet needs to eat iron rich meat alternatives like legumes, nuts\* or tofu.

A vegan diet does not contain fish, chicken, eggs or dairy food. A child on a vegan diet needs to eat iron rich alternatives like legumes, nuts\* or tofu. They also need to have calcium (e.g. soy drink with added 100mg calcium per 100ml drink) and take a vitamin B12 supplement.



### **What food a child needs for a day in family day care**

Create the lunch, drinks and morning and afternoon snacks for a child for 8 hours from the nutrition requirements listed below.

#### **Bread and Cereal**

A child needs at least 2 ‘child serves’ of bread, cereal, noodles, pasta or rice. A ‘child serve’ is 1 slice of bread, or half cup of breakfast cereal, cooked rice or cooked pasta. Bread and cereal are important for energy. Try including some high fibre bread varieties like wholemeal or multi-grain.

#### **Dairy or dairy alternatives**

For calcium and energy, a child needs 3 ‘child serves’ of full cream dairy product foods. A ‘child serve’ of dairy food is: 1 slice (20g) cheese, half cup milk or half cup soy drink with added 100mg calcium per 100ml drink or one third cup or half a small drink with added 100mg calcium per 100ml of drink, or one third or half a small tub of yoghurt..

#### **Vegetables**

For vitamins and fibre, a child needs 1 ‘child serve’ of vegetables or salad. A ‘child serve’ is half a cup.

#### **Meat or Meat Alternatives**

For protein and energy, a child needs 1 ‘child serve’ of meat or meat alternatives. A ‘child serve’ is: 1/3 cup (45g) of cheese, chicken, fish, legumes (e.g. baked beans, chickpeas, kidney beans) meat, nut\* pastes (e.g. peanut butter), tofu or 1 egg.

#### **Fruit**

Fruit provides vitamins and fibre, a child needs 1 ‘child serve’. A ‘child serve’ is one small piece of fruit, a snack pack of canned fruit or a small handful of dried nuts.

#### **The food should also include:-**

##### **Iron**

A child needs a least 1 ‘child serve’ of iron rich food a day such as red meat, or 2 ‘child serves’ of food with lesser amounts of iron such as chicken, fish, pork, dried fruit, legumes (e.g. baked beans, chickpeas, kidney beans, lentils), nut pastes (e.g. peanut butter) tofu and wholemeal bread.

##### **Vitamin C**

If providing a vegetarian meal, include a fruit or vegetable high in vitamin C for a child to eat at the same meal (e.g. kiwi fruit, capsicum, diluted orange juice, orange, tomatoes). Iron from food such as dried nuts\*, legumes, nut pastes (e.g. peanut butter), tofu and wholemeal bread is not easily absorbed by the body. Absorption is improved if a food high in vitamin C is taken at the same meal.

***Peanut allergies tend to be severe. A parent who has a child with a peanut allergy must inform their child’s Educator and their Family Day Care Service of this allergy.***

#### **RELEVANT LEGISLATION:**

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

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Queensland Health, Food Safety Policy and Regulation Unit.
- Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council)
- Get Up and Grow Healthy Eating and Physical Activity for Early Childhood. – Australian Government Department of Health 2013 <https://www1.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-staffcarers>
- Nutrition Australia
- Food Standards Australia New Zealand Infant Feeding Guidelines
- The Australian Guide to Healthy Eating, Dept of Health and Ageing, Australian Government,
- The Australian Guide to Healthy Eating, Promotional Brochure and A4 Poster



- Safe Preparation, storage and handling of powdered infant bottles: guidelines. World Health Organization
- Food Safety Information Council



## DENTAL AND ORAL CARE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### DENTAL HEALTH INFORMATION FOR BABIES/YOUNG CHILDREN

Avoid the use of:

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

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

### PROCEDURE:

#### Co-ordination unit Staff will:

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

#### Educators will:

- Record on enrolment the name, address and phone number of each child's dentist if applicable and have a contact number for an after-hours emergency dentist or dental clinic at the service.
- Encourage families to provide healthy foods for their children whilst in care.
- Avoid the use of:
  - sweetened milk, fruit juices, cordials or soft drinks for the children in care
  - sugary snacks or lollies
  - pacifiers dipped in sweet substances
  - nursing bottles containing anything other than water to help a child fall asleep.
- Offer water to drink in preference to fruit juice or soft drink.
- Encourage milk drinks at meal times to help reduce caries.
- Encourage healthy snacks such as vegetables, cheese, yoghurt, fruit or plain pasta (Educators should be aware of and avoid foods that are choking hazards to young children).
- Encourage cheese as a meal or snack or at least after one meal as this reduces the harmful effects of acid on the teeth.
- For children who are old enough encourage them to rinse their mouth with water after each meal or to brush their teeth.
- Report any sign of dental health problems to families e.g. swelling gums, problems with chewing, accidents or injury to teeth or gums.
- Have information available for parents' about healthy teeth or a list of useful contacts to provide to families.

#### Families will be encouraged to:

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

### Dental Accidents/Incidents

#### Educators will:

- Manage as an emergency, inform the parents/family and complete an Accident, Incident, Injury, Trauma and Illness Report Form.
- Not reinsert the tooth back into the socket.
- Gently rinse the tooth or tooth fragments in clean milk or clean water to remove blood and place in a clean container or wrap in cling wrap to give to the parent or dentist.
- Place a firm pad of gauze over the socket and have the child bite gently on the gauze.
- Seek dental advice as soon as possible and ensure the tooth/tooth fragments are taken to the dentist with the child within 30 minutes.



- Report incident to Coordination unit within 3hrs.

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

#### **RELEVANT LEGISLATION:**

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

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024  
[www.nhmrc.gov.au](http://www.nhmrc.gov.au)
- Public Health Act 2005 (Qld) current as at 02.05.2023
- Australian Dental Association <http://www.ada.org.au>
- Happy Teeth Resource Kit, Qld Govt

#### **RELEVANT DOCUMENTS:**

##### **Health Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Medication Form

Family Enrolment Form



## NAPPY CHANGING, TOILETING and BATHING

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure nappy changing, toileting and bathing procedures are a positive experience for all children, demonstrating respect for their age and level of development, with positive learning outcomes for children while protecting and minimising the risk of infection and cross infection for children, their families, Educators, their family members and Coordination Unit staff.

### STATEMENT:

Many diseases are spread by faeces, urine or other body fluids. Childcare workers and children in care are at about twice the usual risk of diarrhoeal infections and increased risk of hepatitis A, due to changing and handling of soiled nappies, and assisting young children with toileting routines. Efficient changing and disposal of soiled nappies, and safe toileting and toilet training methods significantly reduces the risk and the spread of diseases transmitted by faeces and body fluids.

### PROCEDURE:

To minimise risk and the spread of infectious diseases that are transmitted by faeces and other body fluids through changing nappies, toileting or toilet training in infants and children:

#### Co-ordination Unit staff will:

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

#### Educators will:

Change nappies when they have faeces in them, and at routine intervals throughout the day. This will minimise the amount of time that urine and faeces are in contact with the child's skin.

Abide by their obligations under the **Education and Care Services National Regulations 2011 and the National Quality Standard, including the following:**

- A children's service must have laundry arrangements.
- The premises of the children's service must have safe, sanitary facilities for storage of soiled clothes, linen and nappies before laundering or disposal.
- Any areas, in which bottles are prepared for children under the age of 2 years, must be separate from any area in which nappy-changing facilities are provided.
- The premises of a children's service must have toilet, hand washing and bathing facilities that are safe and appropriate to the ages of the children at the service and must have products and equipment for cleaning those facilities whenever necessary.

Where there are children in care that wear nappies (including pull-ups), the Educator must provide:

- A stable surface for changing nappies, together with a mat that has an impervious washable surface.
- Hand washing facilities for adults in the immediate vicinity of the nappy changing area.
- Sanitary facilities for the storage of soiled nappies pending laundering or disposal of the nappies.
- Adequate facilities for laundering soiled clothing or otherwise hygienically dealing with the waste.
- Facilities for the storage of clean nappies.
- Any nappy changing bench or mat must be cleaned after each use and at the end of the day. Please see *'Cleaning the nappy change mat'* for cleaning instructions.
- Nappy changing facilities must be designed, located and maintained so as to prevent unsupervised access by children (this relates to children not being able to climb on high change tables nor access unsafe products).
- Nappy changing facilities must be separate from food preparation facilities.
- The dignity and need for privacy of each child is respected during nappy changing and toileting.
- Children are closely attended on the nappy change table (if applicable).
- Toileting "accidents" and bed wetting are managed in positive and supportive ways.



- Consultation with families on any toileting issues relating to their child.
- Sharing of information about a child's nappy changing and toileting while in care with that child's family.
- Support nappy changing and toileting as being relaxed and positive experiences e.g. nappy changing used as an opportunity to engage in one to one games and songs.
- Consider and accommodate the specific health and hygiene needs of older children in care giving consideration to protecting their dignity and respecting their right to privacy.

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

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

#### **NAPPY CHANGING PROCEDURE**

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

- 1. Wash your hands.**
- 2. Place paper towel on the nappy change mat.**
- 3. Always wear gloves when changing nappies.**
- 4. Remove the child's nappy and wipe the child's bottom front to back with disposable nappy wipes**
- 5. Place dirty wipes in the nappy, remove nappy from the child put in a plastic bag. Place the bag in the designated bin. For cloth nappies, put the disposable liner and wipes in the designated bin. Put the used nappy in a plastic bag and put it in the sealed container that you have for that child.**
- 6. Remove the paper and dispose of to minimise risk of cross contamination.**
- 7. Remove your gloves now, before you touch the child's clean clothes. Remove gloves by peeling them back from your wrists, turning them inside out as you go. Do not let your skin touch the outer contaminated surface of the glove. Dispose of gloves to minimise risk of cross infection.**
- 8. Place a clean nappy under the child and fasten the nappy**
- 9. Dress the child.**
- 10. Wash and dry your hands and the child's hands. Now you can hold the child close to you.**
- 11. Take the child away from the change mat.**
- 12. Put on gloves and clean the change mat with detergent and warm water at the completion of each nappy change.**
- 13. Wash your hands.**

#### **PAPER ON THE NAPPY CHANGE MAT**

Every time a child has their nappy changed germs are put on the surface of the change area. By placing a piece of paper on the surface of the change mat many of the germs from the child are kept on the paper and do not contaminate the surface at all. Any type of new, clean, plain paper that can absorb leaks can be used for this (for example, paper towel or large sheets of paper). Remove the paper in the middle of the nappy change, before putting the child's clean nappy and clothes on, and put the paper and the germs in the bin. If an education and care service does not wish to use paper on the change table, educators and other staff must take extra care when cleaning the change mat between nappy changes. Even when using paper, the nappy change surface must be cleaned after each nappy change.

#### **CLEANING THE NAPPY CHANGE MAT**

Use this method to help keep the nappy change area clean.

- Always wear utility gloves when cleaning the nappy change surface



- After each change and at the end of the day, wash the nappy change surface well with detergent and warm water. Rub with paper towel or a cloth as you wash. To rinse, wet a new paper towel or clean cloth with clean water, and wipe the surface to remove detergent. Repeat if needed.
  - Dry the surface with a clean paper towel or clean cloth.
  - Put the paper towels in the bin or put the cloths into a laundry hamper for washing. There will be many harmful germs on the cloths, and they cannot be used again until they have been washed. If body fluids get on the nappy change surface, use a disinfectant on the surface after cleaning it with detergent and warm water. Use either a commercially available general-purpose disinfectant or bleach to wipe the area after a spill of body fluid. General-purpose disinfectants can be a liquid disinfectant or a disinfectant wipes that are labelled 'hospital-grade' or similar.
  - Remove the gloves and wash and dry your hands.
- NB: On excursions clean the change mat appropriately.

### Babies need to have their hands washed as well

Babies need their hand washed as often and as thoroughly as older children. If the baby is able to stand at an appropriately sized hand basin, you need to wash and dry their hands just as you would for yourself. If the baby is unable to stand at a hand basin, wash their hands with either pre-moistened face washer or wet disposable cloths, then pat dry with paper towel.

NB: A spray/squeeze bottle made up in the morning with detergent and warm water is sufficient for the day if the mat is vigorously rubbed during cleaning. The spray bottle must be clearly labelled detergent and water.

***The spray/squeeze bottle must be rinsed out every evening and made fresh every morning.***

### TOILETING PROCEDURE

- Communicate with parents to develop consistency with their child's toileting habits.
- Consider any special requirements related to culture, religion or privacy needs
- Encourage parents to bring spare clothes - easy for the child to pull down and up themselves
- Help the child use the toilet (potty chairs are not recommended because they increase the risk of spreading infection).
- Help the child to remove their clothing if needed
- Encourage the child to be independent in their toileting habits and provide assistance when needed
- Children will be guided to follow the process of wiping front to back, flushing the toilet, washing and drying hands
- Always do your own hand hygiene after helping children use the toilet.

### CLEANING BATHROOMS AND TOILETS

- Clean bathrooms and toilets at least once a day, and more often if they are visibly dirty.

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

**Educators will:**

- Ensure accidents will be treated with sensitivity and the child supported while maintaining the child's dignity during the changing process.
- Wear the gloves
- Clean and dry the child
- Assist the child to get dressed
- Encourage and assist the child to wash and dry his/her hands. Ask older children if they washed and rinsed their hands, singing 'Happy Birthday' twice. Explain to the child that washing their hands and drying them properly will stop germs that might make them sick
- Disinfect the toilet and clean any spills
- Dispose of faeces in the toilet and place the soiled clothes in a plastic bag. Keep these bags in a designated place until the parent or carer can take them home that day.
- Remove and dispose of gloves and wash and dry hands



## BATHING PROCEDURE

Family Day Care children should only be bathed while in care under certain circumstances.

These include:

- The child is in 24 hour care.
- The child has soiled himself and the nappy changing procedure is insufficient to make the child comfortable.

Children should never be left alone in the bath or bathroom or in the care of another child. If a child must be bathed and there are other children in care, try and do it when an approved assistant Educator is available to assist with the other children.

Procedure:

- Occupational Health & Safety procedures must be followed (refer to Policy 28)
- Have washers, soap, shampoo, bath toys, towels, clothing and the changing area ready before you commence the bathing routine. If the child is in nappies – follow the nappy changing procedure
- Cover or disable the hot tap handle
- Run a warm bath by starting with running cold water first – never use hot running water only – and finish by turning the cold water tap off last.
- If you use a baby bath aid such as an infant seat, it must be used for support only while you soap, wash and chat with the child
- If there is a distraction (e.g., phone call or knock on the door) Educators should either ignore the interruption or take the child away from the bath, wrapping the child in a towel and accompanying the Educator

Bathing infants:

- An appropriate baby bath must be used in a safe position
- The above bathing procedures apply

## RELEVANT LEGISLATION:

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

## KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Public Health Act 2005 (Qld) current as at 02.05.2023
- Australian Children's Education & Care Quality Authority (2016). Toileting and nappy changing principles and practices, ACECQA, Canberra.
- Bath Time: Safety – Royal Children's Hospital Melbourne: [https://www.rch.org.au/kidsinfo/fact\\_sheets/Safety\\_Bath\\_time/](https://www.rch.org.au/kidsinfo/fact_sheets/Safety_Bath_time/)
- Staying Healthy (Preventing infectious diseases in ECEC services) 6th Edition – reviewed 2024 [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

## RELEVANT DOCUMENTS:

### Hygiene Policy

### Child Protection Policy

Education and Care Environment Risk Assessment and Management

'Nappy changing and toileting, NHMRC Staying Healthy (Preventing Infectious Diseases in ECEC services) (6<sup>th</sup> Edition 2024),

Hand Hygiene Technique with Soap and Water Poster, WHO Guidelines on Hand Hygiene in Health Care: First Global Patient Safety Challenge Care is Safer Care. Geneva: World Health Organization 2009.



## HAND WASHING – PROCEDURE

*Policy Reviewed: October 2024*

*Next Review Due: October 2025*

**According to Staying Healthy in Education and Care – Preventing infectious diseases in early childhood education and care services**

### BACKGROUND

Hand hygiene is one of the most simple and effective ways to break the chain of infection.

The most effective method of hand hygiene is using soap and water, and this is the best option when your hands are visibly dirty.

If your hands are not visibly dirty, using alcohol-based hand rub is a fast, effective way to remove germs from your hands that may have been picked up from touching contaminated surfaces.

Infections can be spread by a person who shows no signs of illness. Hand washing is one of the most effective ways of preventing the spread of infection and disease

### How to wash hands

#### *How to wash hands with soap and water*

The process of thoroughly washing, rinsing and drying your hands or a child's hands should take around 40- 60 seconds.

**There are five steps to washing hands:**

- 1. Wet hands with running water (preferably warm water, for comfort).**
- 2. Apply soap to hands.**
- 3. Lather soap and rub hands thoroughly, including the wrists, the palms, between the fingers, around the thumbs and under the nails. If you wear rings or jewellery on your hands, move the jewellery around your finger while you rub to ensure that the area underneath the jewellery is clean. Rub hands together for at least 20 seconds (for about as long as it takes to sing 'Happy birthday' twice).**
- 4. Rinse thoroughly under running water.**
- 5. Dry thoroughly.**

Hands can be dried with paper towel or cloth towels. Using disposable paper towel is preferable for hand drying in education and care services. Cloth towels, if used, should be used by one person (i.e. not shared) and hung up to dry between uses. Cloth towels should be laundered regularly to reduce the risk of spreading harmful germs. .

Damp hands pick up and transfer more bacteria than dry hands. Drying your hands thoroughly also helps remove any germs that may not have been rinsed off. Make sure you dry under any rings or other jewellery, because they can be sources of future contamination if they remain moist.

Supervise children when washing their hands and help them get into the habit of hand hygiene.

#### *How to clean hands with alcohol-based hand rub (Hand sanitiser)*

Only use an alcohol-based hand rub if your hands are not visibly dirty. The hand rub should contain 60–80% alcohol. The process of hand hygiene using alcohol based rub should take about 20 seconds.

There are three steps to using alcohol-based hand rub:

- 8. Apply the amount of hand rub recommended by the manufacturer to palms of dry hands.**
- 9. Rub hands together, making sure you cover in between fingers, around thumbs and under nails.**
- 10. Rub until hands are dry.**

It is a good idea to place hand sanitiser at the entrance to the education and care service. This can help remind parents, carers and children (as well as educators and other staff) to have clean hands when they enter the service.

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



### When to wash your hands

- When starting work,
- Before and after handling food, including a baby's bottle.
- Before and after eating.
- Before and after changing a nappy.
- Before putting on and after removing gloves.
- After going to the toilet.
- After cleaning up blood, faeces or vomit.
- After wiping a nose either a child's or your own.
- Before giving medication.
- After handling garbage.
- After coming in from outside play
- After cleaning the nappy change area
- After assisting a child to go to the toilet
- After applying sunscreen or other lotions to one or more children
- After touching animals

### When to wash the children's hands

- Upon arrival at the service;
- Before and after eating and handling food;
- After having their nappy changed. Their hands will become contaminated while they are on the change mat;
- After going to the toilet;
- After coming in from outside play;
- After touching nose secretions;
- After coming in contact with blood, faeces or vomit.
- Before going home, so germs are not taken home with them
- After touching animals

Infants need their hands washed as often and as thoroughly as older children:

- If the infant can stand at a small hand basin, wash their hands the same way you wash your own hands.
- If the infant cannot stand at a hand basin, wash their hands with pre-moistened disposable wipes; make sure their hands are rinsed with water to remove any soap, then dry thoroughly.

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

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).  
National Quality Standard for Early Childhood Education and Care and School Age Care,  
<https://www.acecqa.gov.au/nqf/national-quality-standard>
- Public Health Act 2005 (Qld) current as at 02.05.2023
- Staying Healthy in Child Care – Preventing infectious diseases in early childhood education and care services. 6th Edition – reviewed 2024  
[www.nhmrc.gov.au](http://www.nhmrc.gov.au)

### RELEVANT DOCUMENTS:

**Hygiene Policy**

**Child Protection Policy**

Education and Care Environment Risk Assessment and Management

Bowen/Collinsville FDC Policy and Procedure Manual

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'Hand hygiene', NHMRC Staying Healthy (6<sup>th</sup> Edition)  
'Nappy changing and toileting', NHMRC Staying Healthy (6<sup>th</sup> Edition 2024),  
Hand Hygiene Technique with Soap and Water Poster, WHO Guidelines on Hand Hygiene in Health Care: First Global Patient Safety Challenge Care is Safer Care. Geneva: World Health Organization 2009.



# CHILDREN'S SAFETY



## CHILD PROTECTION

*Policy Reviewed: July 2025*

*Next Review Due: July 2026*

### AIM:

Bowen/Collinsville Family Day Care is committed to the protection of children and the requirements of a child safe environment. The Approved Provider, Committee members, Coordination Unit Staff and Educators, Students and Volunteers understand that we are required to exercise a duty of care to protect children from foreseeable risk including harm or injury. We believe it is also our responsibility as Educators to ensure the safety and wellbeing of all children, and to provide the children at our service with the opportunity to develop to their full potential free from any form of harm and abuse.

### INTRODUCTION:

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

### STATEMENT:

The Approved Provider, Committee members, Educators, Coordination Unit Staff, Students and Volunteers will implement a Child Protection Risk Management Strategy to ensure the health, wellbeing, and safety of all children at the service.

**Any Incident, or Allegation of Physical or Sexual Abuse to a child while being educated and cared for by B/C FDC MUST be reported to the Approved Provider via the Coordination Unit of B/C FDC IMMEDIATELY.**

**The Approved Provider, Bowen/Collinsville Family Day Care, will notify the Regulatory Authority of any incidents or allegations of physical or sexual abuse to a child while being educated or cared for by B/C FDC within 24 hours.**

### NO CARD NO START:

All Coordination Unit Staff, Management Committee Members, Volunteers, Students, Educators, and Adult Occupants must hold a current Blue Card and be linked to B/C FDC. A person is able to continue in their role with children if they apply for a renewal of their Blue Card prior to the expiry date of the card. If the renewal is not lodged prior to the expiry date, the NO CARD NO START law applies.

**Note: Co-ordination Unit staff and the self-employed Approved Educators registered with Bowen/Collinsville Family Day Care are Mandatory Reporters.**

**Mandatory reporters must report to Child Safety:**

- a reasonable suspicion that a child has suffered, is suffering or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse, and
- may not have a parent able and willing to protect them from the harm.

Mandatory reporters should still report to Child Safety a reasonable suspicion a child may be in need of protection where the harm or risk of harm relates to any other type of abuse or neglect.

### Child in need of protection

A child in need of protection:

- has suffered significant harm, is suffering significant harm, or is at an unacceptable risk of suffering significant harm and
- does not have a parent able and willing to protect the child from the harm.

Anyone may report to Child Safety a reasonable suspicion that a child may be in need of protection, or an unborn child may be in need of protection after they are born.

### Child Protection Risk Management Strategy



## 1. Code of Conduct

The service upholds a Code of Conduct in relation to Educators, Employees, volunteers, students, families, and children to ensure the safety and wellbeing of children.

## 2. Recruitment, Selection and Training Procedures include child protection principles.

The Nominated Supervisor or responsible person are responsible for developing recruitment and professional development procedures that ensure all people working at the service do not pose a risk to children and understand how to respond to disclosures or suspicions of harm and abuse. (*Refer to Registration of Educators and Staff Policy*)

## 3. Procedures for Reporting and Documenting Harm

## 4. Procedures for Managing Breaches

## 5. Risk Management for High Risk Activity

## 6. Information for Families

## 3. PROCEDURES FOR REPORTING AND DOCUMENTING HARM

### Harm

The Child Protection Act 1999 defines harm to a child as any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by physical, psychological or emotional abuse or neglect, or sexual abuse or exploitation. Harm can be caused by a single act, omission or circumstance, or a series or combination of acts, omissions or circumstances.

### Indicators of Abuse:

#### Physical Harm

- You know of a non-accidental injury to a child that you suspect is caused by a parent or other adult household member.
- You know of actions towards a child by a parent or other adult household member that may have caused or is likely to cause an injury.
- Child was injured, or nearly injured, during a domestic violence incident involving adults.
- Indicators that may indicate physical abuse:
  - bruises in unlikely places (face, back, ears, hands, buttocks, upper thighs and soft parts of the body)
  - inconsistent or absent explanation of bruises
  - any bruising on a baby
  - pressure marks from fingers on the face, chest or back
  - weal, ligature or bite marks
  - skull fracture, subdural bleeding, multiple fractures of different ages
  - suspicious burns
  - poisoning or significant over medicating.

#### Neglect

- You suspect that a parent is not adequately meeting child needs.
- A child appears neglected.
- A child is a danger to self or others and parents are not supervising or providing care.
- Indicators that may indicate neglect:
  - failure to thrive
  - developmental delay
  - prone to illness
  - sallow or sickly appearance
  - abnormally high appetite, stealing or hoarding food
  - smelly or dirty appearance
  - untreated medical conditions.

#### Sexual Abuse

- You learn about sexual abuse or have concerns about sexual contact involving a child.
- A child has medical findings that indicate a suspicion of sexual abuse eg genital injuries, bite marks, sexually transmitted diseases



- A child's behaviour, including sexualised behaviour, makes you worry that he/she may be experiencing sexual abuse
- Indicators that may indicate sexual abuse:
  - persistent soiling or bed wetting,
  - sleep disturbance,
  - inappropriate sexual behaviour based on the child's age,
  - promiscuous affection seeking behaviour,
  - excessive masturbation which does not respond to boundaries or discipline,
  - obsessive and compulsive washing,
  - wary of physical contact with others,
  - unusually fearful of having their nappy changed.
- You are concerned that a child is at risk of sexual abuse.
- You are concerned about a child's problematic sexual behaviour.

#### **Emotional/ Psychological Harm**

- A child appears to be experiencing emotional/psychological distress that is a result of parental behaviour.
- A child is a danger to self or others.
- Indicators that may indicate emotional abuse:
  - avoiding home (particularly if the abuser is in the family home)
  - running away or continually staying at friend's houses
  - fear of the dark, not wanting to go to bed, bedwetting or nightmares
  - lying or stealing
  - lack of trust in adults
  - poor self-image/self-esteem, poor academic performance, poor peer relationships
  - secretive, demanding or disruptive behaviour.
- You are aware of parent behaviours that are likely to result in significant emotional/psychological harm

#### **The Service (Approved Provider, Management Committee Member, Educators, Staff Members and Volunteers) must :**

- Be able to recognise indicators of abuse.
- Take anything a child says seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Understand they must report to Child Safety Services if they believe on reasonable grounds a child has, is or is likely to suffer harm, they should make the report with the assistance or support of the Coordinator or another Responsible person.
- Contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so.
- Connect families with referral agencies where concerns of abuse or neglect do not require reports to Child Safety Services.
- Advocate for family and child connect as a great resource for early intervention, <http://www.familychildconnect.org.au/index.asp>
- Prepare accurate records to assist investigations of abuse or suspected abuse by Child Safety Services, Police or dealings with referral agencies. Provide accurate records of exactly what happened, was thought to have happened or potentially could happen.

#### **The Service (Approved Provider, Management Committee Member, Educators, Staff Members and Volunteers) are:**

- Clear about their roles and responsibilities regarding child protection.
- Aware of their obligations to immediately report cases where they believe on reasonable grounds a child has or is experiencing abuse and neglect including sexual abuse.
- Aware of the indicators showing a child may be at risk of abuse or neglect.
- Responsible to for educators to undertake child protection training at least annually.
- Provide reporting procedures and professional standards to safeguard children and protect the integrity of Educators, staff and volunteers.
- Inform all stakeholders of the actions or inactions that form a breach of the child protection risk management strategy and the potential outcomes of breaching the strategy.
- Conduct a Working with Children Check (WWCC) Queensland blue card system for all Educators, staff, and volunteers unless the person meets the criteria for exemption from a WWCC. Further information is available at <https://www.bluecard.qld.gov.au/childcare/index.html>
- Provide access to relevant acts, regulations, standards and other resources to help Educators, staff and volunteers meet their obligations.



- Ensure records of harm or suspected harm are kept in line with our Confidentiality of records Policy.

### Documenting a *Suspicion of Harm*:

If Educators have concerns about the safety of a child, they will:

- Comfort the child and make sure they feel safe and secure
- Record their concerns in a non-judgmental and accurate manner as soon as possible, use dot points.
  - Time, date, and place of the suspicion.
  - Full details of the suspected abuse.
  - Date of report and signature.
- Record their own observations as well as accurate details of any conversation with a parent (who may for example explain a noticeable mark on a child) when appropriate to do so.
- Not attempt to conduct their own investigation.

### Documenting a *Disclosure of Harm*:

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened or is likely to happen.

When receiving a disclosure of harm Educators, Staff Members, Coordination Unit Staff or Approved Provider will:

- Remain calm and make sure the child feels safe and secure
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties involved.
- Document as soon as possible so the details are accurately captured including:
- Medication must be provided by the child's parents/Guardian including the following –
  - Time, date, and place of the disclosure
  - "word for word" what happened and what was said, including anything they said and any actions that have been taken. Ask open ended questions, do not put words into the child's mouth.
  - Date of report and signature.
  - Photo of harm if relevant, do not photograph genitals. If taking a photo, make sure you can recognise that it is that child.
  - Child protection Guide will determine whether you report – <https://secure.communities.qld.gov.au/cpguide/engine.aspx>
  - Report the offence to the regional intake service as soon as possible.

### *How should it be reported?*

- Dept Child Safety reports can be made by:
  - Telephone:
    - Regional Intake
      - business hours: Ph: 1300 706 147
      - after hours Ph: 1800 177 135 or 07 3235 9999
  - Online:
    - <https://secure.communities.qld.gov.au/cbir/ChildSafety#>

### Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

### Safeguards for reporters



Reports made to the Department of Communities, Child Safety and Disability Services or Police are kept confidential. Under the *Child Protection Act 1999* if the report is made honestly:

- The report will not breach standards of professional conduct
- The report can't incur civil or criminal liability
- The identity of the person making the report is protected. (However, the Court may grant leave to reveal the person's identity if the evidence is critically important or there is a compelling public interest.)

#### 4. PROCEDURES FOR MANAGING BREACHES

A breach is any action or inaction by any member of the service, including children and young people, that fails to comply with any part of the strategy including any breach of:

- A statement of commitment to the safety of children and their protection from harm
- A code of conduct for interacting with children
- Procedures for recruiting, selecting, training and managing paid employees and volunteers
- Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
- Policies and procedures for implementing and reviewing the child protection risk management strategy
- Risk management plans for high risk activities and special events
- Strategies for communication and support.

##### **Processes to manage a breach of the child protection risk management strategy**

The Nominated Supervisor/Responsible Person will manage breaches in a fair, unbiased and supportive manner:

- All people concerned will be advised of the process
- All people concerned will be able to provide their version of events
- The details of the breach, including the versions of all parties and the outcome will be recorded
- Matters discussed in relation to the breach will be kept confidential
- An appropriate outcome will be decided.

##### **Suitable outcomes for breaches**

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant component of the child protection risk management strategy, for example, the code of conduct
- Providing closer supervision
- Further education and training
- Mediating between those involved in the incident (where appropriate)
- Disciplinary procedures if necessary
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

##### **Where a complaint is made about an educator or someone in the service:**

- Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as '**reportable conduct**' and necessitates such conduct being reported to the Dept. Child Safety.
- Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Nominated Supervisor or responsible person in charge is suspected then the service's management should be informed.
- The relevant forms together with information and assistance are available on line at <https://www.communities.qld.gov.au/childsafety>
- The person making the report should follow the advice of the Ombudsman's Departmental Officers. Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.



## 7. RISK MANAGEMENT FOR HIGH RISK ACTIVITY

### Educators will:

Undertake and complete a Risk Assessment using the Risk Assessment Form for any activity that may be classed as a high risk activity or special event – examples of high risk activities:

- involves the participation of volunteers or people who are external to B/C FDC
- is to take place at an external venue or destination with a large amount of people and/or hazards (e.g. involving water hazards such as ponds, lakes or pools),
- is to take place overnight or for a lengthy period of time.

### CHILD AND EDUCATOR PROTECTION

Child protection and safety is of the utmost importance when working in family day care. The Service has a policy and procedure for the management of suspected child abuse. In the day to day early childhood education and care environment there are basic steps that can be taken to ensure that the children in care, the educator's family (particularly males) and the educator are protected.

These include –

- Always mark in the confidential diary any unusual marks on any children or comments made by the children in care.
- Discuss anything unusual with a coordinator, and if you feel uncomfortable about any situation ring a coordinator immediately to discuss.
- Always talk to a coordinator if the parent and the child give differing accounts of how an injury occurred.
- Never leave children alone for extended periods without observing their play.
- Don't allow children to enter family bedrooms/rooms with older children without supervision.
- Never leave children alone with family members unless in earshot and easily supervised.
- Ensure that children in family day care have no access to DVDs, television or books suitable for mature audiences.
- Please respect the privacy of older children when showering or toileting.
- Be aware of how actions could be interpreted when nappy changing, toileting or washing younger children.

### DOCUMENTATION

The following forms should be used when reporting child concerns.

- You may be required to complete paperwork such as a written statement, in detail.
- If the alleged incident occurred at a B/C FDC educator's home or the allegations involve a B/C FDC employee or volunteer then the B/C FDC Coordinator is to advise the Approved Provider immediately and then follow State and ACECQA procedures and complete appropriate notification forms.

### TRAINING AND AWARENESS

#### Process

B/C FDC is committed to educating staff and others in child protection, in how 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 the parents, children and community. All Staff and Educators will undergo annual training in 'Child Protection'.

#### Review process

B/C FDC understands the importance of not only the Service's duty of care in responding to child protection, but also the necessity to actively practice early intervention and preventative methods on a daily basis within the Service. Regular reviews of training practices will be undertaken to ensure a high standard is maintained in this area.

### INVESTIGATIONS:

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

- Confidentiality
- Procedural fairness
- Natural justice.

### DEFINITIONS



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

A “mandatory reporter” is any person who delivers health care, welfare, education, children's services, residential services or law enforcement wholly or partly to children (aged under 16) as part of their paid work and includes any person who directly manages or supervises such work.

If you are a mandatory reporter with current concerns that a child aged under 16 is at risk of harm, you are required to make a report to DOCS.

This is a legal obligation, which carries a penalty if you fail to comply.

**Note: Co-ordination Unit staff and the self-employed Approved Educators registered with Bowen/Collinsville Family Day Care are Mandatory Reporters.**

### **RISK OF SIGNIFICANT HARM**

Risk of Significant Harm means that you have current concerns for the safety, welfare or wellbeing of a child or young person that are present to a significant extent of any one or more of the following circumstances:

- the child’s basic physical or psychological needs are not being met or are at risk of not being met (neglect)
- the parents or caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with the Education Act, in the case of a child or young person who is required to attend school
- the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- The child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support service to eliminate, or minimize to the lowest level reasonably practical, the risk factors that gave rise to the report.

### **DEPT. CHILD SAFETY**

- Dept of Child Safety, Seniors and Disability Services

### **RELEVANT LEGISLATION:**

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

Child Protection Act 1999, Queensland Government

*Working with Children (Risk Management and Screening) Act 2000*

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Commission for Children and Young People and Child Guardian Act 2000, Queensland Government

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>

### **KEY RESOURCES AND CONTACTS:**

- Dept of Child Safety, Seniors and Disability Services  
<https://www.dcssds.qld.gov.au/>  
Qld Govt: Working with children Blue Card:  
<https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/applications/apply>
- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standard for Early Childhood Education and Care and School Age Care,

- National Quality Agenda IT System <https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>
- In Safe Hands <https://www.insafehands.net.au/>
- UN Convention on the Rights of the Child (1989)
- Napcan <http://napcan.org.au/>
- Bravehearts

### **RELEVANT DOCUMENTS:**



**Positive Guidance Policy**

**The Roles of Educator's family members and other household members**

**Emergency and Critical Incident Policy**

**Supervision Policy**

**Delivery and Collection of Children from Service**

**A Child Safe Environment Policy**

Visitor Register

Queensland Commission for Children and Young People and Child Guardian: Fact Sheets

NAPCAN Resources: Factsheets



## DIGITAL TECHNOLOGIES

**Policy Reviewed:** October 2025

**Next Review Due:** October 2026

### AIM:

Bowen/Collinsville Family Day Care is committed to the protection of children and the requirements of a child safe environment. This policy is to provide Committee members, Educators, Coordination Unit Staff, Students and Volunteers of Bowen/Collinsville Family Day Care clear guidelines for the use of digital technologies.

### STATEMENT:

Digital technologies have become an integral part of how a society functions. It is important that Educators are not only familiar with the use of digital technologies, but how to best protect children when technologies are used in the care environment. Technology and media items will only be used to document group and individual observations, as an extension to the daily program assisting in the development of social, physical, emotional, cognitive, language and creative potential of each child. Quality TV programs, streaming applications and other digital technologies can be helpful in researching, learning and retelling stories in the care environment.

### PROCEDURES: TAKING IMAGES OF CHILDREN WHILE PROVIDING EARLY CHILDHOOD EDUCATION AND CARE

#### The Coordination Unit will:

- Ensure that Educators, Staff, Students, Visitors and volunteers have an understanding, knowledge of and adhere to this policy
- Seek permission from families during the enrolments process regarding their preference for taking images or video of their child and where these images can be used.
- Families to have access to this policy
- Promote and support a child safe environment
- Embed the National Child Safe Principles into the organisational structure and operations
- Provide professional development, information to Educators and Families regarding Child Safe practices.
- Ensure that Educators are routinely deleting images saved on personal devices and if necessary, saving unused images and/or videos to their programming platform (Kinderloop, Storypark, Appassessment)
- Monitor Educators photos of Children only relate to the child/ren's participation in the daily program.
- Ensure Coordinators delete all images containing children from Coordinator visits from their personal devices as soon as the visit sheet is completed on Harmony or once stored safely on the services computers that are password protected.

#### Educators will:

- Ask permission before taking photos of children on any device.
- Only take photos that relate to the child/ren's participation in the daily program. Photos of children are not to be taken where:
  - The child is not appropriately dressed, for example, in their underwear, state of undress, toileting or with their genitalia exposed.
  - In a position that could be perceived as sexualized in nature
  - In distress or anxious/experiencing or demonstrating distress in dysregulation.
- Participate in professional development opportunities about online safety and digital technology
- Not share photographs or images of a child/ren beyond platforms intended for educational purposes.
- Routinely delete photographs of children in care off any personal device that can record or take images. (mobile phone, IPAD, Tablet)
- Make visitors, students and volunteers aware of this policy if/when attending the residence.

#### Where an Educator has Closed Circuit Television (CCTV) technology on their premises:

- Cameras may to be placed for safety, security and safeguarding of an Educators premises and equipment.
- Camera locations are to ensure the dignity of all persons at the residence and should focus on an area rather than persons.
- **Cameras will NOT** be placed in:



- toilets,
- bathrooms,
- showers,
- children's nappy change and bathrooms,
- area's provided for prayer.
- Educator is to erect clearly visible signage at the entrance of the premises to notify all persons entering about CCTV surveillance.
- Recordings will not be provided to any third party, unless directed by a Law Enforcement Officer.
- The CCTV system must not record audio without permission as per Invasion of Privacy Act 1971 (Qld)

#### In addition to the above:

- CCTV cameras that utilise **wireless WiFi** systems:
  - Wireless WiFi systems can only be used to monitor the entrance/s areas to the Educators property and are not to be utilised within the designated care environment, being the area that is indicated on the Emergency Management Plan, during care hours.
  - Provide families with a CCTV (WiFi) acknowledgement form for signature.

#### Cameras will NOT be placed in any area that Family Day Care children access during care.

- CCTV that is **hardwired and installed by a licenced contractors** can be used in the care environment, providing that:
  - Camera locations are to ensure the dignity of all persons at the residence and should focus on an area rather than persons. Examples areas include driveways and exterior of the building, entry, hallways, kitchens, learning spaces and outdoor play spaces.
  - Footage storage (digital video recorder) or NVR (network video recorder) systems are not kept for longer than necessary (typically footage is archived after 30 days)
  - Access to the footage storage system is restricted. Any device that the footage storage system is located on will require an authentication process (pin/passcode/password). Any device that has the footage storage system will always remain in a 'locked' state. Only the Educator will have access to the software system. Any authentication details will not be provided to any other person.
  - Cameras are only installed in accordance with relevant laws and regulations.
  - To discuss with all families about the use of CCTV at the care environment, and with any potential new families.
  - Provide families with a CCTV acknowledgement form for signature.

#### Families will:

- Nominate their preference for photo permission in the enrolment process
- Contact the Coordination unit in writing should their permission for photo permission change during the enrolment.
- Seek permission from other families if taking photos of other children in the care environment (for example, families attending for an end of year celebration, birthday, or other events).
- Families to seek approval before sharing photos or videos containing other children in the care environment on their personal social media platforms.

### PROCEDURES: USING DIGITAL MEDIA AS PART OF EARLY CHILDHOOD EDUCATION AND CARE PROGRAMMING

#### The Coordination Unit will:

- Ensure that Educators have understanding, knowledge of and adhere to this policy.
- Ensure that families have access to this policy.
- Provide professional development, information to Educators and Families regarding the e-Safety Commissioner- Early Years Program.

#### Educators will:

- Use technology to build on current projects and document children's learning.



- Educators must preview any software to be viewed/accessed by the children to determine its suitability.
- Educators will set up login details and passwords for all digital media used in the provision of their family day care business. Login details and passwords will not be shared with other parties. All digital technologies to have adequate child safe restrictions and privacy levels enabled.
- Under school aged Children will not have independent access to devices or any other digital technologies (IPADS, Mobile telephone etc). All interactions with digital technologies will be as a group. Over school aged children can have access to digital technologies in an open, supervised area of the FDC residence.
- Ensure that devices are able to be locked, turned off or inaccessible to children after viewing/accessing.
- Educators will discourage families from allowing their children to bring their own personal devices.
- Discuss with families upon enrolment information to parents surrounding the use of digital technologies in the care environment and the selection process.
- Provide a child safe environment when using digital technologies, reminding, discussing and modelling child safe and unsafe online actions and behaviours.
- Programs are chosen that are engaging and age appropriate to children: Only 'G' rated television programs and movies will be viewed at the FDC residence or venue  
When used:
  - o programs depicting violence and/or inappropriate content (including graphic news reports) will not be shown
  - o TV programs or videos will only be shown that have positive messages about relationships, family and life
  - o information about programs to be viewed will be shared with families beforehand to ensure that they approve of the content.
 This may include: - title - synopsis of program - rating - length of program
  - o all content will be socially and culturally considerate and appropriate.
- The use of TV and watching DVD's will be kept to a minimum. Educators to adhere to the timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:

**Recommendation:** Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).

**Recommendation:** For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.

#### Families will:

- Not permit their child/ren to attend the care environment with personal devices.
- Communicate with Educators regarding their preferences for their child/ren's interaction with digital technologies.

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations
- Child Protection Act 1999, Queensland Government
- *Working with Children (Risk Management and Screening) Act 2000*  
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>
- Commission for Children and Young People and Child Guardian Act 2000, Queensland Government  
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>
- The Invasion of Privacy Act 1971 (QLD)
- Surveillance Devices Act 2016
- Privacy Act 1988 (Commonwealth)
- Information Privacy Act 2009 (QLD)

#### KEY RESOURCES AND CONTACTS:

- Dept of Child Safety, Seniors and Disability Services  
<https://www.dcssds.qld.gov.au/>
- In Safe Hands <https://www.insafehands.net.au/>
- UN Convention on the Rights of the Child (1989)
- NAPCAN <http://napcan.org.au/>



- Bravehearts
- Australian Security Industry Association Limited, CCTV Code of Ethics, <https://asial.com.au/Web/Web/Advice-Services/Standards-and-Codes/CCTV-Code-of-Ethics.aspx>
- Australian Children’s Education & Care Quality Authority

**RELEVANT DOCUMENTS:**

- Child Protection Risk Management Strategy
- A Child Safe Environment Policy
- National Model Code – ACECQA
- Taking Images or Videos of Children while Providing Early Childhood Education and Care – Guidelines for the national Model Code – ACECQA
- National Principles - Child Safe Organizations
- NQF Child Safety Changes from 1 September 2025 and 1 January 2025, Information sheet, ACECQA, June 2025
- Closed Circuit Television (CCTV) Family Acknowledgement Form\_ Hardwired
- Closed Circuit Television (CCTV) Family Acknowledgement Form\_ WiFi



## ACCIDENT, INCIDENT, INJURY, TRAUMA AND ILLNESS

*Policy Reviewed: October 2025*

*Next Review Due: October 2026*

### AIM:

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

### STATEMENT:

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

### PROCEDURES:

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

#### Educators will:

- Take all precautions to reduce the incidence of accidents and injuries, recognise potential accidents that can occur which need to be responded to effectively, e.g. burns, convulsions, head and eye injuries, fractures, poisons, bites, stings, cuts.
- Regularly practice emergency procedures, as per Regulations (every emergency identifies in the Risk Assessment practiced every 3 months).
- Display emergency procedures and current relevant emergency telephone numbers.
- Display 'Emergency Contact Details for Families'
- Maintain a current 'HLTAID012 Provide an emergency first aid response in and Education and Care setting' and a current 'HLTAID009 Provide CPR' certificate
- be aware of all organisational policies and procedures to be followed in the event of an emergency
- maintain and keep accessible all contact details for first aid information and emergency services; and
- Inform the Co-ordination Unit staff of any relevant emergency plan for a child.

## IN THE EVENT OF AN INCIDENT, ACCIDENT, ILLNESS, INJURY OR TRAUMA

### The Educators will:

- will attend to the child with an appropriate first aid response in a safe and timely manner considering all children in the service;
- If necessary, an ambulance is to be contacted immediately by dialling 000.
  - Stay with the child until the ambulance arrives. While awaiting the ambulance, the Educator is to contact the Coordination Unit to report the accident (via phone call).
  - Contact the family and inform them that the child is being taken to the hospital. Educators are to ensure that they reassure the parents and inform them regarding which hospital the child has been taken to.
- will notify (or attempt to notify) parents and/or other persons nominated as emergency contacts, as soon as possible, and within 24 hours of the incident, injury, trauma or illness;
- will notify the Coordination Unit (via phone call or text message correspondence);
- will complete an 'Accident, Incident, Injury, Trauma and Illness Record Form', as soon as possible, and **within 24 hours** after the incident, outlining:
  - The nature of the accident, incident, illness, trauma or injury;
  - Any medication, first aid or medical treatment administered to a child;
  - Attach relevant images for reference material (photos of environment/ area where accident/ incident occurred, child's injury, object/s involved etc).
  - Any other relevant matter concerning the child's health; and
  - Details of any ambulance or hospital treatment.And forward to scheme staff immediately;
- Obtain parent signatures on forms and return to the office as soon as possible or no later than 24 hours after incident, accident, illness, injury or trauma.



- It is recommended that Educators to follow up with their own Insurance provider to ensure any follow up documentation is completed/ provided.
  - In the event of the death of a child while being provided with care, the Educator will immediately call an ambulance, the child's families and Nominated Supervisor or representative of the service. Refer to 'Death of a child in care Policy' in the event a child dies in care.

#### Co-ordination Unit Staff will:

- Hold copies of current First Aid Qualifications
- Support Educators with relevant forms for collecting authority and information.
- Be familiar with the regulatory requirements in relation to dealing with emergency situations with children.
- Provide Professional Development and/or information on appropriate practices when dealing with emergency situations with a child and assist the educator to reflect on practices and improve them where identified.
- On enrolment of a child, ensure the family has given written authorisation for any Educator or staff member of the service, to seek and/or carry out emergency ambulance, medical, hospital or dental advice or treatment if required.
- will forward the appropriate form to the Government Department responsible for Child Care if applicable, within any relevant timeframes.
- will ensure the record is accurate and be stored appropriately until the child is 25 years of age.

#### Families are encouraged to:

- Provide up to date medical and contact information in case of an emergency.
- Seek their own health insurance if they so desire.
- Provide written emergency or health management plans if applicable to their child's health.
- Take over the responsibility of their child as a matter of urgency if contacted by their child's Educator to do so.

#### RELEVANT LEGISLATION:

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

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- National Quality Agenda IT System <https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>
- Queensland Workplace, Health and Safety Act 1995
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

#### RELEVANT DOCUMENTS:

**Educator Registration Policy**

**Critical Incident Policy**

**Administration of First Aid Policy**

**Emergency and Evacuation Policy**

Family Enrolment Form

Medication Form

Child Health Management Plan

Unwell Child Checklist Form

**Children's Health and Safety Policies**

**Death of a Child in Care Policy**

**Missing or Absconded Child Policy**

Emergency Management Plan form

Injury on Intake Form

Accident, Incident, Injury, Trauma and Illness Record Form

Notification of Serious Incident, ACECQA



## MISSING OR ABSCONDED CHILD POLICY

**Policy Created:** September 2024

**Next Review Due:** September 2025

### AIM:

To ensure that children in care are always adequately supervised and that there are clear processes if a child appears to be missing or cannot be accounted for.

### STATEMENT:

A child's safety and wellbeing is of utmost importance whilst accessing Family Day Care. The Coordination Unit and Educators are committed to ensuring that the physical environment in which the care takes place is secure and supportive of a child's needs and safeguards against the possibility of children exiting the premises, getting lost or going missing.

### The Coordination unit will:

- Ensure that Educators are provided with adequate information, guidance, support and training to identify, assess and minimise risks involving child supervision (including during regular outings and excursions).
- Ensure that Educators understand their role and the legislative requirement to provide active supervision to ensure safety and promote learning.

### Educators will:

- maintain ratios and always supervise children regardless of where the education and care is taking place e.g. at the FDC residence or during an excursion
- be aware of and follow the process if a child appears to be missing or cannot be accounted for.

### GENERAL:

- Educators have a duty of care to provide direct supervision to all children in their care. Consequently, they must always be fully aware of each child's whereabouts.
- Educators will support parents in educating children to 'stay safe'. Safety tips and stranger danger messages will be shared with children as deemed appropriate.
- Independent play, within the approved care environment, is to be within the sight and/or ear shot of an Educator.
- Outdoor play areas must be an approved area within the care environment. Outdoor care areas are fenced and/or gated and may require additional preventative measures to prevent children from leaving the care area (e.g. additional security measures such as latches/pad locks etc). The onus is on the Educator to ensure that this the preventative measures are in place, these measures are maintained, and the area/s are always secured during care hours.
- All doors that provide external exit points, from the internal care environment, are to be always kept key locked and the key kept out of reach of children.
- A Risk Assessment must be carried out before engaging in regular outings or excursions, to identify and assess risks that the excursion may pose to children.

### PROCEDURES:

#### Educator

In the event where for any length of time, a child appears to be missing or otherwise unaccounted for:

- Educator will complete a head count in accordance with the attendance record,
- If safe to do so, without compromising the safety of others, the Educator will begin a full search of the residence or area.
- Educator to contact the Coordination Unit
- Educator to continue to conduct a thorough search of the residence, if safe to do,
- The Educator will follow the guidance given by the Police and/or the Coordination Unit and continue to look for the child if safe to do so.
- The Educator will write and submit a detailed incident report within 24 hours of the incident taking place.
- Participate in internal and/or external investigations.



### **The Coordination Unit will**

- Call the Police on 000; advise the Educator to follow the direction of the Emergency Services personnel once they arrive and take control of the situation
- Contact the family/ies of the missing child/ren,
- submit a serious incident notification (including findings of the investigation) to the state Regulatory Authority within 24 hours of the incident occurred via the National Quality Agenda (NQA) IT System on the ACECQA website;
- provide immediate support to the Educator
- maintain sufficient levels of communication with the child/ren's parents/guardians

### **POST INCIDENT**

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

- meet or speak with the Educator to discuss the situation;
- conduct an internal investigation of the incident including:
  - collecting and photographing information;
  - taking notes about events leading up to the incident and the incident itself;
  - reviewing the incident report;
  - interviewing the Educator and any other witnesses; and,
  - determining what, if any, changes need to be implemented to minimise risk of further incidents.
- Meet or speak with all families that were in care at the residence and advise of the incident and measures that will be put in place

#### **The Educator will:**

- With support from the Coordination Unit, advise all families that attend the Family about the event and what preventive measures have been put in place
- Participate in conversations with the Coordination Unit about the event
- Address any risks that have been identified as part of the internal/external investigation.
- Provide any information to the Regulatory Authority, if requested to do so.
- Participate in critical reflection about the event

### **RELEVANT LEGISLATION:**

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

### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- National Quality Agenda IT System <https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>
- Queensland Workplace, Health and Safety Act 1995

### **RELEVANT DOCUMENTS:**

**Supervision Policy**

**Excursion Policy**

**Children's Health and Safety Policies**

**Critical Incident Policy**

**Risk Assessment and Management Policy**

**Assessment of Family Day Care residences and approved venues Policy**

**Registration of Educators and Staff Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Notification of Serious Incident, ACECQA

Active Supervision: Ensuring Safety and promoting learning, ACECQA



## ADMINISTRATION OF FIRST AID

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure all staff and Educators know their responsibilities and follow correct procedures to administer first aid in an emergency

### STATEMENT:

First Aid equipment should be available to all staff, educators, children and visitors while children are being educated and cared for. This includes while on excursions. All staff and Educators must undertake and hold current First Aid and CPR training.

All precautions must be taken to prevent accidents and injuries and to minimise complications. Managing accidents and emergencies requires careful planning and reduces the likelihood of major injuries and complications from injuries.

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

### PROCEDURES

#### Co-ordination Unit staff will:

- Adhere to the Accident, Incident, Injury, Trauma and illness Policy in all accident situations
- If required, ensure a FDC staff member goes to support educator at scene of accident.
- If necessary organise alternate care or collection by parents of other children at the educator’s service.
- Ensure that all blood or bodily fluids are cleaned up in accordance with the Hygiene Policy.
- Ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water.
- Report accidents/incidents to appropriate authorities as soon as possible where medical or emergency attention was sought or should have been sought for a child. These authorities include (*Not necessarily in this order*)
  - Parents/Guardians
  - Nominated Supervisor
  - An ambulance service.
  - The police.
  - ACECQA within 24 hours if it is a serious incident or death of a child.

#### Educators will:

- Adhere to the Accident, Incident, Injury, Trauma and illness Policy in all accident situations.
- Reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.
- Ensure that the child is kept under adult supervision until the child recovers or until a parent of the child or some other responsible person takes charge of the child.
- Take immediate steps to secure urgent medical or dental treatment.
- Advise the parent or guardian if any matter concerning the child’s health arises while the child is being provided with the education and care service, Ensure the child is returned as soon as practicable to the care of a parent/guardian of the child
- Inform parent, family or other responsible person as required of the emergency.
- Ensure a fully stocked and updated first aid kit will be kept in a secure storage facility at the service. Staff/educators are to ensure that this is easily recognisable and readily accessible to all staff/educators and kept inaccessible to the children.
- Ensure a first aid kit is taken on all excursions. Educators may choose to take their home first aid kit on excursions.
- **A first aid manual will also be kept at the service.**
- Keep a cold pack in the freezer or single use “chemical” cold pack for treatment of bruises and strains.



#### **In the case of a minor accident the educator will:**

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

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

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

#### **Families will:**

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

#### **RELEVANT LEGISLATION:**

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

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.acecqa.gov.au/ngf/national-quality-standard>

Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

#### **RELEVANT DOCUMENTS**

**Children's Health and Safety Policies**  
Family Enrolment Form

**Accident, Incident, Injury, Trauma and Illness Policy**  
Accident, Incident, Injury, Trauma and Illness Record Form



## EMERGENCY AND EVACUATION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

- Reduce the likelihood of emergencies ;
- Minimise the impact on children, educators, staff and site activities; and
- Facilitate the return of the site to normal operations as soon as possible.

Management of emergencies will involve consideration of:

- Prevention and mitigation
- Preparedness for
- Response to
- Recovery from and
- Review of emergencies incapacitated

### An emergency may include:

- An accident or serious injury to a child, family member, educator or staff member
- Natural disaster eg fire, flood, cyclone, severe storm, dust storm
- Dangerous animal, insect or reptile
- Intruder – human or animal
- Bomb Threat
- Siege or hostage situation
- Gas leak, chemical spill or other biohazards
- Lost, missing, unaccounted for or abandoned child

### Coordination 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
- Monitor the compliance on Coordination Home Visits
- Keep Emergency Evacuation Practice Records for 2 years.

### Evacuation and Lockdown

Evacuation/lockdown may be necessary in the event of a fire, intruder (human or animal), chemical spill, bomb scare, earthquake, gas leak, siege, flood, lightning/severe storms, or bush fire.

### Educators will:

- Have ready access to an emergency evacuation bag/kit
- Choose an assembly area and a backup area to be used if the assembly area is unsuitable because of circumstances.
- Display Emergency Management Plan, including procedures in a visibly prominent area of the care environment (near exits)
- Practice Emergency evacuation/lockdown procedures, to ensure each identified potential risk is practiced, with all children at least every three months, and when a new child commences in care
- Evaluate the emergency evacuation/lockdown practices
- Ensure the identified emergency routes are not blocked or impede access at any time.
- Prepare the environment by having an organised environment to easily locate:
  - Attendance records (electronic device if Harmony Web)
  - Emergency contacts for children/families
  - Medication forms/medication, if relevant
  - First Aid Kit.



- Assembly Area
- Fire fighting equipment (fire blanket and fire extinguisher)

#### **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 (over a fence is suitable);
- 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 Service building.

#### **Fire Equipment:**

Educator's homes must be provided with:

- Appropriately placed smoke detectors;
- A fire blanket that is kept adjacent to cooking facilities; and
- Appropriately located fire extinguisher/s.

### **FIRE EQUIPMENT PROCEDURE**

#### **AIM:**

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

Bowen/Collinsville Family Day Care requires all Educators to have Fire Safety equipment on the premises when conducting an Education and Care service; the premises must be fitted with;

1. Appropriately located smoke detectors; and
2. A fire blanket that is kept adjacent to the cooking facilities at the premises; and
3. Appropriately located fire extinguisher/s

Monitoring procedure:

1. Fire Extinguishers, Fire Blankets and Smoke Detectors must be checked and maintained, specifically in terms of 'Use by Dates'.
2. The emergency evacuation procedures must be practised with all children provided with the service at least once every three months, and when a new child commences in care.

#### **Timing is important in terms of counselling after critical incidents:**

Following is the **Critical Incident Management Plan** to be followed in the event of a critical incident.

### **CRITICAL INCIDENT MANAGEMENT PLAN**

- 1. Ensure children and adults are safe, Collect attendance records, medication and emergency contacts.**
  - Implement Emergency/Lockdown procedure as necessary,
  - Administer Emergency First aid as necessary
- 2. Telephone Emergency Services as required**
  - DIAL 000
- 3. Telephone Coordination Unit as required for assistance.**
  - 07 4786 1399 / 0427 862 250 / 0451 096 552
- 4. Identify children's emotional reactions and discuss the following steps to be taken:**
  - Discuss:
    - What happened?
    - How it will affect them?
    - What will happen next?
    - How they feel?
- 5. Liaise with Emergency Services Personnel as required, Contact Parents**
  - Give them the facts about the incident,
  - Follow their instructions
  - Educator to contact parents and Coordination Unit
- 6. Coordination Unit to advice Management Committee and discuss information to be provided to parents and then brief Parents/Educators**



- Coordinator to give parents the facts about:
  - how their child is, what happened, what will happen next

**7. Provide support to Educators**

- Coordinator to organise a de-briefing and counselling to all parties,
- assist educator to complete an incident report form,
- implement strategies identified in the incident report, inform all parties of strategies implemented.

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Fire and Emergency Services Act 1990
- Building Fire Safety Regulation 2008
- Qld Work Health and Safety Act 2011

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care,  
<https://www.acecqa.gov.au/nqf/national-quality-standard>
- Queensland Govt, Community Support, Disasters and emergencies  
<https://www.qld.gov.au/community/disasters-emergencies>  
<https://www.qfes.qld.gov.au/fireescape/>  
<https://www.qld.gov.au/emergency/safety/home/firesafety-home>

**RELEVANT DOCUMENTS:**

**Children's Health and Safety Policies**

**Accident, Incident, Injury, Trauma and Illness Policy**

F026 Accident, Incident, Injury, Trauma and Illness Record Form  
 Emergency Management Plan and Evac. Practice Record  
 Risk Assessment  
 Emergency Contact List



## EXCURSIONS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIMS:

- To ensure that excursions are safe and meaningful experiences for both adults and children.
- To provide an opportunity for children to engage in meaningful ways with their communities.
- To plan excursions with careful consideration of the safety of children and adults.
- To only carry out excursions when full permission and documentation have been completed and obtained prior.
- To undertake full risk assessments of the venue, activities and transport, considering the educational value of the excursion prior to the excursion being undertaken.
- To ensure that emergency plans are in place including a plan for first aid requirements and emergency contact details.

### STATEMENT:

Excursions are an integral part of Family Day Care. They provide opportunities to expand and enhance children's experiences, explore different environments and engage with the community. Excursions also provide opportunities for Family Day Care Educators and children to gather together at play session and special events and join together as a larger group. These larger group experiences allow children opportunities to socialise with a range of children and adults.

### PROCEDURES:

#### Planning and Preparations:

All excursions will be planned in advance to:

- Have fully informed, written parental authorisation prior to an excursion;
- Have approval from the Authorised Supervisor at least 3 days prior to an excursion where possible;
- Maximise both children's developmental experiences and their safety;
- Reflect the age, capability and interest of the children.

All excursions will be thoroughly researched to ensure:

- Supervision is adequate so children cannot be separated from the group;
- Access to hazardous equipment and environments are minimised;
- There is adequate access to food, drink and other facilities (toilets, hand washing etc);
- Consideration is given to the mobility and supervision requirements of children with additional needs;
- That adequate sun shade protection is available.

#### When planning for all excursions Educators will:

- Assess the requirements for the excursion;
- Conduct a risk assessment;
- Book transport and venues (if required);
- Make alternative arrangements for adverse weather conditions;
- Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring;
- Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion;
- Collect completed permission forms for each child attending the excursion;
- Request additional adult participation on the excursion where required;
- Arrange for a suitably equipped first aid kit (including EpiPen if applicable) and mobile phone to be taken on the excursion.

Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.



## RISK ASSESSMENT

### The Family Day Care Educator will:

Ensure a risk assessment is conducted **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, and will specify how the service will manage any risks identified.

The risk assessment conducted will consider:

- Destination and duration of the excursion;
- Potential water hazards or any hazard associated with water-based activities;
- Transport to and from destination;
- Number of Educators, responsible persons, and children involved;
- Supervision requirements of the excursion;
- Proposed activities;
- Items to be taken on the excursion e.g.: mobile phone, emergency contact numbers, first aid kit, medications etc.

The Educator will make alternate arrangements for any children who are not attending the excursion, and ensure that any dialogue or pre-planning for the excursion does not alienate that child from social networks.

If the excursion is a regular occurrence, a risk assessment will be carried out at least once every 12 months, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

### The Approved Provider and Nominated Supervisor will:

- Advise Educators promptly of excursion approval: excursions will be approved if they meet regulatory requirements;
- Maintain an excursion register indicating the whereabouts of all Educators and children throughout the day;
- Record contact with Educators regarding the excursion approval process.

### Co-ordination Unit staff will:

- Provide Educators with the form templates required to provide correct information to families and record permission for attendance;
- Support Educators in completing forms and deciding on appropriate excursion activities;
- Provide ongoing support in undertaking risk assessments;
- Ensure the Approved Provider and Authorised Supervisor receives the required documentation to approve excursions.

## AUTHORISATIONS FOR EXCURSIONS

All excursions will include the following information:

- The child's name;
- The reason for the excursion;
- The date of the excursion;
- The proposed destination and a description of the destination;
- The method of transport or walking itinerary;
- The proposed activities to be carried out during the excursion;
- The proposed period of time during which the excursion is to take place;
- The anticipated ratio of adults supervising to children;
- The number of adults to accompany and supervise the children;
- The number of children attending the excursion;
- The name of the Educator (person with a current approved first aid qualification) who will accompany the children on the excursion;
- That a risk assessment has been prepared and is available;
- An emergency contact number for the excursion.

### The Family Day Care Educator will:

- Forward all risk assessments to the Co-ordination Unit for approval well prior to the planned excursion;
- Provide families with a written copy of all excursion details;
- Obtain written consent from families and check verbally that families understand what the excursion entails;



- Provide the Co-ordination Unit with a copy of the signed parent permission forms with the risk assessment prior to each excursion. The excursion can only take place if all parents have provided written permission and the permission forms have been received by the office prior to the excursion.
- NOT go on routine or non-routine excursions without approval from the Authorised Supervisor and Approved Provider.

### **REGULAR EXCURSIONS- excursions/outings that happen daily, weekly, fortnightly, monthly**

If the excursion is a routine outing (activities occur daily- pick up/drop offs; daily walks etc), family authorisation is required once in a 12month period, unless circumstances change.

No child will be taken on an excursion unless written permission from parents or legal guardian has been received. Parents are to be given no less than 3 days' notice for any excursion where possible. Risk assessments for each excursion must be kept with your permission form records.

#### **Co-ordination Unit will:**

- Advise Educators promptly of excursion approval: excursions will be approved if they meet regulatory requirements;
- Maintain an excursion register indicating the whereabouts of all Educators and children throughout the day;
- Maintain records provided to Bowen/Collinsville Family Day Care in regards to excursions;
- Support Educators on the safe conduct of excursions.

#### **Families and Volunteers:**

Families will be encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. If the parent needs to bring their child's sibling because they cannot find suitable care, the siblings must be included in ratios.

If additional adults are required, volunteers will be invited. Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.

Family members/volunteers will not to be left in sole charge of children and must be supervised by an Educator at all times.

All volunteers/family members' details will be entered into the appropriate staff record for that day.

#### **Transport and Traffic:**

Safety of children will be considered in the choice of route and mode of transport. Our service will follow all applicable QLD road rules as well as the Dept Transport and Main Roads 'School Road Safety tips' best practice recommendations for transporting young children safely. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury. Educators will ensure children obey road rules and cross roads at a crossing or lights where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.

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

- Vehicles must be registered and roadworthy;
- Vehicles must have current comprehensive third party insurance coverage;
- Drivers must hold a current and appropriate licence;
- Any vehicles capable of seating up to and including 9 children used to transport children on excursions need to be fitted with Australian Standard child restraints (AS/NZS 1754);
- All child restraints are fastened while vehicle is in motion;
- Children must NEVER be left standing alone by the side of the car or road crossing;
- Children must NEVER be left alone in a vehicle.

#### **Supervision:**

Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.

The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

#### **Water Hazards:**

No child under school age is to go on an excursion to a swimming pool or other water-swimming activity, unless it is for the sole purpose of learning water safety or learning to swim under the direct supervision of a suitably trained and qualified instructor and where ratios are one adult for each child.



Where there are water hazards (water channels, pond, beach etc.), risk assessment strategies are to be identified and implemented and approved by the office. For example, some of our local parks have water hazards after wet weather or are close to beaches, rivers or dams.

**All educators must inform the office every time they go on any routine/regular/non-routine excursion.**

**No child is to swim at a beach, river or lake.**

#### **Conducting the Excursion:**

All Educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.

Before leaving on the excursion, notice will be provided to the Co-ordination Unit of the itinerary and timetable and a list of children on the excursion.

Items to be taken on excursions include:

- Suitable stocked first-aid kit including EpiPen and Asthma Medication if required;
- Mobile phone;
- Children's emergency contact numbers;
- Children's medication, if required; and
- Other items as required e.g. sunscreen, drinking cups, jackets etc.

#### **ON THE DAY OF THE EXCURSION:**

##### **Educators will:**

- Remind the parent of the excursion (location, time there, activities and transportation)
- Discuss the excursion schedule, promote awareness of road and play safety and safe excursion behaviour with the children before and during the excursion;
- Carry a list of children attending the excursion and parents contact phone numbers;
- Apply sunscreen and everyone is required to wear hats if there is an outside component to the excursion;
- Remind children about toileting;
- Check the children actually attending on the day.

#### **During the Excursion:**

Educators must count their children frequently to keep track of all children.

If children require toileting the Educator must ensure that no child enters a public toilet unattended by the Educator.

Before leaving the excursion site the group is to be brought together and a check made to see if all the children are present.

#### **VISITING OTHER PEOPLE/EDUCATORS' HOMES**

##### **When organising visits to other people's homes, Educators must:**

- Check friends, families, and neighbours home for safety before visiting with children in care;
- Be prepared to prevent accidents or not visit if the home is unsafe. Also, ensure children are completely safe and protected from risks when visiting;
- Seek permission from families to visit friends, family, neighbours and other Educators homes, with details of destination, time, date and transport;
- Check whether household cleaners and medicines are within reach anywhere in the house where children will be visiting, ensure they are not accessible;
- Check for any indoor or outdoor drowning hazards, ensure indoor and outdoor plants are safe for children and keep pets away from where children are playing;
- Ensure furniture and electrical equipment is safe, stable and without sharp edges;
- Ensure that toys and other indoor and outdoor play equipment used by visiting children are age appropriate stable and meet all safety standards;
- Ensure indoor and outdoor home, garden, fence maintenance, hygiene is adequate and balconies and stairways are not accessible to children;



- Maintain an alcohol and smoke free environment when visiting other people's homes;
- Ensure all children in care have appropriate sun protection clothing, hats, sunscreen and adequate shading if playing outdoors when visiting;
- Take First Aid Kit and emergency contacts and supervise children carefully when on visits.

#### **Evaluation and Discussion:**

After the excursion evaluate the outing:

- Its value to children;
- Any safety issues;
- Organisational aspects; and
- Would you do it again?
- What would you do differently?

#### **ATTACHMENTS REQUIRED FOR THIS PROCEDURE:**

- Excursion Risk Assessment, Management Plan and Authorisation
- Transporting Children – Head Count and Roll Call (form or electronic)

#### **RELEVANT LEGISLATION:**

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

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Work Health and Safety Act 2011
- Kidsafe Queensland <http://www.kidsafeqld.com.au/>
- Queensland Transport <http://tmr.qld.gov.au/Safety/Queensland-Road-Rules.aspx> , <https://www.tmr.qld.gov.au/Safety/School-road-safety/About-school-road-safety>
- ACCC : <https://www.productsafety.gov.au/standards/child-restraints-for-use-in-motor-vehicles>

#### **RELEVANT DOCUMENTS**

##### **Children's Health and Safety Policies**

**Sun Safety Policy**

**Water Safety Policy**

**Transport and Road Safety**

Risk Assessment

Emergency Contact List

Excursion Risk Assessment, Management Plan and Authorisation

First Aid Kit Checklist

"A guide to Child Restraints" brochure, Dept Transport and Main Roads, Queensland Government

<http://tmr.qld.gov.au/Safety/Driver-guide/Child-restraints/Child-restraint-laws.aspx>



## SUN PROTECTION AND SAFETY

**Policy Reviewed:** October 2025

**Next Review Due:** October 2026

Bowen/Collinsville Family Day Care's sun protection policy has been developed in consultation with all stakeholders (Educators, Families, Coordination Unit and Management Committee) connected to Bowen Collinsville Family Day Care Scheme (Cassowary Coast, Townsville Burdekin, Whitsundays, Isaac and Mackay regions). Stakeholders are invested in protecting all children, staff and Educators from the harmful effects of ultraviolet (UV) radiation from the sun.

### STATEMENTS:

Queensland has the highest rate of skin cancer in the world, infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life and sun exposure during childhood significantly increases the risk of individuals developing sun cancer at some stage in their life. Sand, concrete and water can reflect up to 85% of sunlight and intensify exposure to ultraviolet radiation. To protect children from the adverse effects of sun exposure -:

### Educators will:

- Be aware that considerations for sun safety need to be taken all year, regardless of whether the day is hot, cold or cloudy, and consider the ultraviolet radiation which can be reflected on children from buildings, water, concrete and sand;
- Ensure all outdoor play areas are adequately shaded with appropriate shade structures or shade trees and review these areas regularly;
- Set up outdoor play areas to take advantage of daily shade patterns and encourage children to use available shade.
- Outdoor activities are scheduled to minimise time outdoors during periods when the UV is high to extreme (UV6 or above) . Children under 12 months should avoid direct sunlight when UV index is 3 or above;
- Check daily local sun protection times via the SunSmart widget, the SunSmart Global UV app, visiting [myUV.com.au](http://myUV.com.au) or the Bureau of Meteorology website;
- Role model sun safety behaviour by wearing appropriate clothing, hats, sunscreen and sunglasses.  
(Clothing: that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing loose-fitting shirts and dresses with sleeves and collars or covered neckline, Longer-style skirts, shorts and trousers. )  
(Hat: Legionnaire hat , Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm) Broad-brimmed hat with a brim size of at least 6cm (adults 7.5cm)
- support children's learning of sun safety by regularly including into educational programming. Provide learning opportunities that provides education, investigation and enquiry about sun safety and provide opportunity to build into routine by developing games, sayings or songs with children about sun safety that assists in routines;
- Ensure children are compliant with the UV3+ sun protection measures when in the outside environment;
- Provide information to families about the Sun Protection and Safety Policy during the enrolment process and advise of the requirements of items to be worn and provided.
- Sunscreen with broad spectrum SPF 50 or SPF 50+, broad-spectrum, water-resistant sunscreen (which they have already tested on the child's skin for adverse reactions), 20 minutes before children play in the sun and is reapplied every 2 hours when outdoors for extended periods, or immediately after swimming, sweating or towel drying. Sunscreen is stored in a cool, dry place and the use-by date monitored.
- Ensure hats and sun safe clothing are worn in the outdoor environment. Children that are not wearing or are removing protective clothing will be guided to an alternative space where they will not have any UV exposure.
- Educators to enforce **NO HAT NO PLAY**
- Being aware of the signs of heat stress and heat-related illness
- Encourage regular drinking of water

### Families will:

- Ensure that their child attends care clothed in, or has available:



- Hat, preferably broad brimmed (5cm brim) or legionnaire. (Baseball caps or visors do not provide enough sun protection and therefore are not recommended.)
- Long sleeve shirts and long pants (or at least knee length shorts), made from fabrics that are tightly woven (singlet tops, crop and/or midriff tops are not recommend)
- Sunglasses are also recommended where appropriate
- Families and visitors are encouraged to use sun protective measures when participating in and attending outdoor activities.

#### Coordination unit will:

- Ensure that Educators Residences maintain shade requirements as per the Physical Environment Policy. (Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade requirements.)
- Role model sun safety behaviour by wearing appropriate clothing, hats, sunscreen and sunglasses.
- Encourage Educators to participate in professional development regarding Sun Protection and Safety such as Cancer Councils free online learning modules (Generation SunSmart)
- Provide Educators and Families information, communication and resources regarding sun safety
- Communicate any updates to the Sun Protection and Safety to all stakeholders,
- Ensure upon enrolment there is an adequate response for permission for educators to apply sunscreen to their child. For a child with skin allergies or a family with a personal preference to products applied, the coordination unit will take an individual approach to sun safety and encouraging parents to supply their own sunscreen.

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work health and safety Act 2011

#### KEY RESOURCES:

- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Queensland Health <https://www.health.qld.gov.au/public-health/schools/sun/earlychildhood#:~:text=staff%20role%20modelling%20sun%20safe,all%20uncovered%20areas%20of%20skin>
- Cancer Council Qld <https://cancerqld.org.au/cancer-prevention/understanding-risk/being-sunsmart/>
- Caner Council, Policy Guide, Schools and Early Childhood Education Sun protection [2024-Policy-Guide-Sun-Protection-Schools-and-Early-Childhood-24040.pdf](https://www.cancerqld.org.au/~/media/2024/04/2024-Policy-Guide-Sun-Protection-Schools-and-Early-Childhood-24040.pdf)

#### RELEVANT DOCUMENTS

##### Physical Environment Policy

##### Excursion Policy

Education and Care Environment Risk Assessment and Management Plan  
‘Early Childhood Sun Safety’, Qld Health, Qld Government.



## WATER SAFETY

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure all Educators, Co-ordination Unit staff and parents are informed of the procedures required by Bowen/Collinsville Family Day Care in relation to experiences involving water and excursions where there is a water hazard. 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.

### STATEMENT:

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

### For those Educators who have a swimming pool, water feature or water hazards at home:

***No child while in the care of an Educator as part of the Education and Care service is to swim in a pool at the Educators home at any time while the service is being provided***

- all pool fencing and other safety requirements must be in accordance with local council and/or Qld guidelines.
- All fencing must be clear from pot plants, chairs or any object that could be used as a step for children to gain access.
- A Risk Assessment and Management Plan must be completed and reviewed at least annually.
- All swimming pools and water hazards at the family day care educator's residence and/or venue must comply with the Australian Standards and State regulations for pool fencing and gates, and be on the Pool Register.
- Any items around the perimeter of the pool: for example, tables, chairs must be situated to prevent a child using them as climbing aids.
- No child will enter into the area of a spa, or a private or public swimming pool whilst in the family day care service is operating and children are in care.
- At all times whilst family day care is operating, the spa and/or swimming pool on the premises will not be used.
- ❖ *Ensure pools are fenced and gated according to the Swimming Pools Act 1992 and provide the Co-ordination Unit with a certificate of currency every two years*
- ❖ *Ensure the swimming pool, water feature or water hazard is clearly identified on the Emergency Management Plan and is on display*
- ❖ *Ensure a Daily Water Hazard Safety Checklist is conducted*
- ❖ *Ensure any pool filters are inaccessible to children.*
- ❖ *Family Day Care Educators 'own' children can have access to a swimming pool on the premises if they are 13 years or over while the Education and care Service is operating.*

### Other water hazards:

- All children near water will be closely supervised, and no child will be left alone near water.
- Any containers that holds or collects water, such as nappy buckets, ponds, spas must be safely covered or made inaccessible to children.
- All children's play areas that are near to water hazards such as dams, drains, creeks, lakes will be fenced off to make inaccessible to children.
- All fish ponds, ponds, fountains or similar water features that collect or fill with water on the family day care premises shall be securely covered with weld mesh which will meet all the following requirements:
  - Support the weight of an adult;
  - At all times, be above and remain above the level of the water; and
  - be fixed in place.
- Wading pools and other containers must be emptied and cleaned after use and stored to prevent collection of water.
- Water troughs or containers will only be filled to a safe level. These will be emptied immediately after use



- Water play activities will be supervised at all times. If a small wading pool is being used, the Educator will stand immediately beside it.
- All water holding containers must be stored to ensure they cannot refill with water
- Buckets used for cleaning will be emptied immediately
- Wading pools, sprinklers, soaker hoses may be used if children are constantly in the sight of the Educator at all times. On the completion of play with wading pools etc. they must be emptied and put away each time.

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

❖ **Educators are not to take children to a public swimming pool or other persons pool for any reason**

**The Co-ordination unit will:**

**In relation to monthly inspections of any water hazards, water features or swimming pools:**

- ensure that a diagram is displayed at each residence or approved venue which shows the areas of the residence or venue indicating the areas of the residence or venue suitable for the provision of education and care. The diagram will include the existence of any water hazards, water features or swimming pools at or near the residence or venue.
- ensure that any swimming pool at a FDC residence or approved FDC venue has a fence that complies with the law of the participating state or territory that applies to fences around swimming pools in which the residence or venue is located.
- Will conduct an inspection of any FDC residence and/or venue which has a swimming pool, water feature or water hazard.

NOTE the nominated person must not be someone who provides care or resides at the residence or venue.

- give the inspection report to each FDC educator who provides education and care to children at the residence or venue.

**RELEVANT LEGISLATION:**

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

**KEY RESOURCES:**

- Kidsafe, <http://www.kidsafeqld.com.au/index.php/services/pool-safety-inspections>,
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Pool Safety Checklist, Qld Building and Construction Commission (qbcc), <https://www.qbcc.qld.gov.au/home-building-owners/pool-safety/find-pool-safety-inspector-search-property-psi-login>
- Queensland Government, Dept of Energy and Public Works, <https://www.epw.qld.gov.au/services/building-plumbing/pool-safety>
- Pool Fencing and Safety Laws, <https://www.qld.gov.au/law/your-rights/legal-and-property-rights/laws-for-building-houses-and-pools/pool-fencing-and-safety-laws>
- Swimming pools Act 1992

**RELEVANT DOCUMENTS**

**Sun Safety Policy**

Education and Care Environment Risk Assessment and Management Plan

Risk Assessment and Management Plan

Risk Matrix

Excursion Risk Assessment, Management Plan and Authorisation

Daily Water Hazard Safety Checklist (paper and Kinderloop)

Monthly Report – Water Hazard Inspections



## TRANSPORT AND ROAD SAFETY

**Policy Reviewed:** October 2025

**Next Review Due:** October 2026

### AIM:

To provide evidence-based guidelines and procedures to ensure that all children attending Bowen/Collinsville Family Day Care Service are:

- transported safely, practically and in accordance with regulations and legislation.
- kept safe while travelling as pedestrians, cyclists or passengers in a vehicle.

### STATEMENT:

Bowen/Collinsville Family Day Care is committed to the Guiding Principles of the National Quality Framework, and also to:

- the rights of children to travel safely as passengers, pedestrians and cyclists
- the rights of children to be active citizens in the community
- the role of parents and families as children's first and most influential teachers
- An evidence-based approach in the provision of road safety education and practice

This policy advocates best practice in the safe transportation of children.

Service providers and educators can adopt best practice in their programs by:

- selecting and using the safest possible child restraints
- adopting the safest possible behaviours when transporting children in motor vehicles
- adopting the safest possible pedestrian and cycling behaviours.

Children are required to be appropriately restrained when travelling in vehicles. Educators and staff are required to follow the information as supplied by the Department of Transport and Main Roads in the brochure 'Child Restraints', in addition to the following:

### The Co-ordination unit will:

#### In relation to excursions:

- ensure that educators/staff only allow a child to participate in an excursion with the written authorisation of a parent/guardian or authorised nominee. If the excursion is a regular outing, the authorisation is required to be obtained once every 12 months and kept with the child's enrolment record. Outings that involve vehicle travel must include details of the child's restraint needs which, for regular outings, may need to be assessed more frequently than every 12 months
- ensure that a written risk assessment is undertaken prior to conducting excursions, including details of the safest route for travel, method of travel and required restraints
- ensure that educators complete the 'Transporting Children – Head Count and Roll Call, Child Restraint Record' each time a child is transported.
- ensure that all children are adequately supervised at all times, including while on excursions and regular outings.

#### In relation to drivers and vehicle use:

- ensure that all B/C Family Day Care authorised drivers hold a current full Australian Drivers Licence. First year probationary drivers are not authorised drivers due to their high crash risk.
- maintain a register of vehicles and authorised drivers that includes motor vehicle registration, and licence details, and update this annually or more frequently as required
- assess and document how many children can be transported in an educator/authorised driver's vehicle
- ensure that educators follow appropriate procedures in the event of a vehicle crash or transport-related injury involving B/C Family Day Care children or staff

#### In relation to child restraints:

- ensure that children under the age of 12 years do not travel in the front seat of a vehicle if there are rear seats available, due to the increased risk of injury to child passengers in the event of a crash. If all rear seats are being used by children aged under 7 years, children aged 4 years to under 7 years are permitted to travel in the front seat, provided they use a booster seat. (If the car has frontal air bags, the seat should be moved



back as far as possible.) If a child under 12 years needs to travel in the front seat, parents/guardians must provide informed consent (refer to *Definitions*)

- ensure that parents/guardians of children with disabilities or medical conditions are aware that a health professional, such as an occupational therapist, can prescribe a child restraint appropriate for their child's needs, and may be able to provide guidance on accessing and using special restraints
- ensure that educators, coordinators, authorised drivers, and staff members receive training on how to correctly install and use child restraints and booster seats, and professional development on other road safety topics
- ensure that any child restraint involved in a crash is replaced
- ensure that educators do not use child restraint accessories, including child safety harnesses (refer to *Definitions*), unless prescribed by a health professional such as an occupational therapist
- ensure that educators use child restraints and booster seats in accordance with the manufacturer's instructions
- ensure that educators check that child restraints and booster seats are safe, clean and in good repair, and are no more than ten years old

#### **In relation to helmets:**

- ensure that bicycle helmets are available and fitted correctly when bicycles or wheeled toys (refer to *Definitions*) are used
- ensure that bicycle helmets are in good condition and meet the Australian/New Zealand Standard 2063 (refer to *Legislation and standards*)

#### **In relation to parents/guardians:**

- ensure parents/guardians have access to this policy and that its contents are communicated to them
- develop/ ensure procedures for educators to follow where a child is observed being transported to or from the B/C Family Day Care residence/venue in an unsafe manner (refer to Attachment)

Under duty of care obligations, services must develop appropriate procedures to guide educators and other staff to address situations where a child is observed to be at risk while being transported to or from the Family Day Care residence/venue. This may include instances where a child is observed to be travelling unrestrained, in an inappropriate restraint, riding a bicycle or wheeled toy without a helmet, or instances where a parent/guardian is in an unfit state to drive due to intoxication or impairment.

#### **Educators Will:**

##### ***In relation to excursions:***

- allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee. For a regular outing, this authorisation is required every 12 months. Outings that involve vehicle travel may need to be assessed more frequently than every 12 months.
- check that parents/guardians or authorised nominees sign and date permission forms and acknowledge the Car Seat Planner of each child's car restraint, prior to any excursion
- undertake a written risk assessment prior to conducting excursions, including details of the safest route for travel (whether walking, riding or driving), type of vehicle and required restraints
- ensure that no child is 'signed in' to care that is not actually physically present and sighted by the educator
- provide adequate supervision of children at all times including while on excursions and regular outings
- advise families if public transport will be used to transport their child to enable families to make informed decisions on care arrangements;
- carry a mobile phone for any emergencies when transporting children;
- carry emergency contact phone numbers of all children being transported. Contact details will include child's name, nominated contact persons and their relationship to child, all contact phone numbers and details of any child's medical conditions.
- display the scheme's emergency contact details in the vehicle at all times when transporting children
- Notify Coordination unit via text or email when leaving the care environment to undertake an excursion including which children are attending the excursion, excursion location and actual time departing the care environment
- Notify the Coordination unit upon arrival back into the care environment including the children in attendance and the time arrived via text or email.

##### ***In relation to transporting children:***



- complete the 'Transporting Children – Head Count and Roll Call, Child Restraint Record' each time a child is transported and keep on record

***Before the journey:***

- ensure that the attendance record is accurate for the day and confirms which children (if any) are currently in care.
- conduct a head count and roll call as the children enter the vehicle
- ensure all children are secured into their seats.
- Notify Coordination unit via text or email when leaving the care environment to undertake an excursion including which children are attending the excursion, excursion location and actual time departing the care environment
- Begin the journey once the educator confirms that all children are secured and it is safe to leave.

***Drop off to or collection from home:***

- At each stop during the journey, the educator must park the vehicle and turn off the vehicle's ignition.
- The parent should be waiting with the child so that the educator 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 educator to contact the parent of the child they are collecting without the need to leave children unsupervised in the vehicle.
- If the child is being collected from or dropped off at home, the parent/guardian must sign the child onto or off the vehicle.
- check the child off against the attendance record while the vehicle is parked.
- secure the child into their seat. If a parent secures their own child on the vehicle, this must then be checked by the educator.
- only recommence the journey once all children are secured and it is safe to do so.
- the above process is repeated for each subsequent stop.

***Drop off to or collection from school or other location:*** Note: If the educator 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. **Children must not be left unsupervised in the vehicle.**

- Ensure all children accompany the educator
- If the child is being collected from or dropped off at school or another location, the educator 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.
- The educator (or parent/guardian, or authorised nominee where relevant) completes the attendance record while the vehicle is parked.
- secure all children into their seat if any child has left the vehicle.
- conduct a roll check and head count to ensure all children are accounted for, before recommencing the journey.
- The above process is to be repeated for each subsequent stop.

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

- Follow 'Before the Journey'
- park the vehicle in a safe location. After exiting the vehicle, conduct a head count and roll call upon arrival at the destination.
- conduct a visual check of the vehicle after removing all children.
- When departing, secure the children into their seats.
- conduct a head count and roll call as the children enter the vehicle.
- The journey can commence once it is confirmed that all children are secured and it is safe to leave.
- **If a child is unaccounted for**, the 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, and contact the Coordination Unit.

***Upon arrival at the family day care residence:***

- park the vehicle in a safe location close to the entry of the family day care residence.
  - remove the children from the vehicle and escort them inside the residence; and
  - conduct a head count and roll call once inside.
  - keep a signed copy of the roll call which is to be kept for inspection by the Regulatory Authority.
- Once the children have been removed from the vehicle, must conduct a thorough search of the vehicle.
- Checks should be marked as completed, signed by the relevant person conducting the check and kept for inspection by the Regulatory Authority.



- Ensure they have advised the Coordination unit of their arrival back to the care environment via text or email and the corresponding children who arrived back to the environment.
- **If a child is unaccounted for**, the 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 and contact the Coordination Unit.

#### In relation to drivers and vehicle use:

- hold a current, full Australian Drivers Licence if an authorised driver. First year probationary drivers are not authorised drivers due to their high crash risk.
- ensure vehicle/s are suitably maintained, roadworthy, safe for children and registered
- Provide a Roadworthy Certificate/Safety Certificate to the Coordination Unit annually, or 6 monthly if the vehicle is over 10 years of age.
- notify the service provider of each authorised driver's vehicle and licence details and any changes to these, including any driving offences
- adhere to national and state laws and safety standards regarding motor vehicle safety
- only transport the number of children approved by the Nominated Supervisor
- ensure that no child is left unattended in a vehicle at any time
- follow appropriate procedures in the event of a vehicle crash involving B/C Family Day Care children
- keep vehicle/s locked and inaccessible to children when not in use
- ensure a First Aid kit is available

#### In relation to child restraints:

- use restraints that are appropriate for the child's age, height and weight, and are to meet Australian Standard AS/NZS 1754:2010
- avoid the use of child restraint accessories, including child safety harnesses (refer to *Definitions*), unless prescribed by a health professional such as an occupational therapist
- check that child restraints and booster seats are used in accordance with the manufacturer's instructions
- check that child restraints and booster seats are safe, clean and in good repair, and are no more than ten years old
- ensure that children under the age of 12 years do not travel in the front seat of the vehicle if there are rear seats available, due to the increased risk of injury to child passengers in the event of a crash. If all rear seats are being used by children aged under 7 years, children aged 4 years to under 7 years are permitted to travel in the front seat, provided they use a booster seat. (If the car has frontal air bags, the seat should be moved back as far as possible.) If a child under 12 years needs to travel in the front seat, parents/guardians must provide informed consent (refer to *Definitions*)
- work with the service provider, parents/guardians and appropriate professionals to ensure that children with disabilities or medical conditions are provided with child restraints that are appropriate for their needs
- undertake training/professional development on how to correctly install and use child restraints and booster seats and on other road safety topics
- provide appropriate information to parents/guardians about child restraints, booster seats and other road safety topics as required
- ensure that any restraints in use at the time of a crash are not used again and are replaced

#### In relation to helmets:

- ensure that children wear correctly fitted bicycle helmets that meet Australian/New Zealand Standard 2063 (refer to *Legislation and standards*) where bicycles or wheeled toys (refer to *Definitions*) are used
- be aware that children under 12 years of age, and accompanying adults, can ride on the footpath

#### In relation to parents/guardians:

- follow procedures (refer to Attachment) where a child is observed to be at risk while being transported to or from the B/C Family Day Care residence/venue.

#### Families will:

- acknowledge the type of restraint utilised in the Educator vehicle (as per the Car Seat Planner) when giving permission for excursions and regular outings and sign and date permission forms prior to excursions and regular outings



- advise educators about their child's individual restraint needs, including when their child has a disability or medical condition
- communicate any issues or concerns relating to their child's safety or wellbeing to the B/C Family Day Care educator and/or service provider

#### **DEFINITIONS:**

**Additional seats (or dickie seats):** Are seats that are added to a vehicle after-market to enable more people to be carried in the vehicle.

**Authorised driver:** A driver that has been approved by the Family Day Care service provider to drive children attending a specified Family Day Care residence/venue.

**Authorised nominee:** A person who has been given written authority by the parents/guardians of a child to collect that child from the Family Day Care educator. These details will be on the child's enrolment form.

The National Law and National Regulations do not specify a minimum age limit for an authorised nominee. Each service provider will need to determine if a person under the age of 18 is able to be an authorised nominee and, if so, what constitutes the minimum acceptable age.

**Booster cushion:** A device used to raise the child's seating position for use with an adult lap-sash seatbelt, but has no back and no top tether strap.

**Booster seat:** A device used for raising the child's position in the motor vehicle and adapting an adult lap-sash seatbelt to make it suitable for a child. A booster seat has a back above the seating plane and may have a top tether strap.

**Child restraint:** A device used in conjunction with an adult seatbelt or ISOFIX-compatible lower attachment connectors, to restrain a child passenger of a motor vehicle in the event of a vehicle impact and thus minimise the risk of bodily injury.

**Child Restraint Evaluation Program (CREP):** An assessment program that provides information and ratings on the levels of protection from injury in a crash provided by child restraints, and the ease with which these restraints can be used correctly – [www.childcarseats.com.au](http://www.childcarseats.com.au)

**Child safety harness:** An accessory that is a harness worn by the child. It attaches to an anchor point in the motor vehicle and is held in place by a lap-only belt.

**Informed consent:** (In relation to this policy) a written agreement to do something or to allow something to happen, only after all the relevant facts, including the alternatives and the possible consequences of the action/s, are known.

**Wheeled toy:** A child's pedal car, skateboard, scooter (other than a motorised scooter) or tricycle or a similar toy, but only when it is being used by a child who is under 12 years old.

#### **Attachment:**

#### **PROCEDURE WHEN A CHILD IS OBSERVED TO BE AT RISK OF HARM WHILE BEING TRANSPORTED TO OR FROM BOWEN/COLLINSVILLE FAMILY DAY CARE PREMISES**

Bowen/Collinsville Family Day Care has a duty of care to ensure the safety of children is paramount. B/C Family Day Care must also comply with their obligations under state (QLD) or territory child protection laws. Where a parent/guardian or authorised nominee is observed not using a child restraint, using the wrong child restraint, using a child restraint inappropriately or engaging in other unsafe behaviours such as parking illegally or not using a bicycle helmet :-

#### **Educator will:**

- talk with the parent/guardian/authorised nominee about the importance of safe transport procedures, including the correct use of child restraints and/or relevant road safety behaviours
- provide/refer the parent/guardian/authorised nominee to relevant information regarding safe transport

If the parent/guardian or authorised nominee persists with unsafe behaviours, the B/C Family Day Care educator must notify the coordination unit.

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

- contact the parent/guardian/authorised nominee directly and discuss the importance of child restraint use and/or safe road user behaviour, including legal requirements and implications
- provide the parent/guardian/authorised nominee with a copy of this policy
- offer/provide assistance to the parent/guardian/authorised nominee with the choice/purchase/installation/fitment of the correct restraint or bicycle helmet for their child
- follow up with the parent/guardian/authorised nominee, where required, to ensure that they have the most appropriate restraint for their child and that it is being used correctly.



If a parent/guardian or authorised nominee appears to be impaired or intoxicated when arriving to collect their child, the :-

**Educator will:**

- encourage the parent/guardian or authorised nominee to use an alternative form of transport or contact another authorised person to collect the child.

If the parent/guardian or authorised nominee is not willing to use an alternative form of transport, the educator cannot prevent the parent/guardian or authorised nominee from taking the child.

- notify the police and/or child protection authorities immediately if the educator is of the opinion that the child may not be safe in the care of the parent/guardian or authorised nominee.

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2011 (QLD)
- AS/NZS 2063 Australian/ New Zealand Standard *Bicycle helmets*
- Child Protection Act 1999, Queensland Government
- *Working with Children (Risk Management and Screening) Act 2000*

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

- Commission for Children and Young People and Child Guardian Act 2000, Queensland Government  
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

Child Restraints, Dept of Transport and Main Roads, Queensland Government Transport Queensland

<https://www.qld.gov.au/transport/safety/rules/children>

AS/NZS 1754 Australian/New Zealand Standard Child restraint systems for use in motor vehicles

- AS/NZS 4370 Australian/New Zealand Standard *Restraint of children with disabilities, or medical conditions, in motor vehicles*
- AS/NZS 8005 Australian/New Zealand Standard *Accessories for child restraints for use in motor vehicles*

Kidsafe Queensland <http://www.kidsafeqld.com.au/>

National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.acecqa.gov.au/nqf/national-quality-standard>

**RELEVANT DOCUMENTS:**

**A Child Safe Environment Policy**

**Risk Assessment and Management Policy**

**Accident, Incident, Injury, Trauma and Illness Policy**

**Administration of First Aid Policy**

**Delivery and Collection of Children from the Service**

**Excursion Policy**

**Medical Conditions Policy**

**Child Enrolment and Vacancies Policy**

**Car Seat Planner**

Emergency Contacts List Template/Lanyard

Excursion Risk Assessment, Management Plan and Authorisation

Transporting Children – Head Count and Roll Call, Child Restraint Form

First Aid Kit Checklist

“A guide to Child Restraints” brochure, Dept Transport and Main Roads, Queensland Government



## SLEEP AND REST

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure all children have positive sleep and rest experiences and are safe while sleeping or resting as part of an Education and Care service.

### POLICY STATEMENT:

Bowen/Collinsville Family Day Care acknowledges and recognises each child's need for appropriate opportunities to meet their need for sleep, rest and relaxation each day, to ensure their growth and development. We will aim to respect and cater for each child's specific needs. The service policy is based on recommendations from the recognised authority Red Nose. Children need to be supervised while sleeping or resting and have positive transition times from play to sleep and rest. SIDS is the most common cause of death in babies between one month and one year of age. It is very important to stay up to date with current recommendations from Red Nose.

### Educators, scheme staff and B/C FDC will work together to ensure

- that children use comfortable and safe bedding equipment in appropriate spaces;
- that the child care environment supports a relaxed and comfortable transition to rest time for children;
- that the environment allows for flexibility in children's needs when resting; and
- that cots and beds used for family day care children comply with the appropriate Australian Standards; and
- Consultation with families takes place in regards to each individual child's needs for sleep and rest.

### Co-ordination Unit staff will:

- Resource Educators on safe sleeping practices
- Regularly provide families with information about safe sleeping practices
- Ensure sleep and rest practices are consistent with contemporary views about children's health, safety, welfare that meets children's individual needs

### Educators will:

- Undertake Professional Development in 'Safe Sleeping' at least every 12 months
- take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the educator are met having regard to the ages, development stages and individual needs of the children
- plan rest/sleep times as an essential part of the child's day with children involved in the preparation for rest with familiar routines (unhurried, comfortable and considering any cultural or religious requirements);
- create a relaxing atmosphere for resting children by playing calm music, reading stories etc and ensuring each child is comfortably clothed. The environment should be kept tranquil and calm for both educators and children.
- encourage children to rest their bodies and minds for 20-30 minutes, if children are awake after this time, they will be provided quiet activities for the duration of rest time;
- provide an environment able to support the individual child's rest needs, giving consideration to lighting, sound, temperature and ventilation;
- remove any necklaces/bracelets from an infant whilst they sleep;
- follow the 'Safe Sleeping' recommendations as provided by Rednose;
- Children who are sleeping will be monitored regularly with specific attention to breathing patterns;
  - **Sleeping and resting Children will be monitored, including bed-side checks for sleeping position, skin and lip colour, breathing, body temperature, head position, airway, head and face, ensuring they remain uncovered, at least every 10 minutes;**
- Children sleeping in a room where the Educator cannot see and hear them at all times will be monitored with an operational baby monitor in addition to bed side checks at least every 10 minutes;
- monitor resting children at all times;
- not use prams, strollers, and hammocks for children to sleep or rest in;
- Ensure there are no bassinets in the care environment;
- place all children on their backs to sleep, but they will be able to find their own sleeping position;
- ensure no loose bedding is available to the child. Bed linens will be firmly tucked under the mattress to reduce the risk of a child covering their face;



- put the baby's feet at the bottom of the cot so the baby cannot slip down under the covers. Tuck the baby in securely so bed linen is not loose;
- ensure no doonas, duvets, pillows or cot bumpers will be placed in cots. If sleeping bag is used, it must have a fitted neck and arm holes, but no hood;
- Ensure bottle fed children are given their bottles before going to bed. Children will not be put in cots or in beds with bottles; and
- Ensure pacifiers (dummies), if used, will not be on a chain.
- **No** child (except with the written consent of a family of the child) is to sleep in a room in which an adult is sleeping. (Sleeping in a room with the Educator only, may occur if care is provided Overnight. This may occur to address effective supervision and will be written in the management plan.)
- Support children moving from play to rest calmly.
- Make provision for children who do not wish to sleep or rest during the day.
- Respect cultural differences in relation to sleeping.
- Provide a comfortable quiet place for each child to sleep at any time of the day.
- Provide children that are in care overnight with a separate, comfortable bed and respect their need for privacy.
- Discuss with family's children's sleeping arrangements and respect their requirements.
- It is recommended Educators manually record the times physical checks are made in relation to sighting the colour of children's skin and hearing and assessing children's breathing.
- When considering the supervision requirements of sleeping children, an assessment of each child's circumstance and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping. Sleeping children should always be within sight and/or hearing distance so that educators can assess the child's breathing and colour of their skin to ensure their safety and wellbeing. Rooms that are very dark and have music playing may not provide adequate supervision of sleeping children.
- A Risk Assessment and management plan will need to be developed to identify and address how sight and hearing of sleeping children is managed when a sleep room is not located in the same room as the play area.
- Ensure babies and children sleep with their face uncovered.
- Ensure that for babies who are wrapped they are placed on their backs for sleeping.
- Ensure that if babies are wrapped or swaddled, only cotton or muslin will be used and the baby's face will not be covered.
- Ensure dangling cords or string including mobiles will be moved out of the infants reach, as these may get caught around their neck.
- Remove restrictive clothing or clothing with hoods and cords around the neck.
- Ensure that restraints are used and done up correctly when a baby is placed in a pram, stroller or bouncer or any other baby/toddler equipment where restraints are fitted.
- Sit near resting children and support them by encouraging children to relax and listen to music or stories. Educators will remember that children do not need to be, patted to sleep.
- Babies and toddlers do not sleep in an adult bed. Children progress from sleeping in a cot to a bed, stretcher, mattress on floor, etc, in consultation with the parent.
- Soft sleeping places where a toddler or baby's face may become covered such as a pillow, a tri-pillow, waterbed or beanbag are not used.
- Heaters, fans and electrical appliances should be kept well away from the cot to avoid the risk of overheating, burns or electrocution.
- Electric blankets, hot water bottles or wheat bags for babies or young children will not be used.
- Practice an emergency evacuation plan for sleeping arrangements where the sleep room and play areas are not adjacent so that a plan is established in case of fire or an intruder.

**And, ensure that provision is made for:**

- Clean and comfortable mattresses and other bedding which is in good repair.
- All forms of bedding must be fitted with a waterproof cover, or able to be laundered. If a lounge is regularly used as resting place for a child it must have a waterproof cover.
- Bed clothing appropriate to the climate.
- Fresh linen for each child (i.e. Individual bed linen and blankets)
- Children are **not** to share the same bed at the same time.



## Overnight care

The provision of overnight care is a component of flexible delivery in Family Day Care. It is vital that Educators offering overnight care maintain a comfortable, safe environment that meets individual needs. If an Educator has a child/ren in overnight care they must:

- Use a monitor whilst children are sleeping which will be positioned in the same room as where the Educator is sleeping.
- Providing a permanent cot or bed (not portable) for each child in overnight care.
- Ensuring no child aged seven years or more sleeps in the same room as another child of the opposite sex who is not a relative.
- Not consume alcohol or other substances that adversely affect an Educators ability to care for children.
- Check on the child before they go to sleep and at any time that an Educator wakes during the night and when the Educator wakes in the morning.
- Ensure that all parts of an Educators work place health and safety audit are maintained at all times.
- Ensure that only people deemed fit and proper visit the education and care service any child in the service.
- Discuss an emergency evacuation plan for night time so that a plan is established in case of fire or an intruder.
- Not allow the child/ren to attend another home (neighbours, other family members, friends) while the child is in care. All care must take place at the Educators home unless an excursion has been organised and the appropriate risk assessments carried out.
- Ensure other household members adhere to the procedure for other household members when children are in care

## Families are encouraged to:

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

## Cots:

- Rooms (where the educator is not present at all times) with cots in, must have a working baby monitor on at all times, and bedside checks conducted at least every 10 minutes;
- All cots will comply with Australian Standard AS/NZS 2172, or AS/NZS 2195 Cots for household use—safety requirements. (see Fact Sheet)
- Cots are used appropriately for the recommended age and weight of the child;
- Children over 12 months of age will be actively transitioned to sleep mats, kindy beds or similar;
- The cot mattress has a waterproof cover and the mattress is kept in a good, dry, dust free and clean condition;
- Drop side mechanisms are secure and easy for an adult to use, but not a child;
- There are no toxic surfaces (for example: lead based paint in old cots);
- Cots are positioned so that there is no danger from windows, heaters, power points and curtain cords;
- Walls against which cots are placed are free of objects such as pictures or mirrors that could fall on a child;
- The cot has no more than two legs with castors or at least one pair of castors has brakes;
- Electric blankets and hot water bottles are not used;
- Cots will be clean and well maintained.
- For a wooden folding cot, there are two mechanisms to ensure it will not collapse – a well-fitting base that keeps the cot firm and at least 2 latches which children cannot undo at the top of the cot.

## Portable folding cots:

- All portable folding cots will comply with Australian Standard AS/NZS 2195 'Folding Cots – Safety requirements' (see Fact Sheet). This standard applies to an enclosure used for sleeping which can be folded when not in use and a playpen that has a floor;
- Portable cots will not be used for a child who weighs more than the manufacturer's recommended weight;
- Portable cots will be set up according to manufacturer's instructions and checked to ensure the locking mechanisms work correctly;
- Children are to be kept away from the cot during assembly.
- Only the cot mattress provided by the manufacturer will be used. Ill-fitting mattresses may create spaces where a small baby could be trapped. No extra mattress will be added.
- Educators will ensure the sides of a porta-cot are fully clicked into place and are secure each time the cot is used; and



- Educators will regularly check mechanisms for wear and mesh sides for damage to ensure the cot is in good condition and Safe Working Order.
- Children who are over 12 months of age , or show signs that they want to climb out of the cot (can stand confidently in a cot, shake the sides and ends and attempt to climb out, will be actively transitioned to sleep mats, kindy beds or similar.

#### Beds:

- No waterbeds or beanbags will be used for children’s resting and sleeping;
- Individual beds for each child will be used;
- Where appropriate, mattresses will have a waterproof cover;
- The mattress will be kept in a good, dry, dust free and clean condition; and
- Bed rails will be used as necessary for young children

#### Bunk beds:

- Bunk beds will meet Australian Standard AS/NZS 4220:1994 (see Fact Sheet)
- Bunk beds will not be used with children under 9 years
- Ladders are removed when the top bunk is not in use.

#### Bedding:

- There will be sufficient linen suitable for climatic conditions for each child’s sleeping situation;
- Each child will have individual clean linen; and
- Bed or cot linen will be changed and laundered regularly, or if wet or soiled, or before use by a different child.

#### RELEVANT LEGISLATION:

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

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standards 2011 (ACECQA)
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Australian Competition and Consumer Commission Fact Sheets on Cots, Portable cots and Bunk Beds <https://www.productsafety.gov.au/products/babies-kids/kids-furniture>
- Rednose – Safe Sleeping , <https://rednose.com.au/section/safe-sleeping>; safe sleep practices in FDC settings <https://rednose.org.au/article/safe-sleep-practices-save-lives>
- Kidsafe Qld – [www.kidsafeqld.com.au](http://www.kidsafeqld.com.au)
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

#### RELEVANT DOCUMENTS:

- A Child Safe Environment Policy**
- Risk Assessment and Management Policy**
- Accident, Incident, Injury, Trauma and Illness Policy**
- Emergency and Evacuation Policy**

Education and Care Environment Risk Assessment and Management Plan

Red Nose and Safe Sleeping

ACCC fact sheets on cots, portable cots and bunk beds

Keeping Baby Safe- A Guide to Nursery Furniture, ACCC

Bedding and Rest Fact Sheet

Sleep Management Plan form

Sleeping Children Check form



## DELIVERY AND COLLECTION OF CHILDREN FROM THE SERVICE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure children are delivered and collected from B/C FDC in a responsible manner, including that children only leave the premises with the correct authorisation.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) acknowledges the safety and security of children is of paramount importance when transferring the care responsibility from one adult to another and will ensure processes maintain high safety standards for families accessing care.

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.

### 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:
  - i. They are given into the care of:
    - a. a parent of the child (unless prohibited by a court order)
    - b. An authorised nominee named in the child's enrolment record
    - c. A person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child
  - ii. Is taken on an excursion
  - iii. Requires medical hospital or ambulance care or treatment
  - iv. because of another emergency
- Ensure attendance records are signed by the person dropping the child off or picking the child up, at ALL locations where a handover occurs (e.g. play session, school), unless the child is a school aged child, in which case the educator can sign the child in/out.
- Physically receive the child when they arrive at the Family Day Care premises.
- Ensure that arrival and departure of school age children is in accordance with the Arrival/Departure Details Form completed by the family.
- Ensure the entrance to the Educator's premises is securely locked at all times to prevent children leaving the premises unattended and unauthorised entry of persons. (allow for an alternate exit in case of emergencies).
- Develop a handover procedure for when children are delivered or collected away from the Family Day Care premises e.g. play session.
- Inform families of their responsibility to closely supervise children:
  - I. On arrival to the Educator's premises until physical handover has occurred, and
  - II. On departure after handover from the Educator to the family, particularly if any hazards such as driveways, glass, prickly bushes, or ponds are in the entry/access route to the handover area.
- Enter the arrival and departure times and initial if a child arrives into care unattended e.g. walking to and from school etc.

#### Families are required to:

- Discuss and document handover procedures with the Educator.
- Complete attendance records indicating the exact time handover with the Educator occurred and sign the timesheet. Sign the timesheet at the end of the week verifying the timesheet is an accurate account of the hours used and fees paid. (*"Sign" may be by electronic means.*)



- 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 (Independent Child Arrival and Departure Permission Form F020)
- 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 Enrolment Amendment Form F003, or in some form of writing.
- Ensure contact information is up to date with the Educator in case of emergency.

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Children Protection Act 1999 (QLD)
- Working with Children (Risk Management and Screening) Act 2000

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Care Service Handbook, Dept Education

#### RELEVANT DOCUMENTS:

Family Enrolment Form  
 Enrolment Amendment Form  
 Independent Child Arrival and Departure Permission Form  
 Child Attendance Record



## RISK ASSESSMENT AND MANAGEMENT

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To take reasonable precautions and provide adequate supervision to ensure children are protected from harm and hazard.

### STATEMENT:

Bowen/Collinsville FDC undertakes to maintain a safe and friendly environment for children by identifying any potential risk to children's health, safety and wellbeing and having processes in place to reduce and/or remove any risk of harm.

Creating safe and friendly environments for children is a central focus of risk management plans. Risk management means being aware of potential hazards in a child's environment and taking steps to remove or minimise them. These risk maybe of a physical or human nature.

### PROCEDURE:

Educators and staff are required to undertake risk assessments for children's environments and activities using the 'Risk Matrix' and 'Risk Assessment and Management Plan' forms as follows:

#### When identifying a risk

- Determine the likelihood of an incident "how likely is it to occur?"
- Determine the consequences of any incident "what level of harm could it cause?"; and
- Combine the potential likelihood and consequence estimate using the 'Risk Matrix'.

#### Factors to consider when determining the likelihood of an incident occurring includes:

- How often the situation occurs;
- The number of factors that contribute to the probability and degree of risk;
- How many people are exposed to the risk;
- The skills, knowledge, experience and age of the people exposed to the risk;
- Any additional needs of the people exposed to the risk;
- The duration and frequency of any exposure;
- The position of any hazard in relation to the people affected and any other hazards in the environment;
- Any distractions;
- The type and amount of equipment found in the environment;
- Environmental conditions such as presence of water or temperature; and
- The effectiveness of current safety practices and the cost of controlling risks.

#### When making a judgment about the severity of the potential consequences, factors to consider may include:

- Any potential for an ongoing or chain reaction;
- Concentration of any substances and the amount of materials involved;
- The speed of any moving parts; and
- The height and weight of any risk and the positions of people in relation to any risk.

#### When the level of risk is determined by comparing the relationship between the likelihood and the consequence using the 'Risk Matrix', the risk will be allocated a priority rating between Insignificant to Catastrophic, as follows:

- Extreme: the hazard is to be addressed immediately;
- High: the hazard is to be addressed as soon as possible;
- Moderate: the hazard may not need immediate attention, but is regularly monitored; and
- Low: the hazard is regularly monitored.

Educators and staff are then required to complete a 'Risk Assessment and Management Plan' form and forward it to a scheme co-ordinator. This plan is to be reviewed at least annually, and at any other time that there is a change to circumstances.



## RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health & Safety Act 2011 (QLD),
- Work Health & Safety Regulation 2011 (QLD),
- Children Protection Act 1999 (QLD)
- Working with Children (Risk Management and Screening) Act 2000

## KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Safe Work Australia, <https://www.safeworkaustralia.gov.au/risk>
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Child Protection Risk Management Strategy, Commission for Children, Young People and Child Guardian,
- Queensland Government

## RELEVANT DOCUMENTS:

**Accident, Incident, Injury, Trauma and Illness Policy**

**Children's Health Policies**

**Children's Safety Policies**

**Physical Environment Policy**

**Work Health and Safety Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Risk Assessment and Management Plan

Risk Matrix

Excursion Risk Assessment, Management Plan and Authorisation

Workplace Inspection Checklist

Education and Care Environment Risk Assessment and Management Plan



## WORK HEALTH AND SAFETY

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure all staff and Educators provide and enjoy a healthy and safe work environment.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) is committed to providing a safe and healthy work environment for staff and members of the public and is committed to supporting Educators to provide a safe and healthy work environment for themselves, children in care, families and visitors.

B/C FDC acknowledges their 'duty of care' as set out in the Work Health and Safety Act 2011 and undertakes to comply with all requirements of the Act and associated Regulations by recognising that all people have the right to a safe work environment and to know the hazards to which they may be exposed.

Educators are obligated, as self-employed people, to ensure their own health and safety and the health and safety of others in the workplace (their home) under the Workplace Health and Safety Act 2011. Good practice helps the educator to ensure the safety and wellbeing of children in their care by anticipating any potential risks or dangers and to manage these in a proactive way.

### Risk Assessment and Management involves:

- Identifying hazards—find out what could cause harm.
- Assessing risks (if necessary)—understand the nature of the harm that could be caused by the hazard, how serious the harm could be and the likelihood of it happening.
- Controlling risks—implement the most effective control measure that is reasonably practicable in the circumstances.
- Reviewing control measures—ensure control measures are working as planned.

## PROCEDURES

### Co-ordination Unit Staff will:

- Provide information to Educators on health, hygiene and safety matters in childcare as the information is made known to staff. This may be through newsletters, fact sheets, Professional Development sessions, Educator meetings or on staff visits.
- Offer Professional Development and/or resources to Educators in areas that relate to WHS.
- Monitor the compliance of Approved Educators to ensure safety in their homes by checking that Educators complete a Daily Safety Checklist and by Coordinators conducting impromptu home visits.
- Review the systems and procedures relating to risk management within the service on a regular basis.
- Develop policies and practices on Workplace Health and Safety matters in consultation with stakeholders of Family Day Care.

### Educators will:

- Comply with the Work Health & Safety Act 2011 (QLD) as a self-employed business operator.
- Comply with the WHS practices that are documented in the Regulations for Family Day Care that relate to their childcare business.
- Maintain a safe environment in their homes whilst conducting their business.
- Develop and implement safe work practices in relation to WHS standards in the Educators home.
- Remain up to date with current safety requirements for Family Day Care.

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

This might include, but is not limited to:

- Accident/incident/Injury report systems. See Policy
- Slips, Trips and Falls:
  - Conduct daily safety checks of building, equipment and toys.
  - Clean spills immediately and display safety signs in hazardous areas.
  - Keep all walkways clear.
  - Pack away toys and equipment when not in use.



- Fix damaged floor coverings and broken tiles.
  - Encourage older children to recognise and report hazards.
  - Communicable Diseases
    - See immunisation program.
    - Ensure good hygiene practises (hand washing, disposable gloves).
    - Educators undertake training in infection control and hygiene practices.
  - Stress
    - Maintain open communication and encourage supportive peer relationships.
    - Encourage educators to take regular leave.
    - Provide information about workplace bullying – and what to do about it.
    - Educators to be aware of conflict resolution and grievance policy and procedures.
    - Encourage a healthy lifestyle
  - Chemical Hazards
    - Clearly label all chemicals
    - Store chemicals safely and out of reach of children.
    - Read the material safety data sheet (MSDS) and have information readily available with first aid instructions.
    - Use all personal protective equipment provided.
    - Read and apply instructions for use e.g. use correct dilution.
    - Display warning signs where dangerous products are stored.
  - Food handling procedures. See Policy
  - Sun Safety – see Policy
  - Excursions. See Policy
  - Road & car safety procedures. See Policy
- Glass/electrical audits. Ensure the service has a RCD (Residual Current Device).  
 Maintain electrical equipment in good working order. Don't use any equipment with any sign of damage to the equipment, the cord or the plug. Tag equipment in need of repair.  
 Avoid use of double adapters and power boards.  
 Put safety plugs in unused power points.  
 Keep electrical cords untangled and out of reach of children.

In particular:

- Educators are encouraged to consider appropriate ways to move children in order to reduce any potential strain or back injury, as lifting and carrying loads can be a major cause of these types of injuries.
- Educators are encouraged to consider self-care strategies, such as incorporating holiday periods into their annual planning and notified parents of the pending unavailability.
- Educators will be notified of the recommended immunisation schedule for adults working with children.
- *Working with Children 'Blue Card'* are required by those people identified in the guidelines provided by the Commission for Children and Young People and Child Guardian.
- Educators will ensure contact between children and visitors to the home are monitored closely (for example: children at a safe distance from tradespeople carrying out work in the home).
- Educators will record details of any injuries, illnesses, incidents and/or traumas, including any death or serious illness, and forwarded to the coordination unit.
- Educators will ensure recommended safety standards are followed when purchasing any equipment.
- All equipment will be checked regularly for wear and tear, maintained in good working order and used in accordance with instructions for its intended purpose.
- Educators will ensure all materials and toys are safe for children to use, checked regularly and maintained in good working order.

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

## MANUAL HANDLING PROCEDURE

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

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



### It is recommended that:

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

Try and keep physically fit as working with children can be physically demanding. Stretching exercises before and after work is a good idea, as well as a few stretches before you lift items or children.

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health & Safety Act 2011 (QLD),  
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkHSA11.pdf>
- Work Health & Safety Regulation 2011 (QLD),  
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkHSR11.pdf>
- Child Protection Act 1999, Queensland Government
- Working with Children (Risk Management and Screening) Act 2000  
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>
- Commission for Children and Young People and Child Guardian Act 2000, Queensland Government  
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Safe Work Australia, <https://www.safeworkaustralia.gov.au/risk>
- National Quality Standard for Early Childhood Education and Care and School Age Care,  
<https://www.acecqa.gov.au/nqf/national-quality-standard>
- WorkCover Queensland –  
<https://www.worksafe.qld.gov.au/injury-prevention-safety/workplace-hazards/child-care>,
- WorkCover Queensland –  
<https://www.worksafe.qld.gov.au/education/articles/immunisation-in-early-childhood-education-and-care-services>
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

### RELEVANT DOCUMENTS:

**Accident, Incident, Injury, Trauma and Illness Policy**

**Healthy Eating and Physical Activity Policy**

**Excursions Policy**

**Sun Protection and Safety Policy**

**Transport and Road Safety Policy**

**Risk Management Policy**

**Physical Environment Policy**

Accident, Incident, Injury, Trauma and Illness Record Form

Risk Assessment and Management Plan

Workplace Inspection Checklist

Daily Safety Checklist



Cleaning Schedule  
Education and Care Environment Risk Assessment and Management Plan  
Excursion Risk Assessment, Management Plan and Authorisation Form  
Transport Head Count and Roll Call



# RELATIONSHIPS WITH CHILDREN



## INCLUSION AND DIVERSITY

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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 Bowen/Collinsville Family Day Care.

### STATEMENT:

Bowen/Collinsville Family Day Care acknowledges the need for an inclusive program and service based on children's rights and social justice principles. That is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, additional need or other circumstances. We recognise differences as well as similarities in people and respect this. Not just within our service but in promoting respect for all people in the wider community. We aim to 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 aim to 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.

### PROCEDURES

#### Information sharing:

On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g.: cultural background, abilities, needs and language).

Sharing of information will remain a vital component of each child's program and will maintain a positive focus.

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 coordinators 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, coordinators and other agencies and or specialists to ensure 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.



- 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.
- 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 and 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) where relevant.
- 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.

#### **KEY LEGISLATION:**

- Education and Care Services National Law 2010
- 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

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Inclusion Support Qld, <https://www.inclusionsupportqld.org.au/inclusion-support-qld>
- Qld Govt Early Intervention, [https://www.qld.gov.au/disability/finding-out/early-intervention#:~:text=Queensland%20Health%20provides%20early%20intervention,%E2%80%94phone%20\(07\)%204226%204323](https://www.qld.gov.au/disability/finding-out/early-intervention#:~:text=Queensland%20Health%20provides%20early%20intervention,%E2%80%94phone%20(07)%204226%204323)
- Code of Ethics, Early Childhood Australia



## INTERACTIONS WITH CHILDREN

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure that all interactions between children and educators, staff and management, are in adherence with our philosophy and are in tune with the overall wellbeing of each child.

### STATEMENT:

Bowen/Collinsville FDC recognises the value of respectful and equitable relationships between children and educators which engage children and uphold the dignity and rights of the child. Children are to be supported to build and maintain sensitive and responsive relationships with each other to promote collaboration, communication and self-regulated behaviours.

### 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, and to support children to regulate their own behaviour.
- Use a positive approach in guiding behaviour, respecting each child's dignity and rights.
- Have meaningful, equitable, and responsive relationships between themselves and children.

#### Educators will:

- Maintain supportive, responsive and meaningful relationships with children through positive interactions, listening to each child and, by encouraging children to express themselves and their opinions in an appropriate manner
- 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.

#### **RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Children Protection Act 1999 (QLD)
- Working with Children (Risk Management and Screening) Act 2000

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia. V2.0, 2022
- My Time, Our Place – The Framework for School Age Care in Australia. V2.0, 2022



## SUPERVISION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure that all Educators and Co-ordination Unit staff are aware of the importance of supervision in Family Day Care in reducing the risk of harm to the children.

### STATEMENT:

Bowen/Collinsville Family Day Care is committed to complying with the Education and Care Services National Law 2010 and Regulation 2011 to ensure:

- Adult /child ratios are maintained.
- Children are actively 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.

The approved provider, nominated supervisor, and the family day care educator, are all individually responsible for ensuring that children are adequately supervised, and all share that responsibility.

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

- 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 and actively supervised.
- Educators must supervise children at all times when eating and drinking (2.3.1).
- Educators must supervise children at all times when sleeping.

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

Supervision is one of the most important care giving strategies and skills required by staff/Educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and larger groups of children, and an understanding of child development including theories about how children play.

### PROCEDURES:

#### The Coordination unit staff will:

- Provide information and training during induction /orientation for new Educators
- Provide regular information about supervision strategies
- Monitor and support Educator's supervision and provide support and advice.
- Model appropriate supervision skills at Scheme organised play sessions
- Provide approval for extended and overnight care to educators providing care
- Oversee the requirements of the law including **Sections 165, 166, 167 & 170 Regulations 168 & 169** including: adequate supervision; use of appropriate discipline; protection of children from harm and hazards; and restricting unauthorised people at the service. Staff will monitor and provide feedback.

#### Educators will:

- Focus their attention to the children and child related activities
- Ensure all children in care are enrolled with the Service.
- Be aware of their positioning in the environment.
- Constantly scan the environment.
- Listen whilst children play.
- Be aware of potential risks in the environment.
- Provide adequate supervision; use of appropriate discipline; protection of children from harm and hazards; and restricting unauthorised people at the service.
- Set up the environment to ensure maximum supervision.
- Have knowledge of the children in care and an understanding of how the groups of children interact and play together.
- Have knowledge of the physical and intellectual development of the children in care.



- Maintain adequate supervision whilst transitioning groups of children.
- Maintain adequate supervision whilst promoting play and learning experiences
- Encourage school aged children to be involved in setting limits.

## SUPERVISION OF SLEEPING CHILDREN

### The Sleeping Environment

- Having enough suitable, comfortable beds or cots for all children that need a sleep or rest.
- Following Manufacturer guidelines for use of cots
- Ensuring that cot mattresses are firm fitting
- Providing cots that meet the needs of each child for example, their age, size and culture
- Locating sleeping areas to allow:
  - Ready access to maintain supervision while children are sleeping
  - Easy exit of a child
  - Easy access to a child
- Placing cots and beds away from windows, blind cords, heaters and electrical appliances
- Arranging cots and beds to reduce the risk of cross infection
- Placing babies on their backs to sleep, with their feet at the bottom of the bed.
- Ensuring babies and children are comfortably and safely dressed for sleep. Remove bibs, dummy cords, shoes, hats, tight clothing, and clothes with ribbons, cords or hoods before placing the child in the cot or bed.
- Ensuring children are not nursing on a bottle while sleeping
- Ensuring cots meets the following safety standards:
  - AS/NZS 2172 – 2010, cots for household use
  - AS/NZS 2195 – 2010, folding cots – safety requirements

### The Educator will:

- **Monitor Sleeping and resting Children, including bed-side checks for sleeping position, skin and lip colour, breathing, body temperature, head position, airway, head and face, ensuring they remain uncovered, at least every 10 minutes;**
- Utilise an operational baby monitor, in addition to bed side checks at least every 10 minutes, if children are sleeping in a room where the Educator cannot see and hear them at all times .
- Record individual children’s sleep details
- Be especially alert to children during the first weeks in care
- Check the following for all sleeping infants and children:
  - Sleeping position;
  - Skin and lip colour looks normal ;
  - Rise and fall of chest (normal breathing);
  - Signs of overheating (flushed skin, hot body temperature to touch, and restlessness);
  - Head position;
  - Airway is unobstructed;
  - Head and face – are not covered;
  - Regulate the room temperature, avoid excess bedding and not overwrap or overdress infants/children
- not use prams, strollers, and hammocks for children to sleep or rest in;
- Ensure there are no bassinets in the care environment.

## EXTENDED AND OVERNIGHT CARE

### The Educator will:

- Obtain approval from the co-ordination unit to provide extended and overnight care and the steps for getting those approvals. This process should cover reasons why an educator may not be approved, for example, if they use medication that may affect their ability to respond to children during the night.
- Assess the care needs for each child in extended or overnight care, together with their parent, before the care begins.
- Providing a permanent cot or bed (not portable) for each child in overnight care.
- Ensuring no child aged seven years or more sleeps in the same room as another child of the opposite sex who is not a relative.
- Ensuring no child sleeps in the same room in which an adult is sleeping.



- Recording the sleeping arrangements, for example, a house plan showing where each child and the educator are sleeping.
- Keeping a regular, consistent monitoring routine when a child has gone to sleep, and keeping a record of the monitoring routine, until the educator goes to bed.
- Listening out for children during the night either by sleeping nearby, so the educator can hear if a child wakes and cries or calls out, or by using monitors. If monitors are used older children should be told what they are for and how they work. The speaker of the monitor will be positioned in the same room as where the Educator is sleeping.
- Not consume alcohol or other substances that adversely affect an Educators ability to care for children.
- Check on the child before they go to sleep and at any time that an Educator wakes during the night and when the Educator wakes in the morning.
- Ensure that all parts of an Educators work place health and safety audit are maintained at all times.
- Ensure that only people deemed fit and proper visit the education and care service any child in the service.
- Discuss an emergency evacuation plan for night time so that a plan is established in case of fire or an intruder.
- Not allow the child/ren to attend another home (neighbours, other family members, friends) while the child is in care. All care must take place at the Educators home unless an excursion has been organised and the appropriate risk assessments carried out.
- Ensure other household members adhere to the procedure for other household members when children are in care .

#### Families will:

- Have the opportunity to communicate with Educators and Coordination unit staff about their child's supervision needs, development and the Educators supervision strategies.
- Developing, together with their parent, a sleeping plan for each child
- Developing a management plan for children with health issues or additional needs together with the child's parent and the nominated supervisor. Other relevant people, such as the child's doctor can also give advice. The management plan should deal with risks to the child when both awake plan should deal with risks to the child when both awake and sleeping. The plan should be reviewed regularly.

#### RELEVANT LEGISLATION:

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

#### KEY RESOURCES:

- National Quality Standard for Early Childhood Education and Care and School Age Care
- Australian Children's Education & Care Authority, <http://acecqa.gov.au/home/>
- Kidsafe Qld, <http://www.kidsafeqld.com.au>
- Rednose – Safe Sleeping , <https://rednose.com.au/section/safe-sleeping>

#### RELEVANT DOCUMENTS:

- **Risk Assessment and Management Policy**
- Education and Care Environment Risk Assessment and Management Plan
- Red Nose and Safe Sleeping
- ACCC fact sheets on cots, portable cots and bunk beds
- Keeping Baby Safe- A Guide to Nursery Furniture, ACCC
- Bedding and Rest Fact Sheet
- ACECQA factsheet – Active Supervision



## GUIDING CHILDREN'S BEHAVIOUR

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

*The United Nations Declaration of the Rights of the Child says that human kind owes the child the best it has to give, without any exception or discrimination whatsoever. It also says that a child should be brought up to maturity in a spirit of understanding, tolerance, friendship, peace and universal sisterhood and brotherhood.*

The role of Family Day Care personnel is to help the child grow up in that spirit of understanding and learn to respect others too.

### STATEMENT:

Bowen/Collinsville Family Day Care values children as creative and competent learners in their environment and aims to support all areas of children's development by encouraging and expecting positive and healthy language and behaviour. Respect for the dignity and rights of the child should always be maintained through positive non-threatening behaviour guidance.

We acknowledge that the dignity and rights of each child must be maintained at all times and for all children to be supported learn acceptable behaviour in a positive respectful way.

### ***The Education and Care Services National Law states***

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

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

*Child management techniques must not include physical, verbal, or emotional punishment, including, for example, punishment that humiliates, frightens or threatens the child, and the child is not isolated for any reason other than illness, accident or a prearranged appointment with parental consent.*

*Clause 155 Interactions with children Educators and Co-ordination Unit staff will*

- *Encourage children to express themselves and their opinions;*
- *Allow the children to undertake experiences that develop self-reliance and self esteem*
- *Maintain, at all times, the dignity and rights of each child*
- *Gives each child positive guidance and encouragement toward acceptable behaviour and*
- *As regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and care for by the service*

### PROCEDURES

Families, staff and Educators are reminded that biting and hitting can be normal behaviours in the development of children. It is usually caused by an inability to communicate verbally. Educators will respond to any biting and hitting by attending to the victim to comfort and apply first aid. This will be followed up by communicating in an age appropriate way with the children involved and if required, discussing and planning with families and staff any ongoing strategies to be implemented.

Positive guidance will consider the individual needs, abilities, cultural or religious requirements of each child and adopt a learning approach to positive guidance management, in particular:

- Diverting children to more appropriate activities;
- Demonstrating appreciation for appropriate behaviour;
- Acknowledging and building on each individual's strengths and achievements;
- Role modelling and encouraging positive and peaceful communication;
- Discussing and negotiating acceptable behaviour with children;
- Negotiating and resolving disagreements together with children;
- Including and negotiating any comments and ideas raised by children;
- Using a 'sit and watch' strategy for children to observe and practice acceptable behaviour; and
- Encouraging reflection by children of their behaviour and progress.

**Behaviour guidance** The term 'behaviour guidance' is used to indicate positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate discipline, or



behaviour guidance, aims to support each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts (NQS Element 5.2.2).

**Cool down** A cooling down period is a time when a child that is having a difficult moment is encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour, and can be an example of appropriate discipline or behaviour guidance. The difference between 'cool-down time' and 'time out' is that an educator stays with the child and reassures and supports them to regulate their emotions during cooldown time. It is viewed as a learning opportunity, not as punishment.

**Restraint** Occasionally, there may be circumstances where a child becomes a risk to themselves or others and may need to be removed from the situation or physically restrained to prevent harm to themselves or others. Children should be physically restrained only in emergency situations.

Examples of emergency situations include when a child is:

- in a clearly unsafe situation, for example, attempting to scale a fence or run onto a road;
- physically threatening other children or adults;
- behaving in ways that are destructive to themselves, other people or the environment.

These situations may require the supportive holding of children. This means that children are only held long enough to be removed from the situation, and the emergency situation has been addressed or subsided. This approach should only be used when there is an immediate danger of the child being hurt or hurting others and when other strategies to guide the child's behaviour have not worked.

If a service has taken a child away from other children to help them cool down or physically restrained the child in any way, the service should inform the child's parent or guardian of the circumstances of the event and record accordingly.

If an outcome of positive behaviour is not achieved to a satisfactory level, Educators, families and staff will collaborate to ensure:

- Expectations and strategies are realistic and consistent with the child's developmental level;
- The expectations between the care environment and the home environment promote positive behaviour; &
- The child's needs are being met and there are no barriers.

It is recommended that any further strategies, interventions or other plans are discussed inclusively, documented and reviewed. Educators and staff will provide information and referrals to support services, alternate care arrangements or any other support to families if necessary.

At no time will any child in care be subject to any form of corporal punishment, or any discipline that is unreasonable or inappropriate.

**Examples of inappropriate discipline** (these may constitute a breach of the Law and/or Regulations, and may also be considered criminal matters:

- hitting, pushing, slapping, pinching or biting a child
- force-feeding a child
- yelling at or belittling a child
- humiliating a child
- physically dragging a child
- locking children away (or isolating them)
- depriving a child of food or drink
- unreasonable restraining of a child (this may include restraint in a high chair)
- excluding children from events
- consistently moving children to the office or other space away from the play areas
- moving children to another room as punishment
- verbally or physically threatening a child.

Other examples of inappropriate practice are:

- negative labelling of child or family
- criticising a child's actions or behaviours
- discouraging a child from taking part in activities
- blaming or shaming a child



- making fun of or laughing at or about a child
- using sarcastic or cruel humour with or to a child
- excessive use of negative language to a child, such as, “no” “stop that!” “don’t...” “you never...”

#### **Co-ordination Unit Staff will:**

- Provide Professional Development/information for Educators and families on positive guidance of children’s behaviour.
- Support Educators and families to encourage positive behaviours.
- Role model to Educators positive guidance of children’s behaviour.
- Model positive, socially accepted behaviours and language.
- Demonstrate appropriate reactions to children’s exploratory behaviour.
- Communicate information about children with relevant parties.
- Treat each child with respect and without bias.
- Participate in Professional Development.

#### **Educators will:**

- Participate in Professional Development on guiding children’s behaviour.
- Respect each child as an individual.
- Use positive guidance strategies that promote accepted children’s behaviour.
- Be consistent in their approach to guiding children’s behaviour.
- Reach agreements with families and staff in response to children’s challenging behaviour.
- Endeavour to understand why a child behaves a certain way.
- Be pro-active and prevent behaviour difficulties where possible.
- Be patient.
- Model positive, socially accepted behaviour and language.
- Provide an environment that supports the strategies of guiding behaviour.
- Create opportunities for children to be independent and self-reliant.
- Be objective and support children through periods of change and challenging behaviour.
- Demonstrate appropriate reactions to children’s exploratory behaviour.
- Share information with families regularly in a constructive and positive manner about children’s behaviour.

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

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

#### **RELEVANT LEGISLATION:**

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Children Protection Act 1999 (QLD)

Working with Children (Risk Management and Screening) Act 2000

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care,
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia. V2.0, 2022
- My Time, Our Place – The Framework for School Age Care in Australia. V2.0, 2022
- The Early Childhood Code of Ethics
- Kidsafe Qld – [www.kidsafeqld.com.au](http://www.kidsafeqld.com.au)
- Staying Healthy In Child Care (Preventing Infectious Diseases in ECEC) 6<sup>th</sup> Edition 2024
- When Children Bite, Child Professional Support Coordinator [https://childaustralia.org.au/wp-content/uploads/woocommerce\\_uploads/2017/05/When-Children-Bite.pdf](https://childaustralia.org.au/wp-content/uploads/woocommerce_uploads/2017/05/When-Children-Bite.pdf)



# PHYSICAL ENVIRONMENT



## ASSESSMENT OF FAMILY DAY CARE RESIDENCES AND APPROVED VENUES

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure the design of the facilities is appropriate for the operation of a FDC service, and that the environment is inclusive, promotes competence and supports exploration and play-based learning. Bowen/Collinsville Family Day Care acknowledges the importance of assessing and reassessing the suitability of Educators environments. The service will develop practices to initially assess and reassess Educators venues and to train educators in this process.

### STATEMENT:

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

### PROCEDURES

#### Co-ordination Unit Staff will:

- Develop an Education and Care Environment Risk Assessment and Management Plan based on the requirements of the National Law and regulation to use in the assessment and re-assessment of FDC residences and approved venues.
- Conduct an Education and Care Environment Risk Assessment and Management Plan on each educator's premises:
  - Prior to the commencement of care at that residence/venue;
  - at least once a year;
  - Maintain a record of these assessments.
- Conduct monthly inspections of any water hazards, water features or swimming pools at each FDC residence/venue.

#### Educators will:

- Follow safety advice from recognised authorities and manufacturers
- Develop a schedule for cleaning toys and all equipment
- Ensure all equipment used complies with Australian Standards
- Inform the Co-ordination Unit in writing of any proposed renovations to the residence or venue (at least 2 weeks before)
- Inform the Co-ordination Unit of any changes to the residence or venue which will affect the education and care provided to the children at the service.
- Ensure premises, furniture and equipment are safe clean and well maintained
- meet the minimum safety standards for a family day care home under the guidelines for a Certificate of Approval;
- regularly check the safety of the environment, including the building, fixtures and fittings, and rectify any areas that are not safe;
- organise and adapt both the indoor and outdoor environments to support every child to participate and engage in quality experiences, in both built and natural environments;
- Ensure resources, materials and equipment allows for multiple uses, are sufficient in number, and enable every child to engage in the play-based learning.
- Ensure they themselves, along with the children are supported to become environmentally responsible.
- fulfil their duty of care when supervising children whether at home or elsewhere; by maintaining constant sight and/or sound supervision of children; ensure only the engaged Educator or Educator Assistant is responsible for the supervision of children;
- have a telephone, or approved communication device, available at all times for sending and receiving calls;
- ensure all heating and cooling appliances used to maintain a comfortable temperature and/or improve ventilation are used and stored safely so as not to cause an injury to a child;
- provide a tobacco, alcohol and drug free environment;
- ensure First Aid supplies are easily accessible to an adult but not accessible to children
- ensure all nursery equipment:



- meets Australian Safety Standards;
- is used in accordance with accompanying instructions; and
- is regularly maintained, cleaned and stored in a safe manner
- have written Risk Management Plans for the environment (see Risk Management Policy)
- ensure all visitors to the care environment complete the 'Record of Visitor's to FDC Residence'

## Outdoor environment

### Educators will:

- keep lawns and gardens are safe, tidy and well maintained;
- provide sufficient shade for outdoor play;
- keep premises free of vermin;
- ensure there is well maintained fencing that is of such a height and design that children of preschool age and under, cannot go through, over or under it, but where possible allows children to view the outside world;
- ensure no harmful or poisonous plants are accessible to children (and/or there is a written Risk Management Plan to ensure plants do pose an unacceptable risk to children);
- have a barrier at the base of steps that could pose a risk to children, taking into account the ages of children in care;
- have effective gates or barriers to exclude children from potentially hazardous areas;
- ensure ponds, swimming pools and spas meet statutory compliance and have secure fencing and gates that make the pool inaccessible to children (see Water Safety Policy);
- ensure garden sheds storing dangerous items are inaccessible to children;
- ensure chemicals are stored safely and are inaccessible to children (see Storage of Dangerous Substances and Equipment Policy);
- ensure play equipment is safe, secure and age appropriate and is placed so to minimise injury if a child falls;
- if they have a trampoline. Have safety baffles fitted and allow children to use it only under supervision;
- have is a facility to separate animals from children (see Pets and other Animals Policy);
- ensure sand pits are closely covered when not in use;
- ensure cars, boats and trailers are inaccessible to children except when Educators are taking children out in the car.

## Indoor Environment

### Educators will:

- ensure any areas that are not to be used for Family Day Care have effective barriers to prevent children from accessing them;
- ensure the area is well ventilated;
- ensure the area has adequate natural light;
- ensure the area is able to be maintained at a temperature that ensures the safety and wellbeing of children;
- maintain Floors in the care area in a clean and hygienic state;
- ensure any spills are promptly cleaned up;
- ensure Rugs and mats do not pose a risk to children;
- ensure Blind and curtain cords do not pose a threat to children;
- store all First Aid supplies in such a way that they are easily accessed by an adult but are inaccessible to children;
- store all medication so it is inaccessible to children;
- choose Toys with safety in mind;
- use Nursery equipment that meets Australian Standards and is used safely (See Nursery Equipment Fact Sheet)
- ensure all glass surfaces under 0.75metres must be approved safety glass, or must not be accessible to children.
  - This includes any glass areas that are used by children to access the approved FDC area, eg glass panelled doors and low level windows that are accessible to children, they must be:
    - Glazed with safety glass if required by the Building Code of Australia
    - Treated with a product that prevents glass from shattering if broken (such as safety film)
    - Guarded with barriers that prevent a child hitting or falling against the glass
- ensure furniture is stable, safe and is placed so as not to pose a climbing hazard;
- store cleaning materials out of the reach of children;
- ensure the home meets electrical safety requirements – safety switch, all power points covered with child-safe plugs, cords do not pose a hazard, electrical equipment tagged if required by legislation;



- ensure fire safety requirements are met – smoke detectors, fire blanket, fire extinguisher (recommended)
- Emergency Evacuation Plan displayed at each exit (See Emergency Evacuation Policy) – This diagram/floor Plan will include:
  - 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. The diagram/floor plan will include the existence of any water hazards, water features or swimming pools at or near the residence or venue.
- Display the service’s Quality Ratings in a clearly visible area of the care environment;
- store any fire-arms in accordance with legislation (Weapons Act 1990)
- store all items which could pose a risk to children out of the reach of children
- select play materials with safety in mind.

Other considerations when planning and providing a safe environment for children in care are clearly documented in the Education and Care Environment Risk Assessment and Management Plan document which is an integral part of this policy.

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Regulation 2011 (QLD)
- Work Health and Safety Act 2011(QLD)
- Weapons Act 1990

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Play Safety Resource Kit, Kidsafe Qld
- ACCC Australian Standards and resource sheets on: Baby Walkers, Blind and Curtain Cords, Bunk Beds;
- Kidsafe Qld, Glass Safety Fact Sheet, Backyard Safety Fact Sheet, Home Safety Checklist Fact Sheet, <http://www.kidsafeqld.com.au/fact-sheets>. <https://www.kidsafeqld.com.au/play-safety-resources>
- Staying Healthy In Child Care (Preventing Infectious Diseases in ECEC) 6<sup>th</sup> Edition 2024  
[www.nhmrc.gov.au](http://www.nhmrc.gov.au)

#### RELEVANT DOCUMENTS:

**Sleep and Rest Policy**

**Risk Assessment and Management Policy**

**Water Safety Policy**

**Storage of Dangerous Substances and Equipment Policy**

**Pets and Other Animals Policy**

Risk Assessment

Education and Care Environment Risk Assessment and Management Plan

Record of Visitor’s to FDC Residence

Plants and Fungi Poisonous to People in Queensland, booklet

Daily Safety Checklist

Monthly Water Hazard Inspection Report



## A CHILD SAFE ENVIRONMENT

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

Bowen/Collinsville Family Day Care Educators, Coordination Unit and all relevant stakeholders are aware of the legislative requirements and their duty of care to provide for the protection, safety and wellbeing of children at all times.

### STATEMENT:

Bowen/Collinsville Family Day Care recognises the importance of providing a safe environment for all children at our service. All children have the right to experience quality education and care in an environment that safeguards and promotes their health and safety.

### PRACTICES

Applies to all people involved in the organisation, including:

- employees (permanent and casual)
- volunteers
- contractors (educators)
- sub-contractors
- work experience students
- indirect service providers
- any other individual involved in this organisation

### COMMITMENT TO CHILD SAFETY

All children who come to Bowen/Collinsville Family Day Care have a right to feel and be safe. We are committed to the safety and well-being of all children and young people accessing our services and the welfare of the children in our care will always be our first priority. We aim to create a child safe and child friendly environment where all children are valued and feel safe.

This policy was developed in collaboration with all our employees, volunteers, the children who use our services and their parents.

### CHILDREN'S PARTICIPATION

B/C FDC encourages and respects the views of children and young people who access our services. We listen to and act upon any concerns that children, young people or their families raise with us. We teach children what they can do if they feel unsafe.

We ensure that children, young people and their families know their rights and how to access the complaints procedures available to them.

We value diversity and do not tolerate any discriminatory practices.

### RECRUITMENT PRACTICES

B/C FDC takes all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We employ a range of screening measures and apply best practice standards in the screening and recruitment of employees and volunteers. We interview and conduct referee checks on all employees.

We conduct Working with Children Checks (Blue Card Check) for people working with children, as set out in the *Child Protection Act 1999 (QLD)*. Working with Children Checks are required for anyone within our organisation that:

- is registered as an Educator;
- is employed by Bowen/Collinsville FDC;
- is a volunteer with Bowen/Collinsville FDC;
- is on the Board of Management of Bowen/Collinsville FDC;
- is a regular visitor to an Education and Care Environment (Educator residence);
- is an Adult Occupant of an Education and Care Environment (Educator residence).



We ensure that Working with Children Check information is dealt with in accordance with the *Child Protection Act 1999 (QLD)* and *Working with Children (Risk Management and Screening) Act 2000*.

### **CODE OF CONDUCT**

All members are made aware of, and must abide by, our Code of Conduct. Our Code of Conduct can be found in our policy and procedure documents.

### **SUPPORT FOR EMPLOYEES AND VOLUNTEERS**

Bowen/Collinsville FDC seeks to attract and retain the best employees and volunteers. We provide support and supervision so people feel valued, respected and fairly treated. We ensure that employees/volunteers who work with children have ongoing supervision, support and training so that their capacity is developed and enhanced to promote the establishment and maintenance of a child safe environment.

Strategies we have implemented include:

- All new employees undergo induction and receive access to our policies and code of conduct.
- All employees undertake regular (at least annually) professional development training/workshop about child protection, including Mandatory Reporting and other matters that affect children and young people.

### **STRATEGIES TO MINIMISE RISK**

Policies and procedures may address (but are not limited to):

- Transportation
- Social Media
- Supervision of children
- Grievance handling policy
- Physical environment
- Children's Safety
- Governance and Leadership
- Procedures for dealing with situations where a member is being investigated for, or is charged with, a serious criminal offence.

Evaluation of these strategies and the development of additional strategies to minimise and control risks to children and young people occur as part of our ongoing risk management process.

### **HARASSMENT/BULLYING**

Bowen/Collinsville FDC opposes all forms of harassment, discrimination and bullying. We take this issue seriously and encourage anyone who believes that they, or another person, has been harassed, discriminated against or bullied to raise this issue with either a Coordinator or the Management Committee.

### **COMMUNICATION**

Bowen/Collinsville FDC will ensure that everyone to whom this policy applies is aware of and has had an opportunity to read the policy.

### **PROCEDURES:**

#### **The coordination unit will:**

- Ensure that Educator to Child ratios are maintained to ensure adequate supervision of children at all times;
- Ensure staff are aware of the need for adequate supervision of children at all times.
- Adopt policies designed to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury are implemented and that all staff are aware of these policies and procedures.
- The Approved Provider, Nominated Supervisor and Educators and Staff will comply with the requirements of the service's Child Protection Policy to ensure the minimisation of children's risk to harm.
- Ensure the Services' Organisation Blue Card Portal is kept updated and current.

#### **Educators will:**

- Adequately supervise children within their Service at all times
- Make sufficient allowance within budgets to allow for the replacement of worn and damaged equipment and resources which may provide safety risk for children



- Make sufficient allowance within budgets to allow the adequate maintenance of all indoor and outdoor environments
- Organise home to enable adequate supervision of children and so to minimise the risk to children
- Organise repairs and maintenance to equipment and environments in a timely manner.
- Ensure risk assessments are completed for every excursion and informed written permission is provided from Parents/guardians and Coordination Unit.
- Ensure that the coordination unit are informed of the time of the excursion including the number of children and adults attending.
- Organise indoor and outdoor spaces to ensure risks to the health and safety are minimised
- Conduct daily/monthly safety checklists of the service environment to determine any risks to children's health and safety;
- Determine appropriate ways to eliminate or control identified hazards;
- Complete risk assessments for any high-risk areas/activities e.g. water, outdoor, animals/pets;
- Educators and Staff will comply with the requirements of the service's child protection policy to ensure the minimisation of children's risk to harm.

#### RELEVANT LEGISLATION:

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

Child Protection Act 1999, Queensland Government

- Work Health and Safety Regulation 2011 (QLD)
- Working with Children (Risk Management and Screening) Act 2000.

Commission for Children and Young People and Child Guardian Act 2000, Queensland Government

#### KEY RESOURCES:

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standard for Early Childhood Education and Care and School Age Care

Blue Card Services <https://orgportal.bluecard.qld.gov.au/Login>

Dept Children, Youth Justice & Multicultural Affairs [www.cyjma.qld.gov.au](http://www.cyjma.qld.gov.au)

Qld Family and Child Commission, Qld Govt, <https://www.qfcc.qld.gov.au/about-us/contact-us>

Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

[www.nhmrc.gov.au](http://www.nhmrc.gov.au)

Kid Safe, [www.kidsafe.com.au/](http://www.kidsafe.com.au/)

In Safe Hands, <https://www.insafehands.net.au/>

UN Convention on the Rights of the Child (1989)

#### RELEVANT DOCUMENTS:

**Code of Conduct**

**Child Protection Policy**

**Access Policy**

**Guiding Children's Behaviour Policy**

**Early Childhood Educator – Persons residing at FDC residences Policy**

**Emergency and Critical Incidents Policy**

Emergency Management Plans

Risk Assessment and Management Plans

Visitor Register

Bravehearts Resources: Factsheets

In Safe Hands - resources



## ALCOHOL, DRUG, TOBACCO AND OTHER SMOKING PRODUCTS - FREE ENVIRONMENT

**Policy Reviewed:** July 2025

**Next Review Due:** July 2026

### AIM:

To ensure that children are provided with an environment that is free from the use of alcohol, illicit drugs, tobacco and other smoking products.

### STATEMENT:

Bowen/Collinsville Family Day Care acknowledges the importance of ensuring all children, whilst in the education and care service, are provided with an environment that is free from the use of alcohol, illicit drugs, tobacco and other smoking products.

### DEFINITION OF SMOKING PRODUCTS:

Smoking products can include tobacco products, herbal cigarettes, loose smoking blend, personal vaporisers (such as [electronic or e-cigarettes](#), e-cigars, vape pens) and personal vaporiser related products and substances (e-liquids and e-cigarette parts), smoking related products or packages or cartons of these items.

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

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

And;

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

### ***Changes to the National Quality Framework, September 2025 states***

*While service environments must already be free from the use of tobacco, illicit drugs and alcohol, they will also need to be free from the use of vaping substances and vaping devices*

### PROCEDURES

**The Approved Provider, Nominated Supervisor, Parents and family members of a child, staff members, volunteers, visitors to an Educators home, Occupants and/or Educator:**

- Must not consume smoking products in the care area whilst children are in care. The use of smoking products in a vehicle transporting children in care is not permitted;
- Educators, Staff and volunteers must not consume alcohol, or be affected by alcohol or drugs (including prescription medication), that may impair their capacity to provide education and care to children;
- Ash trays, cigarettes, vaping devices, vaping substances and other smoking or vaping paraphernalia must be stored in a secure area, out of the approved care area, and out of the reach of children whilst care is being provided;
- Using smoking products will not be permitted within 5 metres of the boundaries of an education and care environment.

### ADVOCACY

#### Children

- Healthy living habits will be discussed with children.

#### Families

- Information regarding the health effects of smoking products including, passive smoking, quitting smoking and non- smoking education will be provided to families via family enrolment packages, newsletters, emails and other methods available.

#### Staff/Educators

- Educators and staff will be informed of education programs and be provided with information to support them in their role of working with children and families.

#### Management/Coordination unit staff

- Will seek advice from peak organizations regarding current research and practice.



- Employee induction procedure- new Educators/staff will be informed of the policy and procedures of B/C Family Day Care
- Coordination Unit Staff will be positive role models and actively monitor all Family Day Care environments to ensure the safety of children.
- Procedure for non-compliance of the drug, alcohol and smoking product-free environment policy and procedures by:
  - Child- parents will be informed
  - Coordination Unit Staff- official first and final warning issued, then dismissal.
  - Parent or family member- advised of policy and asked not to smoke and/or not to have smoking products on their person,
  - Student/volunteer advised of policy and warned that their services may be discontinued.
  - Visitor/Occupant- advised of policy and warned not to smoke and/or to have smoking products on their person.

#### RELEVANT LEGISLATION:

Education and Care Services National Law 2010  
 Education and Care Services National Regulations 2011  
*Tobacco and Other Smoking Products Act 1998*

#### KEY RESOURCES:

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.acecqa.gov.au/nqf/national-quality-standard>

Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024

[www.nhmrc.gov.au](http://www.nhmrc.gov.au)

Queensland Health, <http://www.qld.gov.au/health/staying-healthy/atods/index.html>

NQF Child Safety Changes from 1 September 2025 and 1 January 2026 Information Sheet, [InformationSheet\\_CS4.pdf](#)

Smoking laws in Queensland [Smoking laws in Queensland | Health and wellbeing | Queensland Government](#)

#### RELEVANT DOCUMENTS:

Education and Care Environment Risk Assessment and Management Plan

Smoke Free Facility sign, <https://publications.qld.gov.au/dataset/smoke-free-early-childhood-education-and-care-resources/resource/8b4e988d-0bdd-4a17-aaa6-038296533f4d>



## FENCING

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

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

### Educators will:

- Ensure a boundary fence is designed so that children are prevented from scaling over it, or crawling under it, it is recommended that fences be a minimum height of 1200mm, and the gap under the fence be no more than 100mm. It is also recommended that there be nothing to climb onto within 1200mm from the top of the fence e.g. rubbish bins, barbeques, or wheelbarrows.
- Swimming Pools are fenced according to the *Swimming Pools Act 1992*. This requires a fence height to be a minimum of 1200mm, with the gap underneath to be no more than 100mm. There is also a requirement that there be a clearance of 1200mm from the top of the fence to any object that the child could climb.
- Any projections, or indentations, from the fence or gate shall not be more than 10mm (e.g. bricks that stick out) unless they are spaced at least 900mm apart and that the lower edge of any projections or indentations is at least 1100mm below the top of the fence or gate.
- Ensure If the fence has horizontal rails, rods, wires or bracings, that could be used for climbing, or if the vertical parts of the fence are more than 10mm apart, the following requirements shall apply:-
  - I. The horizontal parts shall be a minimum of 900mm apart. There shall be at least 1100mm between the bottom rail and the top of the fence or gate.
  - II. The spacing between any vertical parts of the fence, such as palings, rods, or wires, shall not exceed 100mm at any point.
- Ensure perforated materials such as chain wire having an opening of greater than 50mm shall not be used. Perforated materials which have openings less than 50mm but greater than 10mm may be used, providing the construction of the fencing meets the requirements for perforated materials (i.e. projections and indentations).
- Gates should comply with the height requirements mentioned above for fencing.
- Ensure balconies, stairs and ramps must be enclosed if a child could fall 50cm. Enclosures may be a balustrade or wall and must be:-
  - I. One metre in height above level floor surface,
  - II. Constructed so that it contains no horizontal rails or footholds other than at the top and base,
  - III. Have openings not exceeding 100mm between vertical rails and between the base of the balustrade and the floor
- Child proof barriers that are appropriate to the ages of children provided with the service must be provided at the top and bottom of stairs at the premises of a children's service if; the height at which a child can fall reaches 50 cm for outdoor areas and 60 cm for indoor areas.

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Kidsafe

### RELEVANT DOCUMENTS

Education and Care Environment Risk Assessment and Management Plan

Fencing requirements at a Family Day Care Residence,

<https://earlychildhood.qld.gov.au/legislationAndGuidelines/PPORresources/Fact%20sheets/fencing-requirements-family-day-care.pdf>



## STORAGE OF DANGEROUS SUBSTANCES AND EQUIPMENT

*Policy Reviewed: October 2024*

*Next Review Due: October 2025*

### AIM:

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

### STATEMENT:

Bowen/Collinsville 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.

Accidental poisoning is the second most common hospital admission for child injuries in Australia. The most common accidental poisoning involves medications and other main agents of poisoning in children are found in chemical products routinely used in the home.

### PROCEDURES

#### Selection

- Educators and staff are recommended to choose the least hazardous method for a task or activity. For example, when undertaking pest control, increase sanitation and reduce indoor and outdoor clutter to improve ability to clean and reduce nesting and hiding places for pests.
- Educators and staff are recommended to choose the least hazardous chemical or product for a task or activity involved;
- Ensure all contractors or workers in the child care environment use the lowest toxicity products or chemicals as possible to undertake and complete a task; and
- Where possible, select any chemicals, toxins or medications with child resistant lids or caps.

#### Storage

- Ensure that all dangerous cleaning materials, poisons and medications are stored in their original labelled container and not transferred to any other unlabelled container;
- All dangerous chemicals or toxic products without child resistant lids or caps are to be stored in appropriate facilities inaccessible to children; and
- Any chemicals or medications requiring refrigeration are to be stored in a labelled child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
- A Material Safety Data Form must be kept for decanted products (not with original package/labelling).

#### Use

- Educators and staff are required to follow all instructions on packaging and labels relating to quantities and use of chemicals or products;
- Where possible, Educators are required to limit exposure of any required chemical (for example: spraying a cleaning product onto a cloth instead of spraying into the air);
- Any pressure pack spray (for example: fly spray) is not to be used in close proximity to children or near exposed food;
- Educators and staff are required to seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred and/or call the **Poisons Information Line on 131126** or an ambulance on **000**.
- Provide a safe environment at their home and on outings at all times.

### Home Safety is of high importance in Family Day Care. It is the Educator's responsibility to undertake Risk Assessment and Management Plan:

- Identifying hazards—find out what could cause harm.
- Assessing risks (if necessary)—understand the nature of the harm that could be caused by the hazard, how serious the harm could be and the likelihood of it happening.
- Controlling risks—implement the most effective control measure that is reasonably practicable in the circumstances.



- Reviewing control measures—ensure control measures are working as planned.

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.

A substance may become hazardous if it is not managed correctly. This may include the way a substance is:

- Handled
- Used
- Stored
- Transported
- Disposed of

#### **The Co-ordination Unit will:**

- Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educator's home.

#### **RELEVANT LEGISLATION:**

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

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.acecqa.gov.au/nqf/national-quality-standard>

- (Australian Standard) – AS 3780- 2008 – The Storage and Handling of Hazardous Chemicals and Materials
- Work Health and Safety Act 2011, Queensland Government,  
<https://www.worksafe.qld.gov.au/injury-prevention-safety/hazardous-chemicals>



## PETS AND OTHER ANIMALS

*Policy Reviewed: October 2024*

*Next Review Due: October 2025*

### AIM:

To ensure health and safety precautions are maintained when pets and/or animals reside at an Educator's residence.

### STATEMENT:

Bowen/Collinsville 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 potential risk to children, carrying germs that can cause infections if a person is bitten or scratched. A child's safety must be maintained at all times.

### 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 Early Childhood Education and Care Regulations for managing pets in Family Day Care when required.

#### Educators will:

- Inform families of their procedures relating to pets and children in care.
- Inform 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 with soap and water (or hand sanitiser if soap and water are not available) immediately after handling animals.
- Ensure Educator has close supervision of all children if they have access to animals.
- Develop a risk management plan completed prior to all animal experiences
- Research has indicated that dogs are a high risk with children, experiences involving dogs **need to be discussed with Coordination Unit before the risk management plan is completed and the experience occurs.**
- A Family Day Care Educator must 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)
- 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.
- All appropriate veterinarian treatments (for example: parasite, worming, fleas, immunisations) are current.
- Every animal is made inaccessible to a child in care unless the child is under direct supervision.
- Any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- All play areas are kept free from the following – animal droppings, bones, and holes dug by animals.
- Educators must ensure animals do not have access to bedding used by children, toys or play equipment used by children, food preparation areas or food prepared by the Educator, eating surfaces or utensils.
- Educators do not allow animals in sandpits and do not allow them to urinate or defecate on soil, in pot plants or in vegetable gardens that children have access to.
- 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).



### Families are encouraged to:

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

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024
- Better Health Channel, Victorian Government – Child Safety – Animals and Child Safety, <https://www.betterhealth.vic.gov.au/health/healthyliving/animals-and-child-safety>
- RSPCA Qld

### RELEVANT DOCUMENTS:

#### Hygiene – cleaning & infection control Policy

#### Assessment of FDC Residences and Approved Venues Policy

#### Supervision Policy

Education and Care Environment Risk Assessment and Management Plan

Early Childhood Educator Applicant Process form

Keeping Pets and Animals in Education and Care Services

Risk Assessment form

Risk Matrix form



## ENVIRONMENTAL SUSTAINABILITY & RESPONSIBILITY

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

Bowen/Collinsville FDC encourages all stakeholders to work towards sustainable resource use by promoting the catch phrase "Rethink, Reduce, Reuse and Recycle". Staff, Management and Educators will help children to connect with nature and work towards becoming a more sustainable and responsible service by incorporating saving practices such as using energy efficient devices, recycling, and reducing power and water usage.

Teaching children about caring for the natural environment provides them with a range of opportunities for rich, hands-on learning experiences about nature and the environment, and provokes curiosity, creativity and critical thinking skills. Similarly, while it is important for child care professionals to respect the differing values and cultures of children and families attending their service, it should be recognised that sustainability is not so much a 'lifestyle choice' as it is a way of living.

All children deserve to be surrounded by a clean and healthy environment and taught to respect the earth and its precious resources for the future generations.

### PROCEDURES:

- Staff and educators will participate in professional development which has a focus on promoting environmental education in early childhood and sustainability in children's services.
- Coordination Unit staff and educators will help children to connect with nature through various activities such as, but not limited to:
  - a. Building vegetable or herb gardens, composting, constructing worm farms.
  - b. Incorporating recycled and natural items into children's learning experiences.
  - c. Growing plants from seeds
  - d. Utilising outdoor environments and the efficient use of natural resources
  - e. Responsible recycling
- Using resources including books, posters and technology to investigate topics like water, waste, wildlife and earth diverse environments.
- Coordination staff and educators will endeavour to provide families with information on the environment and sustainability through newsletters fact sheets, hints and articles on things like recycling, water saving and re-using.
- The Educators will be encouraged to have indoor and outdoor play spaces which promote resource conservation and healthier living.
- The coordination unit staff and educators will endeavour to celebrate events of environmental awareness such as: National Tree Day, Clean up Australia Day, Earth Hour, World Water Day and National Recycling Week.

### The Coordination Unit will make a commitment to:

- Recycle office items such as paper, ink cartridges, plastics and kitchen refuse
- Use scrap containers for kitchen and food waste.
- Limit the use of air conditioners
- Turn off lights when not in use
- Reuse and repair equipment as often as possible.
- Research environmentally responsible alternatives for equipment when purchases are required.
- Recycling of garbage is to be sorted and placed into council recycling bins where applicable.
- All efforts are made to conserve water.
- Coordination Unit is to liaise with Council to successfully implement environmental and recycling programs and inform educators of these programs
- Where possible correspondence is to be emailed to educators and families rather than copying onto paper
- Coordination unit and educators are to engage in mutual support in promoting environmental sustainability and responsibility.

### Rationale

Early Education and Care services play an important role in encouraging children to become environmentally responsible and show respect for the environment. By developing and implementing an environmental strategy and modelling and engaging children in environmentally sustainable practices, educators can help children to develop attitudes and knowledge in relation to environmental sustainability that will help them contribute to a sustainable future.



## AIMS:

This policy aims to:

- Promote environmentally sustainable practice in B/C FDC
- Inform and guide B/C FDC educators and other employees in relation to promoting environmentally sustainable practices.
- Inform families and members of the broader community about promoting environmentally sustainable practices.

## Practices:

- Where possible, and hygiene will not be compromised, educators will use the least toxic cleaning products available, and minimise the use of toxic chemicals by using warm water and neutral detergent for cleaning soiled surfaces.
- Educators will minimise/avoid the use of aerosol sprays.
- Educators will minimise/avoid the use of chemical fertilisers in gardens.
- Where possible, purchase equipment and resources for children that are eco-friendly.
- Educators will strive to reduce waste in their service environment and broader community by:
  - separating garbage and disposing of items in correct recycling containers provided by their council.
  - Where possible, reuse items such as containers, cardboard rolls, egg cartons, for art craft activities and storage of equipment.
  - Encourage families to donate containers/packaging that can be used for art/craft, storage, dramatic play etc.
  - Where practical, introduce worm farms and/or composting programs to minimise food waste
  - Monitor the amount the amount of food being provided for children and adjust as needed to reduce excessive waste.
  - Using reusable shopping bags rather than plastic bags for purchasing items for the service.
  - Ask families to donate plastic shopping bags for storing soiled/wet items to be sent home.
  - Where families provide children's food, encourage them to minimise the use of disposable packing and to use reusable containers instead.

## To save water and energy Educators will:

- Ensure lights and electrical appliances are turned off unless being used.
- Where possible, ensure devices such as computers, televisions and printers with standby mode are shut down completely, e.g. by switching off at the power source.
- Make use of natural light and ventilation as far as possible.
- Encourage children to turn taps off properly, and to avoid running water unnecessarily.
- Where relevant, encourage children use the ½ flush mechanism where appropriate when flushing the toilet.
- Tip water used for children's activities, unused drinking water, and water left in water jugs onto gardens or plants rather than into the sink.

## To help children learn about and implement sustainable practice, Educators will:

- Talk with children about sustainable practice, and how to respect the environment
- Actively engage children in recycling, composting, gardening and worm farming experiences.
- Support children to minimise waste and learn to be responsible for their own and others possessions.
- Ensure that children have access to plenty of natural materials and resources.

## RELEVANT LEGISLATION:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

## KEY RESOURCES:

National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.acecqa.gov.au/nqf/national-quality-standard>

Staying Healthy In Child Care (Preventing Infectious Diseases in ECEC) 6<sup>th</sup> Edition 2024

Sustainability Practices in Childcare, <https://aussiechildcarenetwork.com.au/articles/childcare-articles/sustainability-practices-in-childcare>

Rhonda Livingstone, ACECQA, More than a worm farm, <https://wehearyou.acecqa.gov.au/2018/04/03/supporting-children-to-be-environmentally-responsible/>



# **PARTNERSHIPS WITH FAMILIES AND COMMUNITIES**



## ACCESS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

### PROCEDURES

#### Co-ordination Unit staff will:

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

#### Educators will:

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

#### Families will:

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

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

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- Inform the custodial family of the situation ASAP if contacted by a person prohibited by a court order from having contact with the child
- Contact the police if necessary.
- Contact the Nominated Supervisor or representative for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

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

If a child is taken against the Educator's wishes the Educator should:

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

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



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

**RELEVANT LEGISLATION:**

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

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Care Service Handbook, Dept Education

**RELEVANT DOCUMENTS:**

Family Enrolment Form (Electronic)  
Application for Care Form  
Welcome Letter (New family)  
Scheme Information Booklet



## CHILD ENROLMENT AND VACANCIES

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure B/C Family Day Care manages children's enrolments & orientation 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.

### STATEMENT:

The most successful placements of children into Family Day Care are when there is a match between the needs of the child, family expectations and the Educator's ability and willingness to meet the individual needs of the child. It is the role of the 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.

### PROCEDURES

#### 1. Priority of Access

The Australian Government has determined Priority of Access guidelines for allocating places in Children's Services. These guidelines are set out in the following levels of priority.

##### Priority 1

A child at risk of serious abuse or neglect.

##### Priority 2

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

##### Priority 3

Any other Child.

Within each category mentioned above, the following Children are given priority:

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

(These are not in priority order as children may fall into more than one category).

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

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

#### 2. Placement Register

##### The Co-ordination Unit will:

Maintain a register of families requiring care i.e. Placement Register/Waiting List

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/ Waiting List on a regular basis.

#### 3. Educator Vacancies

##### The Co-ordination Unit will:

Maintain an up to date register of Educator vacancies.

Develop and implement systems to ensure information on Educator vacancies is current.



Refer families to Educators taking into consideration the needs of the child, family and the Educator.

#### **4. Hours of Operation**

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

#### **5. Entitlements**

The Co-ordination Unit provides information to families in regard to entitlements for which they may be eligible. (Child Care Fee Assistance/Child Care Subsidy).

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

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

#### **RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Protection Act 1999
- Family Assistance and Other Legislation Amendment Act 2013

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Care Service Handbook, Dept Education

#### **RELEVANT DOCUMENTS:**

Family Enrolment Form  
Application for Care Form  
Welcome Letter (New family)  
Scheme Information Booklet



## PLACEMENT OF CHILDREN INTO CARE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### Initial Contact

- Family information collected (including name and age of child, hours/days of care required, special needs, contacts, etc) either by telephone or meeting.
- Information provided to parent as requested and including the range of fees across the service, and service levy charges, Child Care Subsidy and attendance records.
- Scheme staff, aim to respond to the request for care within 48 hours.
- Consideration is given to the request for care under the 'Priority of Access' guidelines outlined in the Child Care Service Handbook.
- If no suitable child care places are available, family's details are placed on a waiting list.
- Regular contact is made with families on the waiting list.

### Referral to an Educator

- Families are provided with information about available Educators (for example: cultural background, gender, pets, pools, transporting of children) and any specific requests taken into consideration.
- Assessment of Educator's availability, capacity and suitability to meet both the needs of the family and the Educator is undertaken.
- Scheme staff contact the identified Educators and confirm details of family requiring care.
- Families are provided with appropriate Educators' names and contact numbers to organise meetings. Families are required to contact the Educator within 3 working days. If contact is not made, position will be referred to the next suitable family.
- Parent contacts scheme staff to advise on decision to accept or decline place in Educator's service. If the parents decline the child care place, the scheme staff will inform the Educator and the family's request will be placed on the Waiting List.
- To support continuous improvement, staff will seek feedback from families throughout the placement process.

### Enrolment

- A non-refundable enrolment fee is required to be paid by the family.
- Parents are provided with an information pack including (but not limited to):
  - A family enrolment record (Enrolment form/electronic);
  - Scheme Information booklet;
  - Safety information pamphlets;
  - Community resource information; and
  - Relevant government and peak body information pamphlets.
- An Enrolment Interview with the family and scheme staff or educator is organised and any information parents need to provide is outlined. Any translation services arranged if required.
- Coordinators discuss and answer any queries in relation to processes, expectations, Child Care Subsidy and complete relevant documentation.
- A Family Enrolment Record is completed via Harmony Software (the Educator can then access the family details).
- Discuss with families the opportunities for participation within the scheme.



## Review

- Families will be contacted to provide feedback on their child's placement after the coordination unit visit the child within the first month of care.
- Welcome letter is sent at enrolment and includes a survey to family re the care and service provided.

Where a child care place is not yet available for families seeking access to care, inclusion on the Waiting List will take place and care provided under the 'Priority of Access' Guidelines as outlined in the Child Care Service Handbook.

If at any time, a child with greater needs for child care support and recognised as having a higher priority requires care, negotiation may take place with other families accessing child care in order to assist with making a vacancy available.

## RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Family Assistance and Other Legislation Amendment Act 2013

## KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Care Service Handbook, Dept Education

## RELEVANT DOCUMENTS:

Family Enrolment Form (may be electronic)  
Application for Care Form (may be electronic)  
Welcome Letter (New family)  
Scheme Information Booklet



## EXCEPTIONAL CIRCUMSTANCES (Exceed Educator :Child Ratio) POLICY

**Policy Created: September 2023    Reviewed: September 2024**

**Next Review Due: October 2025**

### AIM:

To assist families and community in providing child care for children at risk, and for children in rural and remote areas. To ensure educators who are approved, to have an increased ratio of more than four children who are preschool age or under, at any one time, due to exceptional circumstances, are kept on the register of Family Day care educators.

### STATEMENT:

In exceptional circumstances, the approved provider of the family day care service may approve, in writing, a family day care educator to care for more than seven children, or more than four children who are preschool age or under, when:

- all the children being educated and cared for by the family day care educator are siblings in the same family, or
- a child is in need of protection under child protection law and the family day care educator is the best person to educate and care for the child, or
- the family day care residence or approved family day care venue is in a rural or remote location and no alternative childcare is available.

### PROCEDURES:

#### Co-ordination Unit Staff will:

- Consider and approve child/ren who meet the exceptional circumstance criteria. Discretion is to be given to the ages of child/ren exceptional circumstance is applied to. For example, in the circumstance where Exceptional Circumstances is approved, a limit may be placed on the ages of the children in care, such as 'no child is to be under 12 months of age'.
- Maintain an exceptional circumstances register, the register is to record;
  - nature of exceptional circumstance
  - date of when approval was granted by the approved provider
  - name of person who granted the approval
  - the date of birth and name of each child educated and cared for as part of the approval
  - the period which the FDC educator is approved to educate and care for more than seven children, or for more than four children who are preschool age or under

The Educator Register to be updated each time the family day care educator has been given exceptional circumstance approval.

- Provide Written Approval to a family day care educator who has met the criteria of exceptional circumstances.
- The Approved Provider is to impose a time frame of the exceptional circumstance approval to ensure that ongoing exceptional circumstance approval is justified and evidenced.
- Monitor the Accessibility/Remoteness Index of Australia (ARIA+) to ensure that educators remain operating in an identified rural or remote category. The Coordination Unit may request from families living in an outer regional area to provide evidence, such as a Statutory Declaration, detailing the limited accessibility to early education and care services in the area.

#### Educators will:

- Prove to the Coordination Unit that the child/ren they identify do indeed meet the exceptional circumstance requirements.
- Evidence to the Coordination Unit how they deem a child/ren to be applicable for exceptional circumstances.
- Where possible, keep within the ratio of 1:4 children not yet of school age:
  - If a child is absent on a day that an approval has been granted to have an additional child, the Educator may replace the absent child with a child of a working or high needs family;
  - If the additional child is absent, the Educator may not offer the additional child's place to another child. A 'blanket approval' is not permitted, if a child/ren approved for exceptional circumstances is absent, this vacancy cannot be filled via casual care means.
- When an individual child/ren are approved for exceptional circumstance, the increase to ratio is only applicable to the named child/children and when these child/ren are in care.



- Update the coordination unit of any changes to their exceptional circumstance approval, such as a new enrolment who meets the criteria of exceptional circumstance, or a child with exceptional circumstance approval ceases care.
- Update the coordination unit of any known changes to the family's personal circumstance that may affect their exceptional circumstance approval, for example, one parent ceasing work or a child is no longer subject to protection under child protection law.
- Ensure that the program and relevant documentation of their service is kept up to date at all times.
- Complete a Risk Assessment – Exceptional Circumstances, considering factors such as:
  - Skills, experience and ability to provide adequate, safe and suitable care for the number of children;
  - Capacity of the care environment to suitably cater to all of needs of the number of children;
  - Educator's ability to continue to complete all aspects of their role as an educator, whilst caring for the number of children;
  - The additional workload on the educator;

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

- Complete a Statutory Declaration or Parent Statement that outlines:
  - Full Name and Address of parent/parents.
  - Full Name and DOB of child/children (if more than one child).
  - Details of applications made to other child care services, including name of service and date of application (and a statement that there is no availability at this time if relevant)
  - Current employment details of each parent.
  - Required Days (i.e. Monday and Wednesday eg) and Hours of care for each child (i.e. 8am – 4 pm eg)
  - Any other supporting statements.
- Update the coordination unit or educator of any changes to their personal circumstances that may affect their exceptional circumstance approval, for example for example, one parent ceasing work or a child is no longer subject to protection under child protection law.
- Understand that if there is another Educator with an availability that means the service can stay within the ratio of 1:4, they may not get the Educator of their request.

#### RELEVANT LEGISLATION:

- Regulation 124, Education and Care Services National Regulations

#### KEY RESOURCES:

- ACECQA Information sheet, Legislative requirements for Family Day Care Educators: from 2023, [Info Sheet LegislativeRequirementsForFamilyDayCareEducatorsFrom2023\\_1.pdf \(acecqa.gov.au\)](#)
- Guide to the National Quality Framework, Quality Area 4: Staffing arrangements. [Quality Area 4: Staffing arrangements | ACECQA](#)

#### RELEVANT DOCUMENTS

- **Child Protection Policy**
- **Risk Assessment and Management Policy**
- **Inclusion and Diversity Policy**
- **Supervision Policy**
- Code of Conduct
- Certificate of Approval (Educator)
- Statutory Declaration (Parent/Guardian)
- Exceptional Circumstances Checklist
- Exceptional Circumstances – Details
- Risk Assessment
- Identifying a child at Risk, Department of Education – Fact Sheet 01.02.2024



## CHILD AND FAMILY ORIENTATION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure that the parent/guardian & child are comfortable with the placement of the FDC Educator. To provide information to educate parent/guardian about the Family Day Care service and answer any questions they may have as well as gathering important documents for child to start care.

### PROCEDURES

#### Coordination unit will:

- After the parent has met with Educator of choice and has decided to go ahead with that Educator, the parent will contact coordination unit to advise of their acceptance, or otherwise, of care.
- Inform parent to bring to the interview: the child/ren enrolment form; current Australian Immunisation History Statement Record from Medicare; Birth certificate; registration fee and any other information including, court orders, medical management plans. (this may also be conducted electronically)

#### THE INTERVIEW PROCESS:

- Parent will provide documents enrolment, the child/ren enrolment form; current Australian Immunisation History Statement Record from Medicare; Birth certificate; registration fee and any other information including, court orders, medical management plans.
- Coordination Unit Staff will process the enrolment to check it is correctly completed.

#### This consists of:

- Family Enrolment Form (via Harmony Software) completed including:
  - CRN/DOB Parent & CRN/DOB Children completed
  - Enrolment conditions explained and Enrolment Form signed and Dated by Parent
  - Australian Childhood Immunisation Register Record copy
  - Birth Certificate copy
- Individual fee structure explained
- Signing of attendance records discussed
- "Outings" discussed e.g. Playgroups, risk assessments
- Policies – shown and explained where to access these
- Coordinator/Educator Visits
- Discuss National Quality Framework, EYLF, Education & Care Services National Regulations
- What to send with your child – appropriate clothing, adequate and healthy food, hat, etc.
- Enrolment Fee paid
- Provide Medical Policy for children with Medical or Management Plans.
- The child's medical history (e.g., allergies and disabilities), any special cultural or religious requirements, any special dietary needs and any problems the child has experienced in care before.
- Enrolment processed and access provided via software to the educator

#### Educator Will:

- Enter into Care arrangements only on behalf of B/C Family Day Care. All enquiries for Care must come through the Coordination Unit.
- Ensure that all children in Care have a current Care placement agreement reflecting the Care provided.
- Only make changes to the Care placement agreement in consultation with the Coordination Unit.

#### Families will:

- Provide all information required before their child starts care including:
  - the child/ren enrolment form;
  - current Australian Immunisation History Statement Record from Medicare;
  - Birth certificate;
  - registration fee; and
  - any other information including, court orders, medical management plans.



#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Family Assistance and Other Legislation Amendment Act 2013

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Care Service Handbook, Dept Education

#### RELEVANT DOCUMENTS:

Family Enrolment Form  
Application for Care Form  
Welcome Letter (New family)  
Harmony Web online Enrolment  
Harmony 'Confirmation of Enrolment'  
Scheme Information Booklet  
Family Information Bag



## COLLABORATIVE PARTNERSHIPS WITH FAMILIES

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

Bowen/Collinsville Family Day Care acknowledges collaborative relationships with families are fundamental to achieving quality outcomes for children. Educators and Co-ordination Unit staff will actively and intentionally provide opportunities for families to be involved in the planning and development of the service, as well as in the activities for children.

### STATEMENT:

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

### PROCEDURES

#### Approved Provider Bowen/Collinsville Family Day Care will:

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

#### Co-ordination Unit Staff will:

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

#### Educators will:

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

#### Families are encouraged to:

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

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care



## VISITOR REGISTER

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

### PROCEDURES

- A FDC Educator must not leave a child or children alone with a visitor to a family day care residence or approved venue, while providing care and education to that child as part of the FDC service.
- All approved Educators who have “visitors” attend a family day care residence or approved family day care venue during hours of operation must have all the visitors sign the Visitors Register. The Visitors Register must be kept and include the following details:
  - Date
  - Name
  - Address and Phone Number
  - Time In
  - Time Out
  - Signature
  - Reason for visit
- Definition of a visitor for the purposes of the Education and Care Services National Regulations 2011 – any person at the Educator’s premises that is not permanently living at the premises.
- Visitors include:
  - Co-ordination Unit staff.
  - Trades persons.
  - Other people that may come into the Educator’s premises with the family.
  - Friends that drop in during the day, including other Educators.
  - Families that are at the Educators premises for a family interview whilst children are in care.
  - People that are staying with you short-term – not permanently residing with you.

Visitors do **not** include:

- Families that are signing the children in and out on the attendance record.
- Educator’s own family, who reside with them, and permanent residents.

The Co-ordination Unit will provide forms for Educators to use for visitors to sign. Educators are also able to utilise an electronic format, for example the Visitor Register in Kinderloop, to complete this record.

Visitor’s registers must be returned to the Co-ordination Unit and kept for a minimum 3 years after the record was made.

**The Visitor’s register will also be completed at play sessions.**

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>

### RELEVANT DOCUMENTS:

Record of visitors to FDC residence form



## FEES, FEE SCHEDULE AND CHARGING

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure Bowen/Collinsville Family Day Care meets all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the education and care service.

### STATEMENT:

Bowen/Collinsville has a responsibility to comply with all legislation and guidelines in the administration of child care fees and undertakes to ensure fairness, transparency and accountability is maintained when charging and collecting child care fees and processing payments.

Educators are self-employed business operators who are independently contracted by Bowen/Collinsville Family Day Care. Educators set their own fee schedule which are approved by the Nominated Supervisor in accordance with relevant legislation. It is important that Educators operate their business in an accountable manner which is transparent to all stakeholders.

### PROCEDURE

#### Management Committee (Bowen/Collinsville FDC) will:

- Ensure the fees set by the Co-ordination Unit are as determined by the Management Committee.

#### Co-ordination Unit will:

- Set the Family Application and Registration Fee, Child/Family Levy and Educator Levy each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements.
- Keep all stakeholders informed during this fee setting process.
- Include the Scheme Fee Information in the initial information provided to both Educators and families, which will include:
  - Enrolment/Registration Fees
  - Scheme levies
  - Gap Fees to be paid weekly, on invoice, by direct debit, a direct debit form is to be completed at enrolment. Fees to be paid two weeks in advance when commencing at the service and then maintained two weeks in advance always (meaning the current week plus two weeks).
  - No Cash or cheque payments will be accepted.
  - Fees are payable in advance for every day a child is enrolled at the service, including public holidays, sick days and family holidays.
  - Full fees are payable until Child Care Subsidy (CCS) confirmation is received by the service from Services Australia.
  - If fees are not paid on time, the service may choose to reduce the booked days, or terminate the child enrolment.
  - If fees are not paid on time, the service may charge an Overdue Fee of \$10.00, for each week the account is in arrears, as at close of business each Friday
  - A Rejection Fee of \$10.00 may be applied for any direct debits that bounce back from the families nominated bank account.
- Provide information to Educators on developing their fee schedule.
- Not enter into discussions with Educators or families on matters relating to the value of an individual service compared to other services.
- Process all correct attendance records for children, based on actual attendance or current placement agreement.
- Process all families Child Care Fee Assistance on behalf of Educators.
- Monitor accuracy of claims for Child Care Fee Assistance.
- Pay the educator all of the fees owing to them including the parent gap fee, less any levy or other fees owing to the service by the educator.
- Ensure individual fees are compliant with the Department of Education Child Care Service Handbook, service policies and software before implementing with families.



- Report any fee changes to Department of Education.

#### **Educators will:**

- Adopt standard hours as 7.30am to 5.30pm Monday to Friday for all families using B/C Family Day Care. Any care provided outside these hours or on Public Holidays will be classified as Non-standard hours of care. Educators are not permitted to individually alter the standard hours of care that they charge families.
- Ensure individual fees are compliant with the Australian Government Handbook, service policies and software before implementing with families.
- Ensure fee schedules are given to families at the initial interview.
- Charge all families the same fee for the same service.
- Include the service fees in all fee schedules.
- Give the Co-ordination Unit and existing families at least 2 weeks' notice of any changes to fees and only implement them after approval by the Nominated Supervisor.
- Not discuss nor agree to set fees in collusion with other Educators (Trade Practices Act 1974).
- Elect not to charge close relatives for care being provided if they choose. Child Care Fee Assistance/Child Care Subsidy cannot be claimed for these families.
- Only provide care for children who are registered with the service.
- No accept a child into care prior to receiving confirmation of the Bond being paid and the Direct Debit being in place.

*(Other children, including their own or relatives will be counted in the total number if present without another adult carer. During operating hours, visiting children must be signed into the visitor's book, including an emergency contact number).*

- Be available to provide care for that whole session (as per the placement agreement), should a family need it. For Child Care Fee Assistance (CCFA)/Child Care Subsidy (CCS) purposes, a Service cannot report a session of care and then require a child to leave the service before that session is finished (Excluding natural disasters). In the case that an Educator cannot be available for the whole session, the actual hours of service provided can only be charged.

#### **In regards to setting and reporting fees, Educators will:**

- The Educator must pay the bond upon registration.
- The Educator is responsible for complying with all relevant obligations relating to the operation of their business including but not limited to:
  - a. Compensation and Consumer Act 2010
  - b. Department of Education Child Care Service Handbook
  - c. Corporations Act 2001;
  - d. Government Information (Public Access) Act 2009;
  - e. A New Tax System (Goods and Services Tax) Act 1999;
  - f. Workplace Health and Safety Act 2011
  - g. A New Tax System (Family Assistance) Act 1999
  - h. A New Tax System (Family Assistance) (Administration) Act 1999
- The Educator will pay an Educator Levy to the Service. This levy will be deducted from the Educator's weekly payment for each week child care is provided throughout the financial year.
- Educators will sign an acceptance/authority upon registration.
- The Educator must be available for the full session of Care that Child Care Fee Assistance is being claimed for.
- The Educator will report/record attendances correctly. This includes charging all clients the same fee for the same service, and reporting absences correctly.
- The Educator will report attendances of any non-client child that is under the supervision of the Educator to the Nominated Supervisor.
- The Educator agrees to receive their remuneration by payment from the Service into their nominated Bank account.
- Provided that the Educator is in compliance with their obligations under this Agreement, the Service will pass on to the Educator any portion of Child Care Fee Assistance entitlement, which it receives from the Australian Government in relation to Family Day Care Services provided by the Educator, as well as the parent gap fee. The time frame for CCS processing can vary considerably however the usual payment period is weekly.



- Families must be provided with a copy of the Educator's current Fee Schedule prior to the commencement of Care.
- New Fee Schedules and all changes to Fee Schedules must be approved by the Service's Nominated Supervisor and two weeks' notice given to Families prior to charging Clients the new fee.
- All fees payable by the parent (Gap Fees) will be collected by the service via Direct Debit.
- Where outstanding debt remains more than 14 days overdue the Service will notify the Family that Care will cease until payment and/or an acceptable payment plan is in place. Once a payment plan is in place or payment has been made care may be reinstated.
- The educator must report attendances in a timely manner. CCSS (Australian Government Child Care Subsidy System) may not process attendance records submitted later than 14 days after the week of care provided.

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

- Ensure all children being provided with care are registered with the service.
- Pay fees (via Direct Debit) to the Service, as follows:
  - Enrolment/Registration Fees
  - Scheme levies
  - Gap Fees to be paid weekly, on invoice, by direct debit, a direct debit form is to be completed at enrolment. Fees to be paid two weeks in advance when commencing at the service and then maintained two weeks in advance always (meaning the current week plus two weeks).
  - No Cash or cheque payments will be accepted.
  - Fees are payable for every day a child is enrolled at the service, including public holidays, sick days and family holidays.
  - Full fees are payable until Child Care Subsidy (CCS) confirmation is received by the service from Services Australia.
  - If fees are not paid on time, the service may choose to reduce the booked days, or terminate the child enrolment.
  - If fees are not paid on time, the service may charge an Overdue Fee of \$10.00, for each week the account is in arrears, as at close of business each Friday
  - A Rejection Fee of \$10.00 may be applied for any direct debits that bounce back from the families nominated bank account.
  - Non payment of Gap Fees is a non compliance issue and the family may be committing fraud if they are collecting the CCS via Centrelink, and could be subject to 10years jail time under section 135.2(1) Criminal Code 1995 (Commonwealth) – obtaining a financial advantage from a Commonwealth entity.
- Complete and sign an Enrolment Form for all current care arrangements with Bowen/Collinsville Family Day Care provided by the contracted Educator.
- Sign their child in and out on the attendance record each time they access Family Day Care.
- Sign for all absences reported by the Educator on their child's attendance record.
- Provide eligible documentation to claim CCFA/CCS for any absences from care over the 42 allowable absence days each financial year by Department of Education.
- Advise the Educator of any absences from care as early as possible in advance.

#### **Educators Non-Compliance:**

Non-compliance issues include any non-compliance with this policy. The service is legally responsible for ensuring that the service is compliant with the law and is required to take action against breaches and involve the police where required.

#### **Non-compliance procedures are as follows:**

1. On the fortnight - Warning email will be sent
2. 4th week - Warning letter sent
3. 6th week - Disciplinary letter sent
4. Deregistration may occur.

#### **Attendance records:**

- must be submitted at least fortnightly, but CCS will only be payable to the Educator upon submission of the attendance records for each week.



- Information to parents concerning CCFA/CCS changes must be passed on within a fortnight.

#### Setting, reporting and charging fees:

- New Fee Schedules and all changes to Fee Schedules must be approved by the Service’s Nominated Supervisor
- Provide two weeks prior notice given to Clients for any new fee
- Charge fees in accordance to this policy and the Law
- Report attendances correctly as per the law

#### Annual Documents and Family Enrolments:

These include but are not limited to:

- Current Family Enrolments;
- annual documents including licences, insurances, risk assessments;
- excursion permission forms;
- medical certificates;
- safety equipment checks e.g. Electrical Safety Switches;
- Vehicle road safety certificates;

#### Appendix (fees)

Information for Educators regarding setting fees and reporting attendances.

Things to remember when developing your fee schedule:

- Educators must use the template set by Bowen/Collinsville Family Day Care Service, unless authority to use an individual template is given by the Nominated Supervisor.
- Educator’s fees must be approved by the Nominated Supervisor prior to be implemented with Families.
- Once approved, Educators fees become the fee charged by Bowen/Collinsville Family Day Care Service for the service provided by the contracted Educator.
- Educators can set a minimum number of work hours of 1 hour and a maximum of 24 hours per day if approved by the Nominated Supervisor.
- Educators can set the days on which they are available for different types of care (i.e. Monday to Friday, or full days Tuesday, Wednesday and Thursday and before and after school care on Monday to Friday).
- Non-standard hours can be set with a minimum of an hourly rate.
- The fee your service charges a family must be a real fee – that is, it must be the fee that the family is actually liable to pay. You must not report a fee to the CCMS unless the family is liable to pay that fee under the commercial arrangement between the family and your service. (e.g. total fee = \$85.00 less CCS of \$60.00 –fee payable by family is \$25.00)
- You must pass on the full amount of fee reductions amounts to families within 14 days of being notified of the amount by Department of Social Services. You must use all practicable means to pass to families the fee reduction amounts advised by Department of Social Services. It is an offence not to pass on the amounts within 14 days.

#### Approval process for fees and charges set by Educators:

- All fees and charges must be submitted on the approved template. This document will become the document provided to families.
- Considerations will be given to the service provided, value for money, past performance, the environment in which the service operates and any additional aspects that is provided by the service.
- Educators need to allow 2 weeks after approval before the new fee is to start.
- All current families must be provided with a copy of the “Educator Fee Schedule”

#### Approved Fees and Charges by Bowen/Collinsville Family Day Care. (Fees and Charges Guide)

##### Fee Charges

Minimum session of care for standard hours	1hr
Maximum session of care for standard hours	10hrs
Minimum session of care for non -standard hours	1hr
Maximum session of care for non-standard hours	24hrs with Coordination Unit approval



### Types of charges allowed.

Food- snacks  
Food -lunch/dinner  
Travel  
Late fee  
Casual care  
Before and After School Care  
Overnight  
Weekend  
Public holidays  
School term only  
Holding fee  
Late payment of fees

### Work/Charged hours

Minimum Number of work/charged hours (for Educators only working before and after school care)	3
Minimum Number of work/charged hours (for Educators only working with children under school age)	6
Maximum number of work hours	24
Fee Range	

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Family Assistance and Other Legislation Amendment Act 2013
- Compensation and Consumer Act 2010
- A New Tax System (Family Assistance) (Administration) Act 1999 section 201B(1)

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Family Day Care Australia, [www.familydaycareaustralia.com](http://www.familydaycareaustralia.com)
- Child Care Service Handbook, Dept Education
- CCSS Helpdesk
- Family Day Care Fact Sheet (Dept of Education)
- Family Day Care Australia, [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)
- Harmony Web, [www.harmonykids.com.au](http://www.harmonykids.com.au)
- FDCA EFT Audit Process information sheet
- FDCA EFT Transition Resources Guide, [EFT Transition Resources \(familydaycare.com.au\)](http://EFT Transition Resources (familydaycare.com.au))
- FDCA changes to Child Care Subsidy Gap Fee Payments information sheet
- Department of Education, Electronic payment of gap fees, [Electronic payment of gap fees - Department of Education, Australian Government](http://Electronic payment of gap fees - Department of Education, Australian Government)
- Services Australia, Child Care Subsidy, [Child Care Subsidy - Services Australia](http://Child Care Subsidy - Services Australia)

### RELEVANT DOCUMENTS:

#### Child Enrolment and Vacancies Policy

Scheme Fee Schedule form



Fee Schedule Template form  
Independent Fee Setting Resource Sheet  
Family Enrolment Form (or via Harmony)  
FDCA Independent Fee Setting – Information  
Attendance Record  
Placement of New Family Checklist



# STAFF ARRANGEMENTS



## CODE OF CONDUCT

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To outline expected standards of behaviour for all stakeholders involved in the scheme, management committee members, staff, educators, parents, guardians and children, and ensure conduct is appropriate.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) has a commitment to children and families to provide high quality education and care and provide a healthy, positive and professional workplace for Educators, staff and others by ensuring standards of behaviour and conduct are respectful and consistent.

As part of our professional conduct, we will abide by the following principles:

#### Confidentiality

Maintain and respect each individual's right to privacy and confidentiality.

Information regarding the families and children's needs will be shared between the educator and coordination team in the best interest of the child

Information regarding families' needs will be shared with community agencies only with the permission of the family, except in child protection matters.

#### Conflict of Interest

Individuals must maintain their professional integrity by recognizing and reporting actual, potential or perceived conflicts of interest, for example:

Financial gain

Personal knowledge that may compromise the integrity of either party

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

Consider issues consistently, promptly and fairly.

Deal with matters in accordance with established procedures, in a non-discriminatory manner.

Take all relevant facts known to you, or that you should be reasonably aware of, into consideration and have regard to the particular merits of each case. Do not take irrelevant matters or circumstances into consideration when making decisions.

*This means not using derogatory terms towards others, observing the rights of other people, treating people with courtesy and recognising the different roles others play in decision-making.*

#### Accountability

You are accountable for your decisions and actions and should consider issues on their merits, taking into account the views of others. This means recording reasons for decisions; submitting to scrutiny; keeping proper records; establishing audit trails.

#### Openness

You have a duty to be as open as possible about your decisions and actions, giving reasons for decisions and restricting information only when the wider community interest clearly demands.

*This means recording, giving and revealing reasons for decisions; revealing other avenues available to the client or business; when authorised, offering all information; communicating clearly.*

#### Honesty

You have a duty to act honestly.

#### 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

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

- ✓ To a voice
- ✓ To dignity and respect
- ✓ To participation
- ✓ To quality experiences whilst in care
- ✓ To be a child
- ✓ To 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
- ✓ 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 practice

## In Relation to Community

Acknowledge the role of community in setting community standards and articulating community needs and will be responsible to the community by:

- ✓ liaison and 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
- ✓ work within the legislative framework and quality assurance process to promote the well-being of children

Develop and sustain services which are characterised by:

- ✓ openness
- ✓ accountability
- ✓ accessibility
- ✓ flexibility
- ✓ professionalism
- ✓ supporting community education and advocacy for children



## GENERAL CONDUCT OBLIGATIONS

### General conduct

1. You must not conduct yourself in carrying out your functions in a manner that is likely to bring Family Day Care into disrepute. Specifically, you must not act in a way that:
  - a) contravenes the Act, associated regulations, service Policies and Procedures
  - c) is improper or unethical
  - d) is an abuse of power or otherwise amounts to misconduct
  - e) causes, comprises or involves intimidation, harassment or verbal abuse
  - f) causes, comprises or involves discrimination, disadvantage or adverse treatment in relation to conducting FDC business
  - g) causes, comprises or involves prejudice in the provision of a service to the community.
2. You must act lawfully, honestly and exercise a reasonable degree of care and diligence in carrying out your functions under the Act or any other Act.
3. You must treat others with respect at all times.

### Harassment and discrimination

- You must not harass, discriminate against, or support others who harass and discriminate against colleagues or members of the public. This includes but is not limited to harassment and discrimination on the grounds of sex, pregnancy, age, race, responsibilities as a carer, marital status, disability, homosexuality, transgender grounds or if a person has an infectious disease.

### Use and security of confidential information

- You must maintain the integrity and security of confidential documents or information in your possession, or for which you are responsible.
- In addition to your general obligations relating to the use of information, you must:
  - protect confidential information
  - only release confidential information if you have authority to do so
  - only use confidential information for the purpose it is intended to be used
  - not use confidential information gained through your official position for the purpose of securing a private benefit for yourself or for any other person
  - not use confidential information with the intention to cause harm or detriment to B/C FDC or any other person or body
  - not disclose any information discussed during a confidential session or meeting.

### Personal information

When dealing with personal information you must comply with:

- a) *Information Privacy Act 1999*
- b) *National Privacy Principles in the Privacy Amendment (Private Sector) Act 2000*

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000

Working with Children (Risk Management and Screening) Act 2000

- Information Privacy Act 1999
- National Privacy Principles in the Privacy Amendment (Private Sector) Act 2000

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standard for Early Childhood Education and Care and School Age Care,

- Family Day Care Australia, [www.familydaycareaustralia.com](http://www.familydaycareaustralia.com)
- Child Care Service Handbook, Dept Education
- Bowen/Collinsville Family Day Care Management Committee Member Handbook
- Commission for Children and Young People and Child Guardian - your policies and Code of Conduct

### RELEVANT DOCUMENTS:

**Ethical Conduct Policy**

ECA Code of Ethics



## CLOSING AND OPENING AN EXISTING FDC BUSINESS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure the Co-ordination Unit is aware of the operation of Approved Educators.

### STATEMENT:

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

### PROCEDURE

For closures less than a 2-week period:

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

**For closures more than a 2-week period:**

- Educators are to notify the Co-ordination Unit in writing at least one week prior to closure, (if possible), advising of closure and reopening dates.
- For any occurrence of closure where the health status of the Educator has changed e.g. illness, medical procedure or birth of a child, a doctor's certificate may be requested by the Co-ordination Unit before the Educator can reopen their business.
- Closures of more than 12 months will result in the Educator's name being removed from the Family Day Care Register.
- In all cases of an Educator being unavailable to provide childcare, Educators will notify families by phone or in writing of their closure period (dates) and refer them to the Co-ordination Unit for alternative care.
- In all cases when an Educator closes their service for any period of time the Educator must ensure that the Education and Care Environment Assessment and Risk Management Plan will be reviewed and the premises will be compliant to this document before the Educator reopens their business.

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.cecqa.gov.au/nqf/national-quality-standard>
- Child Care Service Handbook, Dept Education

### RELEVANT DOCUMENTS:

Education and Care Environment Assessment and Risk Management Plan



## ADVERTISING

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

Family Day Care Educators are self-employed childcare workers, operating their business under the Approved Provider, Bowen/Collinsville Family Day Care Association Inc.

All advertising and promotional material used to endorse any aspect of Bowen/Collinsville Family Day Care must be professional and endorsed by the Nominated Supervisor (or representative) of the service.

### PROCEDURES

#### **Bowen/Collinsville Family Day Care will:**

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

#### **Co-ordination Unit Staff will:**

- Ensure the Advertising Policy for the service reflects the best interests of the service within the community.
- Develop advertising material for the service.
- Advertise the service regularly using a variety of media.
- Participate in promotional activities regularly.
- Support Educators to develop advertising and promotional material, if requested
- Respond to requests for media coverage for special occasions and events, in line with B/C FDC procedures.

#### **Educators will:**

- Promote the service to the wider community in a positive manner at all times.
- Ensure they state that they are registered with Bowen/Collinsville Family Day Care when advertising their Child Care Subsidy approved service.
- Ensure the BOWEN/COLLINSVILLE FAMILY DAY CARE logo appears on all individual advertising materials developed and is not altered in any format, according to *Sect 104 of the Education and Care Services National Law 2010 which states:*

#### **104 Offence to advertise education and care service without service approval**

*A person must not knowingly publish or cause to be published an advertisement for an education and care service unless it is an approved education and care service.*

Ensure all advertising and promotional material used to promote any aspect of Bowen/Collinsville Family Day Care is endorsed by the Nominated Supervisor (or representative) of the service.

### INTERNET AND SOCIAL NETWORKING

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

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

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

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Protection Act 1999
- Commission for Children and Young People and Child Guardian Act 2000

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care



## PROTECTING EDUCATORS' WELLBEING

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

#### It is recommended that Educators:

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

#### KEY RESOURCES:

##### **Work Health & Safety Policy**

Beyond Blue: Staff Wellbeing

<https://beyou.edu.au/fact-sheets/wellbeing/staff-wellbeing>

Staying Healthy (Preventing Infectious Diseases in ECEC services) 6<sup>th</sup> Edition 2024



## ETHICAL CONDUCT

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

### PROCEDURES

#### Approved Provider – Bowen/Collinsville Family Day Care Association Inc. will:

- Ensure policies and practices are developed in line with current Education and Care Services National Law 2010, Education and Care Services National Regulations 2011 and National Quality Standard.
- Ensure all stakeholders are consulted in matters of policy development.
- Ensure changes within the service are explained to Educators, families and Co-ordination Unit staff prior to implementation.
- Ensure Professional Development is available to Co-ordination Unit staff.

#### Co-ordination Unit Staff will:

- Abide by the ECA Code of Ethics 2016.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation.
- Provide resources for Educators to develop their knowledge of the ECA Code of Ethics.
- Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics.

#### Educators will:

- Abide by the ECA Code of Ethics 2016.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Be professional and ethical in the operation of their childcare business.
- It is the Educator's responsibility to ensure that all claims are a true and accurate reflection of actual hours of childcare that has been provided to the children for whom they are responsible and that any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to B/C Family Day Care, fraud or a breach of the Education and Care Services National Law and Education and Care Services National Regulations. Penalties may also apply and the contract with you be terminated.

#### Families will:

- Abide by the Ethical Conduct Policy.
- Support the Educator to comply with the ECA Code of Ethics.
- View a copy of the ECA Code of Ethics by either visiting the Early Childhood Australia Website at [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) or by contacting the Co-ordination Unit on 07 4786 1399 for a copy.

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Anti-Discrimination Act 1991 (QLD)
- Commission for Children and Young People and Child Guardian Act 2000
- Working with Children (Risk Management and Screening) Act 2000
- Child Protection Act 1991
- Information Privacy Act 1999
- National Privacy Principles in the Privacy Amendment (Private Sector) Act 2000
- Right to Information Act 2009 (QLD)



#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Commission for Children and Young People and Child Guardian - your policies and Code of Conduct
- Early Childhood Australia Code of Ethics 2016, [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

#### RELEVANT DOCUMENTS:

Bowen/Collinsville Family Day Care Management Committee Member Handbook



## DETERMINING RESPONSIBLE PERSON

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

A responsible person will be available at all times that an Educator registered with Bowen/Collinsville Family Day Care may be providing education and care to children. The process for determining the responsible person will be clear to all educators and staff and followed at all times.

### PROCEDURES

#### A responsible person can be:

- The Approved Provider (a person from Bowen/Collinsville FDC who is in management or control of the service).
- Nominated Supervisor – this is a person designated by the service as the Nominated Supervisor who has given written consent, and who's details are displayed
- a person who has been placed in day-to-day charge of the service.

#### Co-ordination Unit Staff will:

- Designate a Nominated Supervisor. This appointment will be made in writing and written consent from that person will be sought.
- Ensure a Nominated supervisor is available at all times an education and care service is operating.
- Ensure either the Nominated Supervisor, or a person in day to day charge of the service, is available to provide support to an educator whilst that educator is educating and caring for a child.
- Nominate certified supervisors to be responsible when the nominated supervisor is unavailable. A single nominated supervisor will be placed in charge on a daily basis. The appointment of certified supervisors will be made in writing to individuals and written consent from such people will be sought.
- Ensure Nominated Supervisors and Person in day-to-day charge:
  - Be 18years or older
  - have adequate knowledge and understanding of the provision of education and care to children;
  - have an ability to effectively supervise and manage an education and care service.

#### With regard to:

- the person's history of compliance with the National Law and other relevant laws;
- any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws;
- obtain a signed Compliance History Statement from each Nominated Supervisor.
  - Maintain a current Working with Children Check (Blue Card)
  - Maintain current knowledge of Child Protection Laws
- Ensure the responsible person is appropriately skilled and qualified.
- Notify the regulatory authority of changes to nominated supervisors, including:
  - Changes to name or contact details
  - Is no longer employed or engaged by the service
  - Has been removed from the role, or
  - Withdraws their consent to the nomination.
- Nominate an Educational Leader. This appointment will be made in writing and written consent from that person will be sought.
- Ensure the Educational Leader has a clear understanding of the role.

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:



- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care,
- PRODA website

**RELEVANT DOCUMENTS:**

Staff Files – Nominated Supervisor

Staff Files – Educational Leader



## FAMILY DAY CARE REGISTER OF EDUCATORS and COORDINATORS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### PROCEDURE:

To meet the requirements of section 269 of the National Law and section 153 of the National Regulation, the following information will be kept on a register at the Co-ordination Unit.

For each Educator registered:

- The full name, address and date of birth of the Educator
- The contact details of the Educator (including mobile) if undertaking excursions
- The address of the residence or approved venue
- The date the Educator was registered with the service
- When applicable, the date that the Educator ceased to be registered with the service
- The days and hours the Educator will usually be providing education and care to children as part of the service
- Evidence of any qualifications held by the Educator, the minimum requirement being a Certificate 111 in Early Childhood Education and Care, or an approved equivalent;
- Evidence that the Educator has completed:
  - current first aid training,
  - current approved anaphylaxis management training and current approved emergency asthma management training
- Evidence of any other training completed by the Educator
- A contract/agreement/enrolment for each child the Educator provides care for stating the child's name, date of birth and the days and hours the Educator usually provides education and care to that child
- The full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence
- The full names and dates of birth of all children aged under 18 years who normally reside at the residence
- A record of the identifying number of the working with children check, the expiry date and the date the check was received by the Co-ordination Unit for the educator and each person over 18 years who normally resides at the residence
- A record of the dates and times of Coordinator monitoring and support - visits, phone calls and/or correspondence to educators
- when an Educator is approved to educate and care for more than seven children, or more than four children who are preschool age or under, at any one time, due to exceptional circumstances, the following is to be kept:
  - nature of exceptional circumstance
  - date of when approval was granted by the approved provider
  - name of person who granted the approval
  - date of birth and name of each child educated and cared for as part of the approval
  - period which the FDC educator is approved to educate and care for more than seven children, or for more than four children who are preschool age or under.

For each Coordinator registered:

- The full name, address and date of birth of the Coordinator
- The contact details of the Coordinator
- The date the Coordinator was employed, and if applicable, the date the Coordinator ceased employment
- Evidence of any qualifications held by the Coordinator
- If the Coordinator will be providing education and care, evidence that the Coordinator has completed:
  - current first aid training,



- current approved anaphylaxis management training and current approved emergency asthma management training
- Evidence of any other training completed by the Coordinator, including Child Protection
- A record of the identifying number of the working with children check, the expiry date and the date the check was received by the Co-ordination Unit for the Coordinator

**RELEVANT LEGISLATION:**

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

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care

**RELEVANT DOCUMENTS:**

Educator Register  
Harmony Web Software



## PROFESSIONAL DEVELOPMENT POLICY

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure Management, Co-ordination Unit staff and Educators participate in Professional Development on a regular basis.

### STATEMENT:

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

### PROCEDURES

#### Management will:

- Take opportunities for ongoing Professional Development in Family Day Care where possible.
- Ensure the policies of the service meet the Education and Care Services National Regulations 2011 in regard to Professional Development.
- Provide Professional Development opportunities for Co-ordination Unit staff.
- Ensure Coordination Unit staff undergo regular training in Child Protection.

#### Co-ordination Unit Staff will:

- Take opportunities for ongoing Professional Development where possible.
- Participate in Professional Development in responding to suspected Child Protection issues, at least every 12 months.
- Provide opportunities for all stakeholders to provide feedback relating to Professional Development requirements of the service.
- Ensure Educators are offered Professional Development opportunities that cover key business areas, including:
  - In-house training sessions and workshops;
  - One-on-one training programs around specific topics;
  - On-line training and workshops;
  - Conferences, seminars and training; and
  - Networking, meetings and discussion groups.
- The types of training provided and the delivery of training will consider the cultural and religious backgrounds of Educators, the diversity in learning styles and any literacy or translation requirements necessary.
- Provide resources and information to Educators and families on childcare related areas.
- Evaluate Professional Development provided to management, staff, Educators and families for effectiveness.
- Provide an induction program for new Educators
- Engage professionals external to the service as well as staff for the delivery of Professional Development.
- Provide Educators with relevant Professional Development records
- Support Educators in their endeavours to obtain qualifications

#### Educators will:

- Attend an induction program prior to commencing as an Approved Educator. Prospective Educator's family members will be encouraged to attend.
- Annually, participate in 1 or more Professional Development opportunities to remain on the Register of Approved Educators.
- Provide evidence that Professional Development has influenced practice.
- Participate in Professional Development in responding to suspected Child Protection issues, at least every 12 months.
- Complete a Professional Development plan annually.



- Participate in mandatory training as outlined by the Co-ordination Unit including Nutrition, Safe Food Handling and Safe Sleeping.

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

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

#### **Requirements for First Aid**

- In line with the Education and care services National Regulations 2011 it is a requirement that all Approved Family Day Care Educators and staff hold a current approved First Aid qualification and training in Asthma and Anaphylaxis management. Educators will not be allowed to operate their business without evidence of a current First Aid Certificate being provided to the Co-ordination Unit before expiry.
- Educators who do not meet the requirements for Professional Development annually may be removed from the Register of Approved Educators at the discretion of the Approved Provider and/or Nominated Supervisor.

#### **RELEVANT LEGISLATION:**

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

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government
- C.M.S. (Community Management Solutions)
- Belonging Being Becoming – The Early Years Learning Framework V 2.0, 2022
- My Time, Our Place – The Framework for School Age Care in Australia V 2.0, 2022

#### **RELEVANT DOCUMENTS:**

##### **Educator Registration Policy**

Educator/Scheme Agreement form

Education and Care Environment Risk Assessment and Management Plan

Professional Development Plan



## REGISTRATION OF EDUCATORS AND STAFF

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure Educators and Co-ordination Unit staff are selected on merit and with regard to anti-bias practise, in a fair and transparent manner and in adherence to statutory requirements.

### STATEMENT:

Bowen/Collinsville FDC has an obligation to the community to ensure that all staff and Approved Educators are recruited in a fair and equitable manner based on merit and without bias. They must demonstrate an ability to meet and maintain the standards expected by the Federal, State and Local Governments, the service and the community in relation to the provision of quality child care.

### PROCEDURES

#### Management will:

- Advertise and recruit Co-ordination Unit staff:
  - The selection criteria and job description are placed on the Seek website and in the local newspaper.
  - The Approved Provider receives applications via email and discusses these with the coordination unit team, and together they decide on the shortlist of applicants who will be interviewed.
  - A selection panel is appointed. This panel may include the Coordinator, a member of the Management Committee and others as desired (maximum of three).
  - Before the successful applicant is notified and a contract drawn up outlining the award and conditions of employment, referees are given the opportunity to provide feedback.
  - Staff hours and requirements will be dependent on funding levels of the service

#### Ensure Coordination Unit Staff:

- Meet mandatory requirements as stated under the Education and Care Services National Law Act 2010 including Current qualifications, 18years or older, maintenance of Child Protection training; Current Working with Children Check (Blue Card);
- Knowledge of early childhood development and ability to demonstrate a genuine interest in an enthusiasm for helping children grow and develop according to their individual needs.
- Ability to communicate effectively, respectfully and warmly with children and adults.
- Is willing to meet best practice standards and to continue their own ongoing professional development.

#### Co-ordination Unit Staff will:

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

#### Educators will:

##### Be over the age of 18 years

- Register with the service through the advertised procedure.
- Operate their childcare business as a self-employed operator once registered with the service.
- Provide evidence of current qualifications as required.
- Sign and abide by the Educator's Agreement annually to remain on the Family Day Care Register.

An unsuccessful Prospective Educator can contact the Co-ordination Unit for feedback on their unsuccessful application.

### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010



- Education and Care Services National Regulations 2011
- Child Protection Act 1999
- Working with Children (Risk Management and Screening) Act 2000
- Fair Work Act 2009
- Work Health & Safety Act 2011(QLD)
- Work Health & Safety Regulation 2011 (QLD).

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government
- C.M.S. (Community Management Solutions)

#### RELEVANT DOCUMENTS:

##### Selecting Approved Educators Policy

Educator/Scheme Agreement

Education and Care Environment Risk Assessment and Management Plan

Quality Improvement and Professional Development Plan

Bowen/Collinsville FDC Policy Manual

Staff Position Descriptions & Selection Criteria

Staff Employment Contracts

Staff Induction Checklist

Staff Immunisation Record

Staff records

Staff Induction Booklet/Information

Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government



## SELECTING APPROVED EDUCATORS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### PROCEDURE:

The first phase of the recruitment process is selection, which is conducted over a series of interviews where the applicant, staff and existing Educator/s exchange information about the job of an Educator and the applicant's capacity to succeed in that role.

All interactions between the service and the Educator applicant including the first contact are considered part of the registration process and should be recorded in the Educator Registration Assessment record.

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

The Registration of the applicant to become an Educator will not proceed without the agreement of all parties, including the support of all adult occupants within the home.

The final stage of the recruitment process is the induction training program where the coordination unit provides ongoing training to the Educator about the most essential aspects of the role.

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

### KEY SELECTION CRITERIA

- Be at least 18 years old
- Have and maintain current public liability insurance at the care residence
- Have and maintain current approved first aid, anaphylaxis and emergency asthma management qualifications
- Submission of a letter of application
- Hold a Current Working with Children Positive Notice (Blue Card) issued by Commission for Children, Young People and Child Guardian for educator and all household members over 18 years as required.
- A completed Certificate 111 In Early Childhood Education and Care, or the equivalent.
- Contact details of two referees.
- Proof of identity
- A recent medical certificate from a certified practitioner stating suitability to fulfil the requirements of an Approved Educator.
- A completed Education and Care Environment Risk Assessment and Management Plan of their residence in conjunction with the Co-ordination Unit, ensuring an adequate standard is met for the provision of childcare.
- An obligation to participate in training regard to Child Protection every 12 months
- Experience working in an early childhood setting
- Knowledge, and/or Professional Development in childcare.
- Evidence of qualifications relevant to the Educator position.
- Attitude and commitment to the philosophy of the service.
- An ability to communicate with adults and children.
- An awareness of and sensitivity towards the diverse needs of young children and their families including a range of cultures, religions and abilities.

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

- Unsatisfactory Working with Children Check of applicant or household members.
- References unavailable or unfavourable.
- Unsatisfactory Education and Care Environment Risk Assessment and Management Plan of the applicant's residence.
- Unsatisfactory medical report.
- Inability to demonstrate the capacity to supervise and care for the children adequately.
- Inability to demonstrate effective communication skills and interactions with children and adults.
- Refusal by prospective Educator to comply with an obligation within service and/or legislative requirements.
- Limited knowledge of child development and appropriate behaviour guidance.



## General tasks

- Display information for parents to see, including:
  - the educational program that you provide;
  - emergency evacuation procedure, including the areas of the environment that are not risk assessed for FDC purposes and any water hazards;
  - weekly menu, if providing food; and
  - service information, including the Service's National Quality Framework Assessment Ratings.
- Provide an environment which is conducive to the health, safety, development and quality care of children and is capable of meeting the individual needs of children, including children of different cultures and religions, and children with disabilities and other special needs, including:
  - Use positive behaviour management techniques with children and that children are not subject to any form of corporal punishment or discipline that is unreasonable in the circumstances;
  - Adequate health and hygiene practices (including handling, preparing and storing food);
  - Children's need for rest and sleep are met;
  - Medication is not administered to a child unless it is authorised (except in emergencies and parents are notified);
  - Children in your care do not leave your home unless they are given into the care of an authorised person, or undertake an excursion that has had prior parental authorisation following a risk assessment;
  - Unauthorised persons do not access your home;
  - Visitors are not left alone with children;
  - Parents of children in care are allowed to enter at any time the child is in care (unless prohibited by a court order);
- Possesses knowledge of early childhood development and must be able to demonstrate a genuine interest in, and enthusiasm for, helping children grow and develop according to their individual needs.
- Demonstrates the ability to communicate effectively, respectfully and warmly with children and adults
- Is willing to meet best practice standards and to continue their own ongoing professional development
- Has 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
- Is physically and mentally able to manage stressful situations and has the flexibility to respond to the changing demands of caring for children as they occur
- Provide a range of activities and experiences which are designed to promote the physical, social, emotional and intellectual development of each child, in line with the Early Years Learning Framework guidelines and National Quality Standards, including:
  - A planned learning program for the children in care;
  - Records of each child's progress and learning, and these are shared with parents;
- Ensure close supervision of children at all times.
- Ensure children have access to nutritious food and safe drinking water.
- Maintain accurate records, in a confidential and secure manner, including:
  - Documentation of child assessments or evaluations for delivery of the educational program;
  - Enrolment record for each child (Harmony Web);
  - Child attendance records;
  - Accident, Incident, Injury, Trauma and Illness records;
  - Medication Forms;
  - A record of all visitors to the home while children are in care;
- Maintain vehicle in a Roadworthy condition, if used to transport FDC children

Educators will be provided with a *Certificate of Approval* and supporting paperwork that outlines all requirements. Registration as an Educator is renewed annually and Educators are required to comply with the following items to ensure continued registration with the scheme:

### Annually (or as details change if before the annual date)

- Educator's personal details (including address, phone number, drivers licence, etc);
- Details of any other adults living in the Educator's home;
- Details of public liability insurance and copy of receipt;
- Vehicle safety check;
- CPR Certificate, (First Aid, Asthma and Anaphylaxis Certificates to be provided every 3 years);
- Medical Practitioner's Statement;



- Positive Notice Blue Card (working with children check) for the Educator and all adult occupants;
- Reviewed Risk Assessments;
- Education and Care Environment Risk Assessment and Management Plan, completed by the Coordination Unit;
- Review of Quality Improvement and Professional Development Plan; and
- Early Childhood Educator/Scheme Agreement.

An annual review of performance is conducted in partnership with the Coordination unit. Educators will be notified at least one month prior to the expiry of Certificate of Approval.

#### **RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000, Queensland Government
- Working with Children (Risk Management and Screening) Act 2000

#### **KEY RESOURCES:**

- National Quality Standard for Early Childhood Education and Care and School Age Care,
- <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Regulatory Requirements for a FDC Educator, <http://deta.qld.gov.au/earlychildhood/pdfs/regulatory-requirements-family-day-care.pdf>
- Approving FDC Residences and Venues  
<https://earlychildhood.qld.gov.au/legislationandguidelines/pporresources/fact%20sheets/approved-family-day-care-venues.pdf>

#### **RELEVANT DOCUMENTS:**

**Hygiene Policy**

**Sun Protection Policy**

**Education Program and Practice Policies**

**Sleep and Rest Policy**

**Physical Environment Policies**

**Children's Safety Policies**

Early Childhood Educator Registration Assessment

Education and Care Environment Risk Assessment and Management Plan

Risk Assessment and Management Plan

Plants and Fungi Poisonous to People in Queensland, booklet

Early Childhood Educator Application Form

Early Childhood Educator Information & Resource Folder

Referee Questions

Educator/Scheme Contract

Educator Registration Assessment

Visitor Register

Medical Practitioner Statement

Public Liability Insurance Package (FDCA)

Emergency Management Plan

Certificate of Approval

B/C FDC Policy Manual

Educator Role Statement

Quality Improvement and Professional Development Plan

Landlord Letter Template

Early Childhood Educator Registration

Tax Basics for Small Business

Record Keeping for Small Business



## RELIEF CARE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To provide consistent and continued education and care to ensure families are able to meet their work requirements and other commitments.

### STATEMENT:

Bowen/Collinsville FDC may engage or register Educators to provide education and care to children during the primary educator's annual leave, study leave, maternity leave, sick leave or other absences, in the primary educator's residence. A Relief Educator will fulfil the definition of a 'Family Day Care Educator.'

### PROCEDURES

Primary Educators who are considering using a Relief Educator MUST discuss the matter with all the families. Families should be provided with information about Relief Care and encouraged to ask any questions they have with the Primary Educator and the service.

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.

Relief Educators are Registered by Bowen/Collinsville FDC. They receive training and on-going support and home visits are conducted as usual. All regulatory, policy, procedural and Quality Framework 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 an ABN. All the Relief Care arrangements are made between two self-employed Educators. While B/C FDC staff will help to resolve any disputes, the service takes no responsibility for any monies owed by one Educator to the other.

#### Primary Educator Responsibilities:

- Details about Relief Care are to be provided to families who consent, including Relief Educator details such as name, days and hours to be worked.
- Families must provide written consent on the "Relief Care Authorisation" form.
- Authorisation documentation must be provided to the service prior to the relief educators commencement.
- Where possible, the Primary Educator should arrange for the children and families 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.
- The primary educator is responsible for home and contents insurance and in the event of damages, any expenses associated therewith, including an insurance claim and the payment of the excess (or any damages not reaching excess amount).
- Before Relief Care commences the Primary Educator must ensure that the Relief Educator is aware of:
  - Locations of First aid kits (home and excursion), Fire Extinguisher, Fire Blanket, Evacuation Plan/Emergency Procedures.
  - 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 local emergency services 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.
  - Information about daily Health & Safety, maintenance, cleaning and security checklists.
  - Information about daily children's program and routines.
- The primary educator may place her/his own children in care with the relief educator only if:
  - The primary educator is not working as an FDC educator on that day or during the specified period
  - the children are registered for education and care with the approved service



- vacancies exist in the education and care residence or venue (i.e. the maximum number of children in care at one time does not exceed regulatory requirements)
- 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. 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 follow all B/C FDC policies including providing current documentation including ACECQA approved qualifications, First Aid and CPR, Working with Children Check.
- Relief Educators must complete and sign the Scheme/Educator Contract and provide to service staff before commencement.
- The Relief Educator must 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.
- The Relief Educator's current Certificate of Registration must be displayed for parents to sight.
- Where possible, the normal routine and practices of the primary educator should be followed to ensure continuity of care and security for children and families.
- The relief educator is responsible for maintaining Work Health and Safety standards within the education and care residence or venue at all times during the care period.
- During the education & care period, the relief educator must undertake only those tasks normally associated with the provision of a quality education and care service. This includes complying with all state and federal legislative requirements and the approved service's policies and procedures, and maintaining quality education and care standards and practices, in accordance with The National Quality Framework.
- Completion of attendance records for the duration of the relief care period is the responsibility of the Relief Educator. 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 may only transport children in his/her vehicle if:
  - a parent / guardian of the child has signed a consent form in accordance with the Excursion and Regular Outing Policy
  - the vehicle and car restraints comply with all legislative requirements as stated in the Transport Policy and Child Safety Policy
  - evidence of a current driver's licence, and car registration details have been supplied to B/C FDC
  - the relief educator has conducted and documented a risk assessment for transporting children and associated outing/excursion risk assessment

#### RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Protection Act 1999
- *Working with Children (Risk Management and Screening) Act 2000*
- Fair Work Act 2009
- Work Health & Safety Act 2011(QLD)
- Work Health & Safety Regulation 2011 (QLD).

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government
- C.M.S. (Community Management Solutions)



**RELEVANT DOCUMENTS:**

**Educator Registration Policy**

**Selecting Approved Educators**

Educator/Scheme Agreement

Education and Care Environment Risk Assessment and Management Plan

Quality Improvement and Professional Development Plan

Bowen/Collinsville FDC Policy Manual

Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian,  
Queensland Government



## MONITORING, SUPPORT AND SUPERVISION VISITS BY COORDINATION UNIT STAFF

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure Educators receive effective ongoing support and guidance from Co-ordination Unit staff to deliver a service which complies with current legislative and duty of care requirements.

### STATEMENT:

Bowen/Collinsville FDC recognises the importance of developing and nurturing strong supportive and mutual relationships and partnerships between the Staff, Educators, the children in care and their families, and will support this by providing information, knowledge and skills to support all areas of their role.

### PRACTICES

#### SUPPORT VISITS:

##### Co-ordination Unit staff will:

- Ensure all staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
- Ensure all staff and Educator Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful to the role of the Educator.
- Provide assistance and support to all Educators at all times the family care service is operational.
- Provide support for all Educators in all locations, via personal visits, phone and written information.
- Discuss any relevant Family Day Care business issues.
- Ensure all staff and educators are suitably qualified for the position (law – Division 8).
- Every effort is made to keep continuity of Educators and Coordinators at the service.
- Ensure there is sufficient numbers of Coordinators to monitor and support all Educators – i.e. 1 full time FDC Coordinator for a maximum of 25 FDC Educators (1:25), then for over 25 Educators, the number of full time equivalent coordinators engaged for every 5 educators is the same as 0.2 FTE.
- Monitor that legislative requirements are being adhered to and provide Educators with feedback relating to their requirements.
- Designate a suitably qualified and experienced Educational Leader.
- Support the provision of childcare to ensure quality outcomes are provided to children and their families.
- Provide resources and literature to increase the Educator's knowledge of childcare related matters.
- Offer Professional Development opportunities for Educators to extend and development new skills.
- Develop and evaluate Educator individual staff development plans to support performance improvements.

##### Coordinators will:

- Provide assistance and support to all Educators at all times the family care service is operational. Including at night or on the weekends if children are using care.
- Provide support for all Educators in all locations, via personal visits, telephone and written information (texts, emails, Software messaging etc) and keep a record of the support and monitoring provided to educators.
- Visit Educators regularly in their homes (these visits will be dependent on availability of a Coordinator due to absence, annual leave etc) and at other venues i.e. Play sessions.
- Balance visits between scheduled and spontaneous.
- Monitor that legislative requirements are being adhered to and provide Educators with feedback relating to their requirements.
- Documentation of the home visit will be noted and a copy provided to the educator
- Vary the length and time of the home visit depending on the activities of the day.
- Record observations of child/ren observed in care. Coordinators will send correspondence to families in regards to the visit and their child's involvement in the Educational program and service.
- If necessary, follow-up an issue or concern that has been raised during a visit.
- Liaise with families on child development matters if required.
- Discuss children's development and assist in the planning for each child's progress.
- Discuss and assist the Educator with their program and routines.
- Provide resources and literature to increase the Educator's knowledge of childcare related matters.



- Develop and evaluate individual development plans to support performance improvements.

#### **The Educational Leader will:**

- Lead the development and implementation of the Educational Programs
- Guide Educators in their planning and reflection
- Mentor colleagues in their implementation practices
- Evaluate individual development plans to support performance improvements relevant to the implementation of the Educational Programs.

#### **The Educator will:**

- work collaboratively and affirm, challenge, support and learn from others to further develop their skills and to improve practice and relationships.
- Ensure all Educator and staff Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful of the role of the Coordinators and Educational Leader.
- Allow the Co-ordination Unit staff to visit in their home or other venues while providing childcare.
- Provide feedback to staff on improvements to the service.
- Notify the families that a visit has occurred that day by the Coordinator.
- If necessary, follow-up an issue or concern that has been raised during a visit.
- Work with The Coordination unit to evaluate and develop individual performance plans to support performance improvement.

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

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

#### **Access to Children's Files**

- Access by Families/Guardians to their own children's files held by the service can be arranged through Bowen/Collinsville Family Day Care Coordination Unit. Please contact the Nominated Supervisor of Family Day Care if you require more information on this process. All files are to remain within the Family Day Care Co-ordination Unit.

#### **Access to Educator's Files**

- Access by Educators to their own file held by the service can be arranged through Bowen/Collinsville Family Day Care Coordination Unit. Please contact the Nominated Supervisor of Family Day Care if you require more information on this process. All files are to remain within the Family Day Care Co-ordination Unit.

#### **SUPPORT VISITS PROCEDURE**

Each Educator visit is planned to ensure quality outcomes for children and Educators. Visits are based on mutual respect and recognition of individual roles and responsibilities. Individual points of view will be considered. Support visits can occur in a variety of environments including: the home, Play session, parks, or another agreed venue.

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

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

- Prepare themselves with information and resources required for the visit.
- Ensure that a home visit is conducted regularly for each educator.
- Plan to visit on an alternate day to previous visit, to endeavour to see all children in care.
- Endeavour to check the contents of the Educator's pigeon hole and deliver to the Educator.
- If leaving from home, ring the Co-ordination Unit to identify start time and gain updates on absences, etc.
- Preplanning of visits maybe organised with the Educator, prior to the visit if the Educator requires a specific visit on a particular day to discuss such items as; issue of concern, to view a specific child, environment etc.

#### **During visits Coordinators will:**

- Communicate respectfully with the Educator and the Educator's family (refer to the Ethical Conduct Policy).
- Respect the Educator's workplace.
- Introduce themselves to any visitors and outline the Coordinator role.



- Sign the Visitor's Register.
  - Observe childcare practices to monitor compliance with regulatory requirements i.e. NQF, Child Protection.
  - Develop a professional rapport to discuss factors that are impacting on the Educator's Service e.g. relationships with children, their families and the Educator's own family.
- Topics discussed during home visits include:
- General discussion and information sharing;
  - Progress of children in care, their development, needs, achievements, learning outcomes etc;
  - Interaction with and observation of children in care;
  - Addressing any queries or concerns;
  - Discussing any safety, health or hygiene issues;
  - Any particular visit focus area (such as quality standards, Learning Framework or re-registration);
  - Modelling interactions, activities and experiences;
  - Sharing resources and ideas; and
  - Updating and advising new information and knowledge.
- Address and document any concerns with the Educator.
  - Use the Bowen/Collinsville Family Day Care Policies and Procedures to resolve issues promptly.
  - Comply with visiting procedures when conducting visits at other venues e.g. play session.
  - Assist Educator's to reflect on their practise and make any necessary improvements on a regular basis.
  - Promote the ongoing Professional Development of the individual Educator.
  - Provide resources, in a variety of formats to Educators which enhance Professional Development and encourage resourcing to influence childcare practise.
  - Consistently implement the Guidance of Children's Behaviour Policy. This includes discussion with Educators, families and Co-ordination Unit staff about strategies to be implemented.
  - Complete a record of the visit and discussions with the Educator, and any identified tasks to be undertaken by either person. The Educators has an opportunity to add any information to the document, both will sign the document and a copy will be provided to the Educator. All identified tasks and areas to be addressed are to be completed in a negotiated time frame or as soon as reasonable.

#### Coordination Unit Forms/documentation to be completed:

- **Home Visit Record** – to be completed on or soon after each visit.
  - **Issue of Concern** – to be recorded by Coordination Unit staff when an issue arises from/with an Educator, Family or member of the public. All information is to be recorded accurately and objectively. Confidentiality must be used at all times. The issue of concern will then be discussed with the Educator and relevant action plan developed.
- **Record of Home Visits** – to be completed to give guidance for their future visits to an Educator.

#### ❖ Educators in remote locations – Reg- 169.2.d

##### Coordination Unit will:

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

#### After the visit:

##### Coordinators will:

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

#### Standards of Excellence are encouraged through:

- Ongoing Educator Professional Development.
- Coordination Unit support.
- Educational Leader support
- Educators attending organised play sessions



#### RELEVANT LEGISLATION:

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

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care,
- Family Day Care Australia [www.familydaycareaustralia.com.au](http://www.familydaycareaustralia.com.au)

#### RELEVANT DOCUMENTS:

##### **Grievance Handling Policy**

Home Visit Record (electronic, including photographs)

Record of Home Visits form

Educator Applicant Process form

Coordinator Home Visit Letter

Record of Support/Monitoring to Educators form



## PARTICIPATION OF VOLUNTEERS AND STUDENTS

**Policy Reviewed:** March 2024, September 2024

**Next Review Due:** October 2025

### AIM:

To support the participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. We aim to build relationships with community member, providing appropriate learning opportunities for students and volunteers to contribute to our program. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the educator's daily routine and assist in accordance with their qualification level to work with children under the NQF requirements..

### STATEMENT:

Bowen/Collinsville Family Day Care is committed to the training needs of students and the need to impart knowledge and experience from staff and Educators. Professional development is an important aspect of Early Childhood training. It is essential that students are provided with opportunities and resources to demonstrate their competencies, and to gain experience. It is acknowledged hosting a student is also a great opportunity for Educators to remain abreast of current Early Childhood practice.

### PROCEDURES

#### **Bowen/Collinsville Family Day Care will offer placements to:**

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

Student placements are to be arranged through Bowen/Collinsville Family Day Care Coordination Unit.

#### **Co-ordination Unit Staff will:**

- Provide Educators and students with appropriate paperwork to authorise the placement
- Provide students and volunteers with guidelines identifying their responsibilities, expectations and code of conduct while at the service during a work experience induction
- Ensure Students and volunteers have provided a copy of their 'Blue Card' prior to commencing with the Educator
- Give support and guidance to students and volunteers where possible.
- Visit the student whilst on practicum to demonstrate the role of the Co-ordination Unit.
- Encourage students and volunteers to participate and communicate in an open and honest manner.
- Ensure that students and volunteers do not discuss children's development or other issues with parents.
- Request that students and volunteers adhere to all areas of confidentiality.

#### **Educators will:**

- Ensure students and volunteers are never left alone or in charge of any children.
- Inform families when a student or volunteer is on placement at the service, if applicable.
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
- Liaise with Bowen/Collinsville FDC and other supervisory bodies regarding the placement
- Consult with their families before the placement occurs and inform them of the student Volunteers role

#### **Students and Volunteers will**

- Complete the *Student and Volunteer* forms prior to commencement of work placement, including providing a copy of current 'Working with Children Check' and current 'Immunisation Record'
- Comply with all obligations under the QLD Child Protection Legal Framework, including holding a current 'Working with Children Check', 'Blue Card'



- Abide by the *Education and Care Services National Regulations 2011* and Bowen/Collinsville Policies and Procedures while on placement.
- Never remove a child from direct educator supervision
- Take responsibility for the role that they are undertaking whilst on placement, viewing it as part of their own professional development.
- Inform the Educator early in the placement of requirements of practicum which need to be completed.
- Work with the Educator to timetable requirements
- Be responsible for completion of own assessment requirements
- Sign the visitors register whenever entering or leaving the Education and care service

#### **Families will:**

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

#### **RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Protection Act 1999
- Commission for Children and Young People and Child Guardian Act 2000
- *Working with Children (Risk Management and Screening) Act 2000*

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government

#### **RELEVANT DOCUMENTS:**

Student and Volunteer - Statement of Understanding form  
 Student and Volunteer – Parent Consent Form  
 Student and Volunteer – Personal Details Record form  
 Student and Volunteer – Conduct, Philosophy and Participation form  
 Immunisation Record form  
 B/C FDC Policies and Procedures Manual  
 Working with Children Check (Blue Card)  
 Child Protection Kit



## THE ROLES OF EDUCATOR'S FAMILIES AND OTHER HOUSEHOLD MEMBERS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

- Be equitable to the Educator's family and to the families of the children in care.
- Provide an environment that recognises and operates in a safe & respectful manner.
- Balance the needs of the Educator's family and of the families and children in care, whilst ensuring quality care and regulatory requirements are maintained.
- Maintain confidentiality – at all times.
- Ensure that the Educator is solely responsible for the children at all times. The Educator cannot delegate this responsibility to any other household members.
- Respect the dignity and rights of all children in Family Day Care and not subject children to any form of physical, verbal or emotional harm;
- Treat all members of the child's family with dignity and respect.
- Not consume alcohol, cigarettes or any drugs that diminishes their physical or mental ability to behave in a professional manner with children in care;
- Ensure that duty of care is followed when undertaking activities with children;
- Take responsibility for ensuring personal items are not accessible to children and their families; and
- Ensure that children and their families are made aware of the areas of the educator's place of business that are for private purposes, and where appropriate, erect barriers to these areas.

### PROCEDURES

#### Co-ordination Unit staff will:

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

#### Educators will:

- Notify the Coordination Unit (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.
- Ensure household members know their responsibilities
- Ensure household members abide by the following at all times.

#### Each household member should:

- Treat families, children, staff and other Educators with respect.
- Assist the Educator to provide and maintain quality childcare in a safe, nurturing, and friendly environment.
- Support the Educator to participate in ongoing Professional Development.
- Support the maintenance of the home as a safe environment for children on a daily basis, to monitor compliance with Work Health and Safety legislation.



- Adhere to the Education and Care Services National Law 2010, Education and Care Services National Regulations 2011, National Quality Standard and Service Policies and Procedures at all times when children are being educated and cared for in the service
- Maintain confidentiality about the families in care, at all times.
- Support only child appropriate TV programmes, videos, games, books and social media being accessible to children.
- Ensure visitors to the home sign the Visitor's Register.
- Ensure a current Positive Notice Blue Card (working with children check) is held by any Adult Household Member living at the premises over 18 years of age.
- Respect the need for privacy on some occasions when the Educator is discussing issues with staff and/or families, or when a child is bathing or toileting.
- Ensure the use of non-offensive language and tone of voice at all times.
- Ensure only the Educator toilets, bathes or changes the children's nappies.

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

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

#### **RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Child Protection Act 1999
- Commission for Children and Young People and Child Guardian Act 2000
- Working with Children (Risk Management and Screening) Act 2000

#### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government

#### **RELEVANT DOCUMENTS:**

##### **Child Protection Policy**

##### **Positive Guidance Policy**

##### **Confidentiality Policy**

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

Educator Information and Resource Folder

Risk Assessment and Management Plan form

B/C FDC Policies and Procedures Manual

Working with Children Positive Suitability Notice (Blue Card)

Personal Details Record form

Child Protection Kit



## NON-COMPLIANCE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

Bowen/Collinsville FDC is required by Law to ensure educators meet the requirements of the Education and Care Services National Law 2010 and the Education and Care Services National Regulations.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) has a commitment to providing quality education and care and undertakes to manage any issue of inadequate care or breach of conditions of engagement in a timely, professional and respectful manner, ensuring the requirements of the Law and regulations are met at all times to ensure the safety and wellbeing of all children, families and community members, educators and staff.

### PRACTICES

#### Co-ordination Unit staff will:

- Inform and ensure that all educators understand their responsibilities in relation to:
  - Education and Care Services National Law 2010
  - Education and Care Services National Regulations 2011
  - National Quality Framework
  - National Quality Standard for Early Childhood Education and Care and School Age Care;
  - Scheme Policies and procedures; and
  - Early Childhood Educator/Scheme Agreements.
- Provide training to inform and assist educators in their understanding of the responsibilities in relation to the above.
- Have a system in place to monitor current practice and identify areas for continued improvement.
- Identify breaches to the National Law and National Regulations and bring this to the educator's attention.
- Follow up with any necessary action that is identified as being proportionate to the issues which arise.
- Document issues relating to noncompliance with National Law and Regulations or National Quality Standards and continue to document discussions or take notes from meetings around these issues:
  - To develop and enforce an action plan, based on the nature and severity of the breach, outlining expectations, strategies and a time frame.
  - To review and finalise any action plans put in place.
- Maintain an ongoing log of an individual educator's non-compliance in any areas of their service delivery and communicate with the Management Committee about concerns over an accumulation of breaches.
- Notify the Regulatory Authority of any serious incidents or complaints which allege a breach to the legislation.

#### Educator's will:

- Abide by the following:
  - Education and Care Services National Law 2010
  - Education and Care Services National Regulations 2011
  - National Quality Framework, including Early Years Learning Framework 2010 (EYLF) and My Time Our Place 2011 (MTOPI)
  - National Quality Standard for Early Childhood Education and Care and School Age Care;
  - Scheme Policies and Procedures; and
  - Early Childhood Educator/Scheme Agreements.
  - QLD Work Health and Safety Act
- Read, attend training & ensure understanding of the requirements of the above documents and refer to them to determine appropriate practices and procedure.
- Comply with any action plan or address a noncompliance issue in the stated time frame

### NON-COMPLIANCE GUIDELINES

- An Educator, depending on the nature of the breach, may be required to rectify the situation as soon as it is brought to their attention.



- An Educator, depending on the nature and severity of the breach, may be suspended until evidence has been provided to the coordination unit that any identified breaches have been rectified. An action plan, outlining expectations, strategies and a time frame will also be put in place.
- If an Educator continues to have breaches of the National Law or National Regulations, a meeting will be called with a Coordinator (or delegated representative) and Approved Provider to develop strategies to support the Educator in meeting the requirements of B/C Family Day Care.
- An action plan will be used to identify the expectations, strategies and set specific time frames.
- If an Educator continues to receive notifications of non-compliance from the coordination unit, deregistration may occur.
- The Regulatory Authority will be notified of any serious incidents or complaints which allege a serious or notifiable breach to the legislation.

## PROCEDURES:

### 1. Identified Area for Quality Improvement

In the event an Educator does not meet the required standard of care and a scheme staff member (Coordinator) or a third party identifies inadequate care:

- The Coordinator will discuss the issue with the Educator;
- The Coordinator and Educator will develop an action plan, identifying specific steps and review dates to improve the quality of care in the identified area of concern;
- The Quality Improvement Template will be documented on the Coordinator/ Educator visit sheet and will be reviewed as outlined above and as part of the visiting schedule;
- Any support services, training, materials or resources will be provided if appropriate and made accessible to support the Educator and children; and
- If the quality of care does not improve in accordance with the steps and dates provided in the action plan, the Coordinator moves to the next process.

### 2. Inadequate Care and/or Breach of Conditions of Registration

In the event an Educator does not meet the required standard of care and a scheme staff member (Coordinator) or a third party identifies inadequate care or where there is a breach of the conditions outlined in the above section, the following process will occur:

- The Coordinator will provide to the Educator, in writing, details of the alleged breach of conditions of registration and identify the specific condition breached;
- The Coordinator and, where possible another nominated person, will meet with the Educator to discuss the breach of conditions of registration. The Educator may ask a support person to attend this meeting.
- The Educator is provided with an opportunity to respond to the allegation. This response is recorded in writing and a copy retained by the scheme and a copy provided to the Educator;
- The matter may be resolved at this point or a plan formulated with timeframes negotiated to address the area of concern;
- A review date is organised and at that time, the Coordinator/s meet with the Educator to discuss progress and outcomes. Details of this meeting are recorded in writing with a copy retained by the scheme and a copy provided to the Educator; and
- The matter will be finalised, or:
  - A further plan implemented;
  - The Educator is suspended; or
  - The Educator's Registration is terminated.

Should issues of inadequate care or breach of conditions of Registration be of an ongoing nature this may lead to the suspension or non-renewal of the Certificate of Approval.

## Suspension

The Educator will be notified in writing of any suspension to their Certificate of Approval. The Educator is required to return the Certificate of Approval to the scheme for the duration of the suspension.



## Non-Renewal

The Educator will be notified in writing of the decision not to renew their Certificate of Approval. The Educator is required to return the Certificate of Approval to the scheme.

## Interim/Conditions Imposed

The Educator will be notified in writing that an Interim Certificate of Approval is being issued or that conditions are to be imposed on their current Certificate of Approval. An Educator may decide to accept the conditions imposed or relinquish entirely the Certificate of Approval. If the Certificate of Approval is being relinquished, Educators are required to return the Certificate to the scheme.

### 3. Reporting of Suspected Child Abuse

In the event of an allegation of child abuse by a third party (for example: a parent, colleague or a member of the public) scheme staff will follow the *Reporting of Harm* procedure outlined by the Department of Communities and the Commission for Children and Young People.

All Educators are required to meet the requirements for, and maintain a current Apply First Aid Certificate and Cardio-Pulmonary Resuscitation Certificate, including Emergency Asthma Management training and Anaphylaxis Management training and must be able to independently:

- Activate an emergency plan;
- Apply appropriate first aid or resuscitation; and
- Contact a child's doctor or nearest doctor or ambulance.

## Appeal by an Educator

- Refer to Grievance Policy

## RELEVANT LEGISLATION:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000,
- Queensland Child Protection Act 1999
- Working with Children (Risk Management and Screening) Act 2000
- Fair Work Act 2009
- Work Health & Safety Act 2011(QLD)
- Work Health & Safety Regulation 2011 (QLD).

## KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Childcare Service Handbook, Dept Education
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child
- Guardian, Queensland Government

## RELEVANT DOCUMENTS:

**Grievance Handling Policy**

**Registration of Educators and Staff Policy**

**Monitoring, Support and Supervision Visits by Coordination Unit Staff Policy**

**Child Protection Policy**

Risk Assessment and Management Plan

Education and Care Environment Risk Assessment and Management Plan

Educator Survey form

Certificate of Approval

Quality Improvement Plan and Professional Development Plan Template



## SERVICE VEHICLE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

The service vehicle is to be used to provide ongoing support to all local and remote Bowen Collinsville Family Day care Educators and the service in entirety.

### STATEMENT:

BC FDC Administration and Coordination unit staff are to utilise the service vehicle to undertake specific driving tasks that are solely work focused. These tasks include, but are not limited to, travelling to home visits of all Educators, workshops/ training, the purchase, and collection of resources for the scheme.

### OPERATION OF THE VEHICLE:

- The service vehicle is to be used solely for work related activities (Educator home visits, collecting resources, training workshops etc).
- Admin and Coordination unit staff are the only person/s approved to operate the vehicle, and must:
  - Hold a current QLD driver's license.
  - Advise the Coordination unit and relevant stakeholders of any changes in circumstances regarding licensing.
  - Abide by all road rules and drive accordingly.
  - Not operate the vehicle when fatigued or under the influence of alcohol.
  - Have a satisfactory driving record.
  - Remain in a fit and capable state to operate a motor vehicle, advise the coordination unit if these circumstances change (medical conditions, medications that may prohibit or limit the persons ability to drive).
  - Report damages, accidents, and other concerns immediately to Coordination unit and relevant stakeholders.
- A vehicle logbook is to be kept and each individual driver to fill out their usage/kilometres accordingly.
- The vehicle is to be kept in a clean, respectable manner, both internally and externally.
- The cleaning of the service vehicle is to be done by the person in possession of the vehicle. It is to be returned to the service after each use in a clean manner.
- A fuel card is to be used, and receipts kept for accounting purposes when fuelling up the vehicle. The vehicle is to be returned after use with sufficient fuel for the next use.
- Services and upkeep of the car is to be completed by a licenced mechanic, service books completed accordingly and paid for by BC FDC. The coordination unit staff are responsible for the organisation of these services.
- The vehicle is to always maintain a current road worthy, completed by a licenced mechanic and paid for by BC FDC. The coordination unit staff are responsible for the organisation of these.
- The vehicle is to remain registered and hold comprehensive insurance.
- The service is not responsible for any infringement fines obtained in the vehicle. The driver at the time of the infringement becomes responsible and will incur the fine and/or demerit points.
- The vehicle is to be kept locked at all times when not in use. When 'garaged' at private premises, the vehicle should be maintained in a secure location if possible, preferably 'off road' and undercover.

### EMPLOYEES ARE NOT TO:

- Smoke inside the service vehicle.
- Lease, sell or lend the company car.
- Violate distraction laws, by using their mobile phones or texting while driving.
- Use a company car to teach someone to drive.
- Leave the company car unlocked, unattended and parked in known dangerous areas.
- Allow unauthorized persons to drive/ operate the vehicle unless an emergency mandates it.

### ACCIDENT, DAMAGE, THEFT OF VEHICLE:

- In the instance of an accident while operating the service vehicle, Coordinators are to be notified immediately, the contact details of those involved provided, and if possible, visual evidence obtained.
- Employees should follow legal guidelines for exchanging information with other drivers and call police if



accidents are serious.

- The service is not held responsible for the excess insurance charges if the driver of the scheme vehicle is deemed at fault for the accident/ incident.
- The service vehicle is to always remain locked when it is not in use and keys are to be stored in a safe manner to ensure that all precautions have been taken to minimize the chances of vehicle theft.
- The car is not to be parked/ stored for a duration of time in a location other than those deemed appropriate by stakeholders (service address, home address' of Coordination Unit staff).

#### **DISCIPLINARY CONSEQUENCES:**

Employees face disciplinary consequences if they fail to follow the services policies and procedures around the scheme vehicle. For minor offences, like allowing unauthorized people to drive a company car or facing two or more fines, the service will issue reprimands and ultimately revoke the privilege of using the company car.

Termination of employment and/or legal action will be imposed for more serious offenses. These can include leasing out the vehicle for personal financial gain or causing an accident while driving intoxicated.



# GOVERNANCE AND LEADERSHIP



## ACCEPTAL AND REFUSAL OF AUTHORISATION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure compliance with the Education and Care Services National Law and Education and Care Services National Regulations.

### STATEMENT:

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

### PROCEDURES:

#### The Co-ordination Unit Staff will:

- Ensure documentation relating to authorisations contains:
  - the name of the child enrolled in the service;
  - date;
  - signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
  - The original form/letter/register provided by the service.
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
- Keep these authorisations in the enrolment record.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- National Quality Standard for Early Childhood Education and Care and School Age Care

### RELEVANT DOCUMENTS:

Family Enrolment Form/ or Electronic Version

Medication Form

Excursion Risk Assessment and Management Plan and Authorisation Form



## GOVERNANCE AND MANAGEMENT OF THE SERVICE

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To have effective governance, management and leadership ensuring a high quality childcare service delivering quality outcomes for children and families.

### STATEMENT:

Family Day Care Educators are self-employed childcare providers, operating their business under the approved provider Bowen/Collinsville Family Day Care Association Inc.

### Approved Provider:

The Approved Provider is responsible for ensuring the effective participation and involvement of a Management Committee which comprises Educator, Family and Community representatives along with a staff representative. The Management Committee of Bowen/Collinsville Family Day Care Association Inc. (B/C FDC), as the Approved Provider will ensure the scheme is managed in compliance with all State and Federal Legislation, including but not limited to Education and Care Services National Law and the Education and Care Services National Regulations 2011, National Quality Standard, Child Protection Act 1999, Work Health & Safety Act, Australian Taxation Office and Office of Fair Trading.

Bowen/Collinsville Family Day Care Association Inc. is approved under the Education and Care Services National Law by the Office for Early Childhood Education and Care, and is thus required to comply at all times with the National Regulations 2011 and National Quality Standard.

The name and address of this department is:

**Early Childhood Education and Care  
Department of Education and Training  
P O Box 5179  
Townsville. Qld. 4810.  
Phone: (07) 4758 3385 Fax: (07) 4758 3399**

Department of Social Services, through the Dept. of Human Services, Centrelink and Early Childhood and Child Care is responsible for financial aspects, scheme numbers, and the priority of access within this scheme:

**Dept. Human Services  
Families  
Ph: 136 150**

### Management Committee

**The Management Committee, as the Approved Provider, meets at least 8 times per year.**

**The Coordination Unit Staff are employed by this committee.**

The Management Committee shall consist of six members, a President, Vice President, Secretary and Treasurer and two other members who wish to participate. The seventh vote is made up from the coordination unit staff. To ensure an equal balance within the committee, the six members shall, whenever possible, consist of 2 (two) parent representatives, 2 (two) Educator representatives and 2 (two) community members. The committee shall have the power at any time to appoint any member of the association to fill any casual vacancy on the management committee until the next Annual General Meeting.

The Approved Provider accepts the legal responsibility for the operation of the Bowen/Collinsville Family Day Care scheme and for compliance by the scheme with the National Regulations 2011 and National Quality Standard. The Approved Provider will supply to the relevant State Regulatory Authority, within fourteen (14) days of employing a person, written confirmation of the employee's full name, previous names (if any), address, and date and place of birth. If the person is employed as a Coordinator, a certified copy of the person's qualifications and particulars of any previous child care employment will be included.

Management Committee will endeavour to:

- Control management of the administration of the affairs, property and funds of the Association;
- Employ staff to carry out specific tasks for the Association, subject to the conditions of any grants;
- Delegate duties and powers for such periods to any existing office bearer;



- Authorize persons, from time to time, to form sub-committees for the sole purpose of assisting the Management Committee in carrying out its duties;
- Authorize representatives to attend meetings;
- Attend to issues as they arise;
- Monitor and enact the Grievance Handling Policy and Procedure;
- Ensure there are systems in place to manage risk and enable the effective management and operation of B/C FDC as a quality service;
- Ensure there are clearly defined Roles and responsibilities to support effective decision making and operation of B/C FDC;
- Conduct regular performance evaluations of staff;
- Ensure compliance with the Association's Model Rules.

#### Continuous Quality Improvement Plan

The Approved Provider will ensure a Quality Improvement plan:

- Is prepared and kept at the service
- Is made available for inspection by the regulatory authority
- Is made available on request to parents of a child who is enrolled at the service or who are seeking to enroll a child at the service.
- Reviewed and revised at least annually.

#### Insurance

The Approved Provider will ensure that public liability insurance of not less than \$10 million is taken out to cover the scheme. The insurance cover is applicable as long as the insured comply with the Education and Care Services Law and Regulations and Scheme Policies and Procedures. Public liability insurance includes cover for areas outside the premises, when on excursions or when using facilities provided by someone else.

#### Persons with Management or Control

Persons with Management or Control (PMC's) are the persons within or outside the Approved Provider who are responsible for managing the delivery of this service, or who have significant influence over the activities or delivery of the service – namely the members of the Management Committee and Lead Coordinator.

PMC's must maintain:

- An individual PRODA account
- Be linked to the provider in CCSS
- Keep their information up to date and correct in CCSS
- Notify the Department when they join or leave an approved provider or service
- Be considered Fit and Proper
  - And must notify the Regulatory Authority of any changes.

#### Nominated Supervisor

The Approved Provider will appoint a Nominated Supervisor for the service.

#### Person in day-to-day charge of service

The Approved Provider or the Nominated Supervisor will nominate a person in day-to-day charge of the service. This person may change on a daily basis as the need arises.

#### Educational Leader

The Approved Provider will appoint and support an Educational Leader to lead Educators in the development and implementation of the education program and assessment and planning cycle.

#### **Bowen/Collinsville Family Day Care Assoc. Inc. (As Approved Provider) will:**

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

**Co-ordination Unit Staff will** hold the appropriate qualifications for the following positions:

- **Co-ordinator/Nominated Supervisor** - Degree or Diploma in Early Childhood Education or equivalent qualification, and experience in Early Childhood, and current training in Child Protection.
- **Co-ordinator** - Degree or Diploma in Early Childhood Education or equivalent qualification, and experience in Early Childhood, and current training in Child Protection.
- **Educational Leader** - Degree or Diploma in Early Childhood Education or equivalent qualification, and experience in Early Childhood, and current training in Child Protection.



- **Administrative Staff** - TAFE Certificate in Office Administration or equivalent.

#### **Coordinator/Nominated Supervisor/ Educational Leader Roles/Responsibilities:**

- Oversee the operations of the service.
- Reports to relevant government departments.
- Supervise and manage service staff.
- Oversee the monitoring and support of Educators.
- Maintain legislative requirements
- Develop training for Educators.
- Lead the development of the Educational Programs in the service.
- Support and monitor Educators to comply with legislation.
- Placement of children into care and filling Educator vacancies.
- Oversee the recruitment and induction of new Educators.
- Liaise with Educators and families in regard to child care.
- Operate Play Sessions for Educators and children

#### **Administration Team:**

- Support the service in administrative duties.
- Oversee duties of administration.
- Oversee processing of Educators' Attendance Records, writing FDC's newsletters and general correspondence

#### **RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- A New Tax System (Family Assistance) (Administration) Act 1999
- A New Tax System (Family Assistance) Act 1999

#### **KEY RESOURCES:**

- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Constitution/ Model Rules of Bowen/Collinsville Family Day Care Association Inc.
- Fair Work Australia [www.fairwork.gov.au](http://www.fairwork.gov.au)

#### **RELEVANT DOCUMENTS:**

Educators Role Statement  
 Bowen/Collinsville FDC Policy Manual  
 B/C FDC Management Committee Manual  
 Staff Position Descriptions & Selection Criteria  
 Staff Employment Contracts  
 Staff Induction Booklet/Information  
 Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government  
 Staff Induction Checklist  
 Position Description – Educational Leader  
 C.M.S. (Community Management Solutions) – Staff Handbook



## PRIVACY AND CONFIDENTIALITY

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

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

### STATEMENT:

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

### PRACTICES:

#### Co-ordination Unit Staff and Educators are required to:

- Exercise confidentiality as a standard approach when developing and implementing policies and procedures; and
- Be sensitive to the rights of 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

### PROCEDURES:

#### Verbal Information

- Any information obtained by Educators or staff in relation to the Educators, staff or the families of children enrolled for the service must be treated confidentially.
- Only information which is relevant to providing quality care for a child needs to be discussed between the Educator and 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.

#### 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.



**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.

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- National Privacy Principles in the Privacy Amendment (Private Sector) Act 2000

**KEY RESOURCES:**

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.acecqa.gov.au/nqf/national-quality-standard>

Childcare Service Handbook, Dept Education

Office of the Information Commissioner, <https://www.oic.qld.gov.au/guidelines/for-government/access-and-amendment/decision-making/basic-guide-to-confidentiality>



## SOCIAL MEDIA

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

Bowen/Collinsville Family Day Care recognises that social media is a term which encompasses the various activities that integrate technology and social interaction, using the range of words, images, videos and audio.

This policy aims to raise the opportunities that social media presents for communication and learning, and balance these with the risks that come with the use of any new technology and consideration of the needs of children, particularly vulnerable children.

Bowen/Collinsville Family Day Care aims to;

- provide a secure policy for educators to promote their service
- provide families with opportunities for increased communication with the educator's service, while making families feel more connected with their child/children's experiences in care
- protect the welfare and privacy of children in care, and their families.
- to assist in forming collaborative partnerships with families and communities

### STATEMENT:

Bowen/Collinsville Family Day Care educators are self-employed childcare Educators, operating their business under the approval of the Bowen/Collinsville Family Day Care service.

All advertising, promotional material and social media used to endorse any aspect of the Bowen/Collinsville Family Day Care service must be professionally prepared by the Scheme co-ordinator and endorsed by management:

- Where an Educator is undertaking advertising of his/her business as part of an approved service, they must state that they are registered with 'Bowen/Collinsville Family Day Care'.
- Where media enquiries are initially made to scheme staff or Educators, referral to the Coordination Unit is required.
- Where a scheme is approaching the media to promote or advance an issue or event, any media release must be approved by the Coordinator.
- In situations where the media has sought a response from a scheme in relation to a sensitive issue, the Coordinator or President will discuss an appropriate response.

The President's consent is required before any response to sensitive issues can be released to the media

The use of social media by educators, either in a professional or personal capacity, has the ability to compromise the privacy, security and reputations of families, other educators, staff and/or the service as a whole. Therefore, individual educators are obliged to:

- consider the rights of each child and family;
- take responsibility for what they write;
- try to add value to what you are doing and saying;
- respect their audience, both visible and invisible; and
- respect copyright

This policy includes, but is not limited to, the following specific technologies:

- Facebook
- You Tube
- Twitter
- My Space
- Personal Blogs
- Personal Websites
- Group email and SMS messages
- Apps

### The Co-ordination Unit will:

- liaise with Management Committee for all advertising in local print media
- liaise with Management Committee for all graphic design requirements



- liaise with Management Committee for media coverage, media releases, photo shoots, service promotion
- follow B/C FDC Media Policy for appropriate use of social media platforms e.g. Facebook, Twitter, Myspace, YouTube, Wikipedia, podcasts
- have an annual budget plan for advertising and promotion
- develop advertising material for the service in consultation with the Management Committee
- advertise the service regularly using a variety of media platforms
- participate in promotional opportunities regularly e.g. Children's Week, FDC week.
- Seek feedback from families and new Educators to determine the effectiveness of different advertising and promotional activities of the service.
- support Educators to develop advertising and promotional material, if requested.
- respond to the requests for media coverage to special occasions and events
- not use information or images on internet or social networking sites without written permission from families
- update, monitor and keep records relevant to social media site. At all times assign more than one staff member to be responsible for this site
- Provide updates to the communication team of our activities, vacancies and advertising on a regular basis

#### Educators will:

- promote the service to the wider community in a positive manner at all times
- include Bowen/Collinsville FDC contact information when promoting their individual service
- advertise as being a registered Educator with the B/C FDC If any vacancies educators to get families to contact coordination unit
- not include personal information, such as address and phone number when promoting their individual service.
- not engage in any form of social networking whilst supervising children
- obtain written authorisation from the parent/guardian of each child in care prior to including any information or images regarding their child/ren on any internet or social media site. The authorisation should include any restrictions the child's parent/guardian wishes to make and be updated annually.
- ensure privacy settings, that images of children are accessible only to their parent/guardian. If this is not possible, consider posting images of the children's play environment, achievements etc. rather than images of children
- protect your own privacy and that of all users of the service. Do not post private emails, phone numbers or addresses.
- Maintain professionalism, honesty and respect at all times.
- remember that no information sent over the web is totally secure, and as such, if you want to ensure that the information is not made public, refrain from sending it over a social network.
- have separate social networking accounts for professional and personal/private use. Though educators still need to maintain an appropriate level of professionalism on their private social networking pages, having separate accounts helps reduce the likelihood that a breach of service policy or privacy legislation will occur. Be aware that prospective users of the service may access your personal/private social networking pages, so inappropriate comments, language and/or information posted by you may have a negative impact on your service and/or B/C Family Day Care.
- use social networking as a way to improve communication and share ideas. Refrain from harassment and making thoughtless or malicious comments.
- expect candid feedback, and use it to improve your service. Value the feedback and let people know you are listening when they post feedback.
- use of social media as a communication tool does not replace verbal or written forms of communication.
- apply good judgement to every activity related to your Family Day Care service;
  - Could you be accused of discussing confidential information?
  - Are you making negative statements about B/C Family Day Care, service staff, other Educators, families and/or children using the service?
- if any stakeholder of B/C Family Day Care becomes aware of social networking activity that may be deemed to be distasteful or lacking good judgement, the coordination unit should be notified.
- consent to B/C Family Day Care having access to your Family Day Care social network to allow the service to monitor content and provide positive guidance.



- on-line communication regarding information that may be deemed inappropriate for uncoordinated public exchange is forbidden.

Any activity which represents a failure to meet these obligations may be determined to be misconduct or serious misconduct, resulting in disciplinary action, including termination of educator's registration.

**Families will:**

- provide written authorisation for each child they have in care prior to Educator including any information or images regarding their child/ren on any internet or social media site. The authorisation should include any restrictions the child's parent/guardian wishes to make and be updated annually.
- parents are asked to not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on B/C Family Day Care reputation
- parents are urged not to post anything onto social networking sites that would offend any other staff member, parent or child using the service

**RELEVANT LEGISLATION:**

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

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- National Privacy Principles in the Privacy Amendment (Private Sector) Act 2000
- Childcare Service Handbook, Dept Education
- Family Day Care Australia, approved B/C FDC Logo, JPEG and EPS



## MANAGING RECORDS

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To ensure the Approved Provider, Nominated Supervisor, Co-ordination Unit and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) will ensure all information collected from all stakeholders and children is stored confidentially and accessed, retained and discarded appropriately in accordance with Early Childhood Education and Care Legislation and Privacy Legislation. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 24 years.

### PROCEDURES:

#### Security of Information

- A separate file for each child/family is kept in a filing system inaccessible to unauthorised\* personnel and locked when no staff member is present.
- Educators must store all personal and sensitive information relating to children in care and their families to prevent access to unauthorised people.
- Information retained on computer is password protected and accessed only by the Educator and scheme staff.
- A copy of information about children in care and their families is also stored at the home of any Educator who cares for the child
- Scheme staff will provide access to families or Educators if they request access to any records kept regarding their child.
- Educators are to return any child/family records to the scheme to be kept for the required period of time or to be shredded once the child has left care or the Educator ceases being engaged by the scheme.
- Electronic files are protected by password entry/access.

#### Information Collected

- Children's details including name, address, sex and date of birth.
- Name, address and contact numbers for parents and other authorised persons.
- Health information including allergies and immunisations, medication, any asthma management plans, injuries or illnesses and doctor's details.
- Special requirements including disabilities, cultural or religious requirements.
- Daily attendance records including dates and times.
- Copies of any parenting plans or other court orders.
- Permission forms and any other documents regarding excursions.
- Educator's address and contact details, name and age of occupants of Educator's home, qualifications, Registration information, Certificate of Approval, suitability notices and any other documentation.
- Staff member's address and contact details, qualifications, training information, suitability notices and any other documentation.
- Child Care Subsidy information in accordance with recommendations.

Educators and Family records must remain confidential. The subject of any records of personal information kept at the Family Day Care Scheme office should be entitled to have access to the records under The Right of Information Act 2009 and the Information Privacy Act 2009.

#### Access and Correction

- Each person has the right to request access to his or her personal information by contacting the Scheme Coordinator
- No reasonable request for access will be denied unless the requests falls within the exemption detailed in National Privacy Principal 6
- The scheme will take all reasonable steps to correct information is not accurate, up-to-date and complete



An appropriate person will be appointed to the role of Nominated Supervisor to ensure the following accurate records required under section 175 of the Law are kept.

The documentation of child assessments for the delivery of the educational program including:-

- An accident, incident, injury, trauma and illness record
- A medication record
- A record of assessments of Family Day Care residences and approved Family Day Care venues
- A record of volunteers and students
- The records of the responsible person at the service
- A record of staff and Family Day Care Co-ordinators engaged by the service and Family Day Care Educator assistants approved by the service
- A child's attendance record
- Child enrolment records
- A record of the service's compliance with the Law
- A record of the Certified Supervisors placed in day to day charge of the education and care service

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

- The documentation of child assessments
- An Accident, incident, injury, trauma and illness record
- A medication record
- A children's attendance record
- Child enrolment records
- A record of visitors to the family day care residence or venue

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

The record of the service compliance must be available to any person who requests it.

Records must be kept at the service for the following periods:

- |   |  |
|---|--|
| • Assessment of FDC residences and approved FDC venues                    | Until the end of 3yrs after the record was made                        |
| • Record of FDC staff<br>(including educators, coordinators & assistants) | Until the end of 3yrs after the staff member works for the service     |
| • Record of visitors to FDC residence or approved FDC venue               | Until the end of 3yrs after the record was made                        |
| • Evidence of current public liability insurance                          | Available for inspection at FDC office                                 |
| • Quality Improvement Plan  | Current plan to be kept  |
| • Child Assessments   | Until the end of 3yrs after the child's last attendance                |
| • Accident, Incident, injury, trauma and illness record                   | Until the child is 25yrs old   |
| • Medication record   | Until the end of 3yrs after the child's last attendance                |
| • Child attendance  | Until the end of 3yrs after the record was made                        |
| • Death of a child while being educated at the service                    | Until the end of 7yrs after the death                                  |
| • Record of service's compliance history                                  | Until the end of 3yrs after the Approved Provider operated the service |

**RELEVANT LEGISLATION:**

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000,
- Queensland Child Protection Act 1999
- Fair Work Act 2009
- Work Health & Safety Act 2011(QLD)



- Work Health & Safety Regulation 2011 (QLD).
- National Privacy Principles in the Privacy Amendment (Private Sector) Act 2000
- Right of Information Act 2009
- Information Privacy Act 2009.

#### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care, <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Childcare Service Handbook, Dept Education and Training.
- Right to Information, Qld Govt, <https://www.qld.gov.au/about/rights-accountability/right-to-information>
- Child Protection Risk Management Strategy Handbook, Commission for Children, Young People and Child Guardian, Queensland Government



## CUSTOMER SERVICE AND SATISFACTION

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To maintain high quality service standards and ensure Bowen/Collinsville Family Day Care receives regular feedback from all stakeholders about the delivery of the service.

### STATEMENT:

Bowen/Collinsville Family Day Care acknowledges maintaining and improving Service Quality for all stakeholders is a huge priority. Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) values and encourages participation by stakeholders in the provision of quality child care and supports this by involving community members with a quality improvement focus in an advisory, consultative or decision-making role

### PROCEDURES:

Child care stakeholders are actively encouraged to participate in the activities of the Family Day Care Scheme and may be:

- Parents/Guardians;
- Educators;
- Scheme staff members;
- Management Committee members;
- From relevant community or government agencies (for example: Department of Child Safety); and
- Any other interested member of the community.

Stakeholders may contribute to the consultative process by participating in the Schemes activities, providing support and advice in relation to:

- Development or review of policies and procedure;
- Participate on the Schemes Management Committee;
- Professional Support and Training;
- Completing Surveys;
- Participation in Scheme Events;
- Recommendations for improvements in any area; and
- Fundraising coordination and opportunities.

### Bowen/Collinsville FDC will:

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

### Co-ordination Unit staff will:

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

### Educators will:

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

### Families are encouraged to:

- Provide feedback to the Educator and Co-ordination Unit in any format regarding service delivery.



**RELEVANT LEGISLATION:**

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

**KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- National Quality Standard for Early Childhood Education and Care and School Age Care
- Childcare Service Handbook, Dept Education

**RELEVANT DOCUMENTS:**

Educator Registration Assessment  
Family Enrolment Form/Electronic  
Scheme Information Booklet  
Educator Survey  
Parent (confidential) questionnaire  
New Family survey  
Family Exit Survey  
Monthly Newsletter  
Compliment, Complaints, Suggestions brochure



## GRIEVANCE HANDLING

*Policy Reviewed: October 2024*

*Next Review Due: October 2025*

### AIM:

To ensure any complaint or grievance is addressed in a transparent, consistent and efficient way, whilst ensuring positive and affirming professional relationships are developed and maintained between families, Educators, scheme and B/C FDC staff and professional networks.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) encourages comments and advice from children, families, staff, Educators and other stakeholders to ensure a quality and relevant child care service is provided. Any complaint or grievance will be responded to in a timely way and in a way that individual differences are understood and valued and human dignity is respected. Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) recognises the importance of effective communication strategies in providing an equitable and inclusive service and undertakes to resolve any issues in a timely and supportive manner.

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

All complaints or grievances will be responded to and considered respectfully with the aim of achieving a satisfactory resolution for all parties. Any complaint or grievance will allow the opportunity for:

- People to be heard;
- People to be supported by a support person if required;
- Access to an independent mediator if requested by either party;
- Response to people's needs;
- Response to, and addressing of emotional or other stress;
- Unfair treatment or abuse to be deterred;
- Behaviour or processes to be reviewed and evaluated; and
- Direction to be given to any areas identified for improvement.

It is beneficial for all parties that any complaints or grievances are responded to and satisfactorily addressed in an efficient and timely manner. For that purpose, it is highly recommended that any complaint or grievance be reported within ten (10) days of any incident. The complaint will be responded to within ten (10) days and information provided regarding the future or ongoing process involved. Depending on the details or complexity of the complaint, it is anticipated that a resolution process be completed within thirty (30) days, with a maximum time frame of forty (40) days and all parties notified of the outcome.

Families are informed of and kept up-to-date with the current contact details of staff, management and the Management Committee through Scheme Information Booklets, newsletters or other forms of communication.

### PRACTICES:

#### A. 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.

##### Step 2

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

##### Step 3

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

##### Step 4

If still unresolved the matter can be referred to:



- Early Childhood Education and Care
- Department of Education Skills and Employment
- Family Day Care Australia
- Family Day Care Qld

## **B. 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. Any grievances are also to be made in writing.

### **Step 2**

If unresolved the Educator can contact the Bowen/Collinsville Family Day Care Coordinator 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 Qld Family Day Care Association.

## **C. BETWEEN THE SERVICE AND EDUCATOR**

### **Step 1**

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 Co-ordinator or a delegated representative.

### **Step 2**

If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Co-ordinator will investigate the circumstances and organise the issue to be discussed with the Educator.

### **Step 3**

Depending on nature of breach an action plan will be developed with the Educator to offer training to ensure future compliance. If, however it's a serious breach it will result in no training and the Educator will be de registered immediately.

### **Step 4**

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.

### **Step 5**

If the Educator contravenes the Law or Regulations or conditions again, the Co-ordinator, or delegated representative of the service will report to the Approved Provider and de-registration may be recommended.

### **Step 6**

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.

### **Step 7**

The Approved Provider will advise Early Childhood Education and Care, in writing, the date from which the Educator is no longer registered with the service.

***The Education and Care Services National Law 2010 (Section 174) states:***

***An approved Provider must notify the Regulatory Authority of the following information in relation to an approved education and care service operated by the approved provider –***

***a) Any serious incident at the approved education and care service;***

***b) Complaints alleging-***

- i. that the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service; or***
- ii. that the Law has been contravened***

## **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 Coordinator or another Co-ordination Unit staff member who will attempt to find a resolution or an acceptable compromise by both parties.

### **Step 3**

If still unresolved the Educator may refer the matter to the Management Committee.



## **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 Management Committee of the service for mediation.

### **RELEVANT LEGISLATION:**

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

### **KEY RESOURCES:**

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Management and Governance Policies, FDCAQ
- National Quality Standard for Early Childhood Education and Care and School Age Care,  
<https://www.acecqa.gov.au/nqf/national-quality-standard>
- Early Childhood Australia – Code of Ethics

### **RELEVANT DOCUMENTS:**

**Code of Conduct Policy**

**Ethical Conduct Policy**

Code of Ethics brochure

B/C FDC Compliments, Complaints and Suggestions Brochure

B/C FDC Management Folder



## CONTINUOUS QUALITY IMPROVEMENT

**Policy Reviewed:** October 2024

**Next Review Due:** October 2025

### AIM:

To self-assess our performance in delivering quality education and care, and to plan future improvements.

### STATEMENT:

Bowen/Collinsville Family Day Care Association Inc. (B/C FDC) promotes and encourages the effective continuous quality improvement of our service through the ongoing reflection and development of education and care practices by collaborating with and working alongside all stakeholders for the benefit of children attending care and their families.

### PROCEDURE:

- Recruitment of qualified and skilled Coordination Unit Staff and Educators
- Provision of access to professional learning opportunities:
  - Online
  - Face to Face
- Maintaining a positive work environment, both in the Coordination Unit and in individual Educators care environment
- Engaging in conversations to share information, understanding and perspectives on professional practice.
- Regular communication between stakeholders:
  - Harmony email
  - Email
  - Newsletters
  - Facebook and other social media
  - Telephone, including text messages
- Coordinators will provide feedback to educators upon Home Visits in regards to Quality Improvements, either that have been made or could be made.
- Other opportunities for gathering feedback and reflection will be encouraged and prioritised. This will include formal and informal methods, such as, but not limited to:
  - professional development,
  - training,
  - workshops,
  - newsletters,
  - play sessions, and social gatherings.
- Educators and scheme staff are encouraged to actively participate in networking opportunities with stakeholders to further develop their child care knowledge and skills.

### RELEVANT LEGISLATION:

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

### KEY RESOURCES:

- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
- Management and Governance Policies, FDCAQ
- National Quality Standard for Early Childhood Education and Care and School Age Care,

<https://www.cecqa.gov.au/nqf/national-quality-standard>

- Early Childhood Australia – Code of Ethics

### RELEVANT DOCUMENTS:

#### Training and Development Policy

Code of Ethics brochure

B/C FDC Compliments, Complaints and Suggestions Brochure

B/C FDC Management Folder

Quality Improvement and Professional Development Plan

Record of Home Visits form

Educator Survey form

Monthly Newsletter

