

BRIGHT BEGINNINGS

FAMILY DAY CARE

CENTRE

POLICIES



Policy and Procedure Manual

DIABETES MANAGEMENT POLICY

Diabetes in children can be a diagnosis that has a significant impact on families and children. It is imperative that the Family Day Care (FDC) educator and educator assistant at the Family Day Care (FDC) Service understand the responsibilities of diabetes management to reduce the risk of emergency situations and long-term complications. Most younger children will require additional support from the FDC educator/educator assistant to manage their diabetes whilst in attendance however, older school aged children may be working towards independence and learning to self-monitor blood glucose and insulin injecting.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record

93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions including diabetes. Our Family Day Care (FDC) Service is committed to providing a safe and healthy environment that is inclusive for all children, educators/educator assistants, volunteers, visitors and family members. The aim of this policy is to minimise the risk of a diabetic medical emergency occurring for any child whilst at our FDC Service by supporting young people with diabetes, working in partnership with families and health professionals, and following the child's medical management plan.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the Family Day Care Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to ensure that the health needs of all children enrolled in the service are met. This includes our responsibility to provide

- a. a safe environment and
- b. adequate supervision at all times.

Our FDC Service will ensure all educators, educator assistants and coordinators, including relief staff, have adequate training and knowledge about diabetes and know what to do in an emergency to ensure the health and safety of children (especially regarding hypoglycaemia and safety in sport).

DESCRIPTION

- Type-1 Diabetes is an autoimmune condition, which occurs when the immune system damages the insulin producing cells in the pancreas. This condition is treated with insulin replacement via injections or a continuous infusion of insulin via a pump. Without insulin treatment, type-1 diabetes is life threatening.
- Type-2 Diabetes occurs when either insulin is not working effectively (insulin resistance) or the pancreas does not produce sufficient insulin (or a combination of both). Type-2 diabetes accounts for between 85 and 90 per cent of all cases of diabetes and usually develops in adults over the age of 45 years but is increasingly occurring at a younger age. Type-2 diabetes is unlikely to be seen in children under the age of 4 years old.

IMPLEMENTATION

We will involve all FDC educators/educator assistants, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs including having families provide written authorisation to display the child's medical management plan in prominent positions within the FDC residence or approved venue.

A copy of all our *Medical Conditions Policy* and *Diabetes Management Policy* will be provided to all FDC educators/educator assistants, volunteers, and families of the FDC Service. It is important that communication is open between families and educators so that management of diabetes is effective.

Children diagnosed with diabetes will not be enrolled into the FDC Service until the child's medical management plan is completed and signed by their medical practitioner or diabetes medical team, and the relevant FDC educator/educator assistants have been trained on how to manage the individual child's diabetes. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators/educator assistants, coordinators and volunteers at the FDC Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all staff, FDC educators, educator assistants, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record
- that if the answer is yes, the parents/guardians are required to provide a medical management plan completed by the child's diabetes medical specialist team prior to their child's commencement at the Service

- parents/guardians of an enrolled child who is diagnosed with diabetes are provided with a copy of the *Diabetes Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- discussions occur regarding authorisation for children to carry diabetes equipment with them and the self-administration of Blood Glucose testing and insulin injecting. Any authorisations for self-administration must be documented in the child's medical management plan and approved by the FDC Service, FDC educator, parents/guardian and the child's medical management team.
- all FDC educators, educator assistants and coordinators hold:
 - ACECQA approved first aid qualification (including annual emergency life support and CPR)
 - ACECQA approved anaphylaxis management training and
 - ACECQA approved emergency asthma management training
- records are maintained of all training for staff and engaged educators
- a risk minimisation plan is developed in collaboration with parents/guardian and the FDC educator and cover the child's known triggers and where relevant other common triggers which may lead to a diabetic emergency
- keep a copy of the child's medical management plan and risk minimisation plan in the enrolment record
- ensure the medical management plan includes all how to manage the child's diabetes on a day-to-day basis as well as the emergency management of the child's medical condition. The plan should include:
 - blood glucose testing- BG meter
 - insulin administration
 - food, carbohydrate counting
 - how to store insulin correctly
 - how the insulin is delivered to the child- as an injection or via an insulin pump/ Continuous Glucose Monitoring CGM
 - oral medicine the child may be prescribed
 - managing diabetes during physical activities and excursions
 - a recent photograph of the child
- parental authorisation is provided to display a child's medical management plan in key locations at the FDC residence or approved venue, where FDC educators are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)
- a communication plan is developed for the FDC educator and parents/guardians encouraging ongoing communication regarding the management of the child's medical condition, the current status of the child's medical condition, and this policy and its implementation within the service prior to the child starting at the FDC Service
- all educators and educator assistants, including volunteers, are provided with a copy of the *Diabetes Management Policy* and the *Medical Conditions Policy* which are reviewed annually
- a copy of this policy is provided and reviewed during each new educator's induction process
- when a child diagnosed with diabetes is enrolled, staff and the FDC educator and educator assistant will be provided with regular professional training on the management of diabetes and, where appropriate, emergency management of diabetes
- the FDC educator/educator assistant is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and is aware of the action to be taken if these are abnormal
- consideration is given as to how and where insulin is stored and the safety of sharps disposal

- the family supplies all necessary glucose monitoring and management equipment, and any prescribed medications prior to the child's enrolment
- all FDC educators are trained to identify children displaying the symptoms of a diabetic emergency and are aware of the location of the child's medical management plan, required insulin/food and risk minimisation plan
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101
- FDC educators/educator assistants accompanying children outside the FDC Service to attend excursions, or any other event, carries the appropriate monitoring equipment, any prescribed medication, a copy of the medical management plan for children diagnosed with diabetes
- the programs delivered at the FDC Service are inclusive of children diagnosed with diabetes and that children with diabetes can participate in activities safely and to their full potential
- updated information, resources and support is regularly given to families for managing childhood diabetes
- meals, snacks and drinks that are appropriate for the child and are in accordance with the child's medical management plan are available at the FDC Service at all times
- eating times are flexible and children are provided with enough time to eat
- Diabetes Australia are contacted for further information to assist educators to gain and maintain a comprehensive understanding about managing and treating diabetes
- applications for additional funding opportunities are made if required to support the child and FDC educators.

EDUCATORS/EDUCATOR ASSISTANTS WILL:

- read and comply with the *Diabetes Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- know which child/ren are diagnosed with diabetes, and the location of their monitoring equipment, medical management plans and any prescribed medications
- perform finger-prick blood glucose or urinalysis monitoring as required and will act by following the child's diabetes management plan if these are abnormal
- communicate with parents/guardians regarding the management of their child's medical condition as per their communication plan
- ensure that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the FDC Service
- follow the strategies developed for the management of diabetes
- ensure a copy of the child's diabetes medical management plan is visible and known to FDC educators/educator assistants
- take all personal medical management plans, monitoring equipment, medication records and any prescribed medication on excursions and other events outside the FDC residence/approved venue
- recognise the symptoms of a diabetic emergency and treat appropriately by following the medical management plan
- administer prescribed medication if needed according to the medical management plan in accordance with the FDC Service's *Administration of Medication Policy*
- identify and where possible minimise possible triggers as outlined in the child's diabetes medical management plan and risk minimisation plan
- increase supervision of a child diagnosed with diabetes on special occasions such as excursions, incursions, parties and family days, as well as during periods of high-energy activities

- maintain a record of the expiry date of the prescribed medication relating to the medical condition to ensure it is replaced prior to expiry
- ensure the location is known of glucose foods or sweetened drinks to treat hypoglycaemia (low blood glucose), e.g., glucose tablets, glucose jellybeans, etc.

FAMILIES WILL:

- provide details of the child's health condition, treatment, medications, and known triggers during the enrolment process
- provide a medical management plan following enrolment and prior to the child starting at the Service. The plan must be completed by their child's diabetes team (paediatrician or endocrinologist, general practitioner and diabetes educator).
- develop a risk minimisation plan in collaboration with the nominated supervisor/responsible person and other service staff
- develop a communication plan in collaboration with the nominated supervisor/responsible person and lead educators
- provide written authorisation for their child over preschool age to self-administer medication (if applicable)
- ensure the appropriate monitoring equipment needed according to the diabetes medical management plan is provided to the FDC Service including blood glucose meter with test strips, insulin pump, consumables and hypo treatment foods/drinks
- ensure an adequate supply of emergency insulin for the child at all times according to the medical management plan
- communicate all relevant information regarding their child's medical condition and provide answers to questions as required and pertaining to the medical condition and management of their condition
- notify the FDC Service and FDC educator of any changes to their child's medical condition in writing via email or through the *Notification of Changed Medical Status* form including the provision of a new diabetes medical management plan to reflect these changes as needed
- review the risk minimisation plan annually with the nominated supervisor/responsible person and other service staff (recommended best practice)

DIABETIC EMERGENCY

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency

- a) very low blood sugar (hypoglycaemia, usually due to excessive insulin), and
- b) very high blood sugar (hyperglycaemia, due to insufficient insulin).

The more common emergency is hypoglycaemia. This can result from:

- too much insulin or other medication
- not having eaten enough carbohydrate or other correct food
- a meal or snack has been delayed or missed
- unaccustomed or unplanned physical exercise or
- the young person has been more stressed or excited than usual

SIGNS and SYMPTOMS

HYPOGLYCAEMIA- (HYPO)

If a child is wearing a CGM device, it will sound an alert when they are below their target range. Symptoms can vary between each young person.

If caused by low blood sugar, the child may:

- feel dizzy, weak, tremble and feel hungry
- look pale and have a rapid pulse (palpitations)
- sweat profusely
- feel numb around lips and fingers
- change in behaviour- angry, quiet, confused, crying
- become unconsciousness or have a seizure

HYPERGLYCAEMIA -(HYPER)

If caused by high blood sugar, the child may:

- feel excessively thirsty
- have a frequent need to urinate
- feeling tired or lethargic
- feel sick
- be irritable
- complain of blurred vision
- lack concentration
- have hot dry skin, a rapid pulse, drowsiness
- have the smell of acetone (like nail polish remover) on the breath
- become unconsciousness

If a child suffers from a diabetic emergency the Family Day Care educator will:

- Follow the child's medical management/action plan
- If the child does not respond to steps within the medical management plan, immediately dial 000 for an ambulance
- Continue first aid measures and follow instructions provided by emergency services
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Inform the Approved Provider as soon as practicable
- The Approved Provider will notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child which requires urgent medical attention or hospitalisation is regarded as a serious incident. The following is required:

- the FDC educator involved in the situation will complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the coordinator/nominated supervisor ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- a copy of the *Incident, Injury, Trauma and Illness Record* will be placed in the child's file
- the Nominated Supervisor will inform management about the incident
- the Nominated Supervisor or the Approved Provider will inform Regulatory Authority of the incident within 24 hours as per regulations
- opportunities for debriefing after each incident with the FDC educator and coordinator will be provided. The child's individual medical management plan and risk minimisation plan will be evaluated, including a discussion of the effectiveness of the procedure used.

FOR MORE INFORMATION, CONTACT THE FOLLOWING ORGANISATIONS:

Diabetes Australia

<https://www.diabetesaustralia.com.au/contact-us>

Juvenile Diabetes Research Foundation: www.jdrf.org.au

National Diabetes Services Scheme- An Australian Government Initiative

<https://www.ndss.com.au/living-with-diabetes/about-you/young-people/living-with-diabetes/school/>

STATE AND TERRITORY SPECIFIC INFORMATION

Diabetes NSW & ACT: <https://diabetessnsw.com.au/>

Diabetes Victoria: <https://www.diabetesvic.org.au>

Diabetes South Australia: <https://www.diabetessa.com.au/>

Diabetes Queensland: <https://www.diabetesaustralia.com.au/queensland/>

Diabetes Western Australia: <https://diabeteswa.com.au/>

Healthy Living, Northern Territory: <https://healthylivingnt.org.au/our-services/diabetes/>

Diabetes Tasmania: <https://www.diabetesaustralia.com.au/tasmania/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Diabetes Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form	Medication Update Letter to parents
Authorisation to Display Medical Management Plan	Medical Conditions Register
Managing a Medical Condition Procedure	Medical Management Plan
Medical Communication Plan	Medical Risk Minimisation Plan Notification of Changed Medical Status

SOURCE

As 1 Diabetes (2017) - <http://as1diabetes.com.au/>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Guide to the National Quality Standard. (Amended 2023)

National Diabetes Services Scheme (NDSS). *Mastering diabetes in preschools and schools*. (2020).

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

Revised National Quality Standard. (2018).

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	JUNE 2026
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2025
VERSION NUMBER	V7.7.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy review• deleted term 'diabetes' from medical management plan• re-arranged content in AP/NS and Families will sections for better flow• minor changes in <i>Families will</i> section to ensure consistency in policies• some content deleted as repetitive• Childcare Desktop Resources section added• Sources checked for currency		
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V18.06.24		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text• some wording refined/reworded sources checked and repaired as required		
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V6.7.23		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• hyperlinks checked and repaired as required• minor formatting edits within text• continuous improvement/reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2022	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text- Family Day Care Service abbreviated to FDC Service for consistency throughout policy• hyperlinks checked and repaired as required		JULY 2023

JULY 2021	<ul style="list-style-type: none"> Policy review includes ACECQA policy guidelines/components (June 2021) rearranged some content within policy for better flow additional section added: reporting procedures sources checked for currency 	JULY 2022
JULY 2020	<ul style="list-style-type: none"> additional related policies added information regarding Risk Minimisation and Communication Plan added Emergency Action Plan term used throughout policy inclusions for the Medical Management Plan for diabetes information regarding self-administration of medication further information on diabetic emergency added deleted repeated information checked sources and links for currency minor formatting editing 	JULY 2021
JULY 2019	<ul style="list-style-type: none"> Grammar and punctuation edited. Additional information added to points. References checked & corrected re diabetes info. 'For more information...' section – references updated/corrected. New references added for each state. Sources checked for currency. Regulation 136 added. 	JULY 2020
JULY 2018	<ul style="list-style-type: none"> New policy draft 	JULY 2019

EPILEPSY MANAGEMENT POLICY

Epilepsy refers to recurring seizures where there is a disruption of normal electrical activity in the brain that can cause momentary lapses of consciousness, or sudden loss of body control (Epilepsy Australia, 2019). The effects of epilepsy can vary, some children will suffer no adverse effects while epilepsy may impact others greatly. Some children with epilepsy may have absence seizures where they are briefly unconscious. Our Service will implement inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S.172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
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91	Medical conditions policy to be provided to parents

92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First Aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions. Our Service is committed to providing a safe and healthy environment that is inclusive for all children, staff, volunteers, students, visitors, and family members who have been diagnosed with epilepsy. The aim of this policy is to ensure that educators and staff are aware of their obligations in supporting children with epilepsy and work in partnership with families and health professionals to manage seizures by following the child's medical management plan.

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to provide

- c. a safe environment free from foreseeable harm and
- d. adequate supervision for all children.

Our FDC Service will ensure that all staff members, FDC educators, educator assistants have adequate knowledge about epilepsy and the management of seizures to ensure the safety and wellbeing of the children. Management will ensure all staff are aware of children's medical management plan and risk management plans. This policy supplements our *Medical Conditions Policy*.

BACKGROUND

Epilepsy is a common, serious neurological condition characterised by recurrent seizures due to abnormal electrical activity in the brain. While about 1 in 200 children live with epilepsy, the impact is variable – some children are greatly affected while others are not. Epilepsy is unique. There are virtually no generalisations that can be made about how epilepsy may affect a child. There is often no way to accurately predict how a child's abilities, learning and skills will be affected by seizures. Because the child's brain is still developing, the child, their family and doctor will be discovering more about the condition as they develop.

The most important thing to do when working with a child with epilepsy is to get to know the individual child and their condition. All children with epilepsy should have an epilepsy *medical management plan*. It is important that all those working with children living with epilepsy have a thorough understanding of the effects of seizures, required medication and appropriate first aid.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs including having families provide written authorisation to display the child's medical management plan in prominent positions within the FDC residence/approved venue.

A copy of our *Medical Conditions Policy* will be provided to all FDC educators, volunteers, and families of

the FDC Service. It is important that communication is open between families and educators so that management of epilepsy is effective.

Children diagnosed with epilepsy will not be enrolled into the FDC Service until the child's medical management plan is completed and signed by their medical practitioner. A risk minimisation and communication plan must be developed with parents/guardians and the FDC educator, to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators and volunteers at the FDC Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all staff, educators, FDC educator assistants students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- that as part of the enrolment process, all parents/guardians are asked whether their child has been

diagnosed with a medical condition and clearly document this information on the child's enrolment record

- that, if the answer is yes, the family will meet with the FDC Service and FDC educator to begin the communication process for managing the child's medical condition in adherence with the registered medical practitioner or health professional's instructions
- parents/guardians of an enrolled child who is diagnosed with epilepsy are provided with a copy of the *Epilepsy Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- all children enrolled at the FDC Service with epilepsy must have a medical management plan, seizure record and, where relevant, an emergency action plan, signed by a registered medical practitioner and a copy filed with their enrolment record. Records must be no more than 12 months old and updated regularly by the child's registered medical practitioner and/or neurologist.
- the medical management plan will describe the prescribed medication for that child and the circumstances in which the medication should be administered
- all FDC educators, educator assistants and coordinators hold:
 - ACECQA approved first aid qualification (including annual emergency life support and CPR)
 - ACECQA approved anaphylaxis management training and
 - ACECQA approved emergency asthma management training
- records are maintained of all training for staff and engaged educators
- parental authorisation is provided to display a child's medical management plan in key locations at the FDC residence where educators are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the, kitchen and / or near the medication cabinet)
- a risk minimisation plan is developed in consultation with the parents of a child diagnosed with epilepsy outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.
- that the risk minimisation plan is specific to our Service environment and the individual child
- they collaborate with parents/guardians and FDC educator to create and implement a communication plan and encourage ongoing communication between parents/guardians regarding the current status of the child's medical condition, this policy, and its implementation
- that no child who has been prescribed epilepsy medication attends the FDC Service without their medication
- a copy of this policy is provided and reviewed during each new staff member's induction process
- educators/educator assistants attend regular training on the management of epilepsy and, where appropriate, emergency management of seizures using emergency epileptic medication, when a child with epilepsy is enrolled at the FDC Service
- educators/educator assistants are trained to identify children displaying the symptoms of a seizure and locate their personal medication and epilepsy medical management plan
- updated information, resources and support is regularly given to families for managing epilepsy
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101
- that when educators/educator assistants accompanying children on excursions or to events, they carry the prescribed medication and a copy of the medical management for any child diagnosed with epilepsy
- that they notify the regulatory authority of any serious incident of a child while being educated and care for at the service within 24 hours.

EDUCATORS/EDUCATOR ASSISTANTS WILL:

- read and comply with the *Epilepsy Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- ensure a copy of the child's medical management plan is visible and known to in the FDC Service
- recognise the symptoms of a seizure and treat appropriately and in accordance with the child's medical management plan in the event of a seizure
- record all epileptic seizures according to the medical management plan
- take all personal medical management plans, seizure records, medication records, and any prescribed medication on excursions and other events
- administer prescribed medication when needed according to the medical management in accordance with the service's *Administration of Medication Policy*
- identify and where possible, minimise possible seizure triggers as outlined in the child's epilepsy medical management plan
- communicate with the parents/guardians of children with epilepsy in relation to the health and safety of their child, and the supervised management of the child's epilepsy
- ensure that children with epilepsy can participate in all activities safely and to their full potential
- increase supervision of a child diagnosed with epilepsy on special occasions such as excursions, incursions, parties and family days
- maintain a record of the expiry date of the prescribed epilepsy management medication so as to ensure it is replaced prior to expiry

FAMILIES WILL:

- provide information upon enrolment or on diagnosis, of their child's medical condition-epilepsy
- provide a medical management plan developed and signed by a registered medical practitioner for implementation within the FDC Service
- develop a risk minimisation plan and communication plan in collaboration with the FDC educator and coordinator/nominated supervisor
- provide the prescribed medications each day their child attends care
- maintain a record of the expiry date of medication and ensure it is replaced prior to expiry
- notify management and FDC educator in writing via email or through the *Notification of Changed Medical Status* form of any changes to their child's medical condition including the provision of a new epilepsy medical management plan to reflect these changes as needed
- communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- review the risk minimisation plan annually with the nominated supervisor and FDC educator
(recommended best practice)

IF A CHILD (KNOWN TO HAVE AN EPILEPTIC CONDITION) SUFFERS FROM AN EPILEPTIC EMERGENCY THE FDC EDUCATOR WILL:

- Follow the child's medical management /action plan
- Protect the child from injury- remove any hazards that the child could come into contact with
- Not restrain the child or put anything in their mouth
- Gently roll them on to the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair safe and airway is clear)

- Monitor the airway
- Call an ambulance immediately by dialling 000 if:
 - a seizure continues for more than three minutes
 - another seizure quickly follows the first
 - it is the child's first seizure
 - the child is having more seizures than is usual for them
 - certain medication has been administered
 - they suspect breathing difficulty or injury
- Continue first aid measures
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the approved provider/coordinator of the incident
- If the incident presented imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident through the [NQA IT System](#) (as per regulations)

THE ABOVE PROCEDURE SHOULD BE FOLLOWED IF A CHILD WHO IS NOT DIAGNOSED AS EPILEPTIC EXPERIENCES A SEIZURE WHILST ATTENDING THE FDC SERVICE.

DEFINITIONS

FOCAL SEIZURES

Focal seizures without impaired consciousness:

Formerly called simple partial seizures, these arise in parts of the brain not responsible for maintaining consciousness, typically the movement or sensory areas.

Consciousness is NOT impaired, and the effects of the seizure relate to the part of the brain involved. If the site of origin is the motor area of the brain, bodily movements may be abnormal (e.g., limp, stiff, jerking). If sensory areas of the brain are involved the person may report experiences such as tingling or numbness, changes to what they see, hear or smell, or very unusual feelings that may be hard to describe. Young children might have difficulty describing such sensations or may be frightened by these.

Focal Seizures with impaired consciousness:

Often the person's actions are clumsy, and they will not respond normally to questions and commands. Behaviour may be confused, and they may exhibit automatic movements and behaviours e.g., picking at clothing, picking up objects, chewing and swallowing, trying to stand or run, appearing afraid and struggling with restraint. Colour change, wetting and vomiting can occur in complex partial seizures. Following the seizure, the person may remain confused for a prolonged period and may not be able to speak, see, or hear if these parts of the brain were involved. The person has no memory of what occurred during the complex partial phase of the seizure and often needs to sleep.

Focal Seizures becoming bilaterally convulsive:

Focal seizures may progress due to spread of epileptic activity over one or both sides of the brain. Formerly called secondarily generalised seizures, bilaterally convulsive seizures look like generalised tonic-clonic seizures.

GENERALISED SEIZURES

Tonic-clonic seizures: produce sudden loss of consciousness, with the person commonly falling to the ground, followed by stiffening (tonic) and then rhythmic jerking (clonic) of the muscles. Shallow or 'jerky' breathing, bluish tinge of the skin and lips, drooling of saliva and often loss of bladder or bowel control generally occur.

The seizures usually last one to three minutes and normal breathing and consciousness then returns. The person is tired following the seizure and may be confused. If the seizures last more than five minutes an ambulance should immediately be called.

Absence seizures: (previously called petit mal seizures) produce a brief cessation of activity and loss of consciousness, usually lasting less than 10 seconds. Often the momentary blank stare is accompanied by subtle eye blinking and mouthing or chewing movements. Awareness returns quickly and the person continues with the previous activity. Falling and jerking do not occur in typical absences.

Myoclonic seizures: are sudden and brief muscle contractions usually only lasting a second or two, that may occur singly, repeatedly or continuously. They may involve the whole body in a massive jerk or spasm or may only involve individual limbs or muscle groups. If they involve the arms, they may cause the person to spill what they were holding. If they involve the legs or body the person may fall.

Tonic seizures: are characterised by generalised muscle stiffening, lasting 1-10 seconds. Associated features include brief cessation of breathing, colour change and drooling.

Tonic seizures often occur during sleep. When tonic seizures occur suddenly with the child awake, they may fall violently to the ground and injure themselves. Fortunately, tonic seizures are rare and usually only occur in severe forms of epilepsy.

Atonic seizures: produce a sudden loss of muscle tone that, if brief, may only involve the head dropping forward ('head nods'), but may cause sudden collapse and falling ('drop attacks').

Source: Epilepsy Australia (2019).

RESOURCES/POSTERS

[Animated Seizure First-Aid video for children](#)

[Seizure first aid posters](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Epilepsy Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form Authorisation to Display Medical Management Plan Managing a Medical Condition Procedure Medical Communication Plan	Medication Update Letter to parents Medical Conditions Register Medical Management Plan Medical Risk Minimisation Plan Notification of Changed Medical Status
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SOURCES

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).
Early Childhood Australia Code of Ethics. (2016).

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Epilepsy Australia. (2021). <https://epilepsyaustralia.net>

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National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

The Royal Children's Hospital Melbourne:

http://www.rch.org.au/neurology/patient_information/about_epilepsy/

NEXT REVIEW DATE	[NAME]	[POSITION]	JUNE 2026
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2025
VERSION NUMBER	V7.7.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • deleted term 'epilepsy' from medical management plan • removed table from definitions • Child Care Centre Desktop Resources added • Sources checked for currency 		
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V17.06.24		
MODIFICATIONS	<ul style="list-style-type: none"> • minor edits to reflect FDC service • hyperlinks checked and repaired as required • policy maintenance – no major changes to policy 		
POLICY REVIEWED	JULY 2023	NEXT REVIEW DA TE	JULY 2024
VERSION NUMBER	11.7.23		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text 		JULY 2023

	<ul style="list-style-type: none"> hyperlinks checked and repaired as required 	
JULY 2021	<ul style="list-style-type: none"> rearranged content within policy moved definitions to end of policy deleted repetitive statements in all sections consistent wording to align with related Medical Conditions policies (asthma, anaphylaxis, diabetes) Policy review includes ACECQA policy guidelines/components (June 2021) additional resources added additional references- re: National law and regulations added sources checked for currency 	JULY 2022
JULY 2020	<ul style="list-style-type: none"> Minor changes to align with terminology within regulations 'Medical Management Plan' and Action Plan inclusion of Communication Plan and Risk Minimisation Plan minor punctuation edits related policies added additional regulations included 	JULY 2021
JULY 2019	<ul style="list-style-type: none"> Grammar and punctuation edited. Additional information added to points. References checked. Sources checked for currency. New sources added. Regulation 136 added. 	JULY 2020
JULY 2018	<ul style="list-style-type: none"> Minor terminology adjustments 	JULY 2019
OCTOBER 2017	<ul style="list-style-type: none"> Updated the references to comply with revised National Quality Standard 	JULY 2018
AUGUST 2017 JULY 2017	<ul style="list-style-type: none"> Minor terminology amendments – simplified introduction. Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. 	JULY 2018

ANTI-BIAS AND INCLUSION POLICY

Anti bias is the practice of inclusion and underpins our Family Day Care (FDC) Service philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that '*Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.*' (2016).

Our Family Day Care Service believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy	Gender Equity Policy
Behaviour Guidance Policy	Interaction with Children, Family and Staff Policy
Child Safe Environment Policy	Orientation of Families Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
Educational Program Policy	Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcome and treated equitably and with respect.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our *Anti-Bias and Inclusion policy* underpins the philosophy of the FDC Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the FDC Service. This policy aims to assist children to form positive social relationships develop their identify and self-awareness and to learn to accept the diversity of members within and outside of the FDC Service community. Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

"Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families." (EYLF, V2.0, 2022, p.65)

CREATING INCLUSION

Inclusion supports children's rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within our FDC Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves considering all children's social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes. (EYLF. V2.0. p. 66; Framework for School Age Care, V2.0, p.66.)

We will ensure all children are provided with equitable access to resources, activities and environments; participate meaningfully while learning to foster a sense of belonging; and have opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our FDC Service values and promotes equity, respect and awareness of different cultures. We ensure a cultural inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATOR AND EDUCATOR ASSISTANT WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure obligations under the *Disability Discrimination Act 1992* (DDA) are met
- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the FDC Service
- engage in critical reflection about stereotypes and biases
- foster an inclusive environment within each FDC service
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage FDC educators that reflect a variety of cultural, national origin, and racial identities

- affirm and foster children’s knowledge and pride in cultural identity
- foster children’s curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- build on children’s strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences
- encourage children to ask about differences in physical characteristics
- enable children to feel pride and equality, about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- encourage FDC educators to use their and children’s first language as appropriate within the environment
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the FDC Service
- challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child’s emergent identity as an individual, member of their family, our Service, and the community
- engage in simple discussions about families that focus on fact rather than values e.g., “*some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads*”.

- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families.
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- reflect on the current level of cultural responsiveness of our staff- (coordination unit, principal office and approved educators)
- promote the inclusion of children's voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services

- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individual's varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities
- evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride
- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities
- create an environment where all children can participate in activities and experiences.

PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist FDC educators with the development of required skills and knowledge for working with all children and families
- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (see *Additional Needs Policy*)

- explore the values and uniqueness of the diversity within the FDC Service. These opportunities will form part of the curriculum.
- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- work collaboratively with culturally and linguistically diverse children and their families (EYLF/MTOP, V2.0)
- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (EYLF/MTOP, V2.0)
- promote and support children's home languages within the FDC Service
- present books that reflect different languages and children's first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Anti-Discrimination Board of NSW: <https://antidiscrimination.nsw.gov.au>

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. <https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF>

Australian Children's Education & Care Quality Authority. (2023). [Information sheet. Belonging, Being and Becoming: Equity, inclusion and high expectations.](#)

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Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafe.humanrights.gov.au/>

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) [Statement on the Inclusion of every child in early childhood education and care](#)

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care*.

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Family Matters Queensland [Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037](#)

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *Evidence Paper Practice Principle 4: Equity and Diversity*

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperequity.pdf>

NEXT REVIEW DATE	[NAME]	[REVIEWED BY]	APRIL 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V11.04.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • Childcare Centre Desktop resource section added • sources checked and updated as required 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2024
VERSION NUMBER	V9.4.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • minor edits to align with EYLF (2.0) • sources checked and updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2023	<ul style="list-style-type: none"> • annual policy maintenance • inclusion of Child Safe Standards • Amended wording from culturally competent to <i>culturally responsive</i> • EYLF/MTOP sources updated to V2.0 • Continuous Improvement/Reflection section added 		APRIL 2024

	<ul style="list-style-type: none"> link to Western Australian Education and Care Services National Regulations added in 'Sources' 	
APRIL 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required 	APRIL 2023
APRIL 2021	<ul style="list-style-type: none"> minor edits to policy sources checked for currency 	APRIL 2022
APRIL 2020	<ul style="list-style-type: none"> major restructure of policy introduction amended additional points added to content additional content areas further sources added 	APRIL 2021
APRIL 2019	<ul style="list-style-type: none"> Anti-bias policy deleted from 'related policies' Additional needs policy and Gender equity policy added to 'related policies' Additional information added to points. Sources checked for currency. Sources/references corrected, updated, and alphabetised. 	APRIL 2020
APRIL 2018	New policy created to comply with National Regulations and National Quality Standard	APRIL 2019

BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the *Education and Care Services National Regulations*. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

S. 162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
S. 166	Offence to use inappropriate discipline
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records] (See reg 154)
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Anti-Bias and Inclusion Policy Educational Program Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Condition Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Enrolment Policy Supervision Policy
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PURPOSE

We aim to create positive relationships with children making them feel safe, secure, and supported within our Family Day Care (FDC) Service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for

educators and families. This is embedded in fundamental documents including the Early Years Learning Framework V2.0 (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, and visitors of the FDC Service.

DEFINITIONS

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are 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. [ACECQA, 2020]

Restraint- in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance- attempting to scale a fence, running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.2)

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

Inclusion- taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF V2.0, 2022)

IMPLEMENTATION

The behaviour and guidance strategies used by educators at our FDC Service are designed to provide children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

FDC educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

All FDC educators and support staff at our FDC Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our FDC Service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period, and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- In a clearly unsafe situation – e.g., 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. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All FDC educators and educator assistants implement an active and positive approach to guiding children's behaviour.

INAPPROPRIATE DISCIPLINE

Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. FDC educators, educator assistants and other staff are made aware of practices that are interactions with children Inappropriate discipline

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- all newly engaged educators, employees, students and volunteers are provided with a copy of this policy as part of their induction process
- families are aware of this *Behaviour Guidance Policy*
- no child being educated and cared for by the FDC Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (Sec. 166 National Law)
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- nominated supervisors and coordinators have completed child protection training (if any) required in their state/territory (S. 162A National Law)
- connections are built between our service and local primary schools to support positive learning environments during transition to school
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- FDC educators will use this information to engage children in experiences that support children to develop their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- general information about behaviour guidance is provided to families such through parent interviews and newsletters
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation

if required. It may be necessary to remove other children from the area while the child calms down.

- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*
- a meeting with the child's parents/carers, FDC educator and Coordinator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- families and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties
- application for additional support for FDC educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual children
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the FDC Service
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- provide children with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times, provide positive role-modelling in their dealings with children, other educators and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- talk calmly with children about the consequence of their actions, and the reason for rules

- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others.
- provide positive feedback and focus on children's strengths and achievements and build on their abilities
- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- implement '*time with*' or '*cool down time*' with an educator which will be used when all other strategies (above) have been exhausted. '*Time with*' or '*cool down time*' allows the FDC educator to offer reassurance and support so the child can settle and regain self-control, develop some self-

calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently

- contribute to and ensure Individual Support Plans are followed

FAMILIES WILL:

- provide consent for the FDC Service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP)
- work collaboratively with FDC educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with the FDC educator and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at the service and at home

MANAGING BITING BEHAVIOUR

Biting is often a temporary issue, which concerns parents and educators. Biting is painful and frightening for the child who has been bitten and can also be frightening for the child who is biting too. It is important to understand that while biting is a typical behaviour for young children between the ages of fourteen months to three years. FDC educators play an important role in minimising the likelihood and opportunity for biting to happen and appropriately managing the incidents that do occur.

Biting is like any other aggressive behaviour that hurts or injures a child, requiring preventive measures and early intervention. Some common triggers for biting include:

- a child teething will often increase their desire to bite, as applying pressure to the gums can provide comfort
- oral exploration
- limited self-regulation or self-control
- excitement and overstimulation
- frustration
- children imitating other children
- a child feeling unwell
- a child being unable to communicate what they want, need or feel boredom

Theorists suggest that a good understanding of early childhood development is an essential tool for responding to biting and other harmful behaviour. For example, educators must understand that young children are not yet able to share or take turns so educators must take this into consideration when planning the routine and activities. Additionally, babies and toddlers are often not developmentally able to feel compassion or empathy for others. While this development is unable to be rushed, educators can support children to develop empathy and pro-social behaviour, by being a good role-model, and providing simple information, such as "biting hurts, we don't bite our friends." It is important to observe the child to attempt to understand why they are biting. Through

observations, you may be able to identify patterns, such as what happened before the child bites, is there a certain time of day the biting is occurring, does it happen around certain dynamics of groups of children on certain days, etc. An effective method to documentation is by using an event sample record, or a Behaviour Observation/anecdote (see template below- *Behaviour Guidance Observation Record*)

If biting endures, it is important to continue observing, and trying to minimise the biting as much as possible. If the above strategies have been unsuccessful and biting continues, further help will be sought from inclusion and support agencies. FDC educators may meet with families to discuss the child's behaviour and develop a *Behaviour Guidance Plan* if required.

CONTINUOUS IMPROVEMENT

The *Behaviour Guidance Policy* will be evaluated and reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Behaviour Guidance Biting Procedure Behaviour Guidance Procedure Behaviour Guidance Guide Behaviour Guidance Incident Report Behaviour Guidance Observation Record	Behaviour Guidance Review Form Behaviour Guidance Plan A Behaviour Guidance Plan B
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SOURCES

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REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW MAY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V22.05.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional information added regarding reporting any allegations of child abuse or child related misconduct by any staff member to relevant authorities • added information re:trauma informed practices • sources checked for currency and repaired as required 		
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V7.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional information added following merger of Behaviour Guidance Biting Guide to this policy • additional section added 'inappropriate discipline' • sources checked for currency and repaired as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> • annual policy maintenance • additional regulations added • restraint information added • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' • Additional section added for Continuous Improvement • Additional section added for Related Resources 	MAY 2024	
MAY 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	MAY 2023	
MAY 2021	<ul style="list-style-type: none"> • additional links to the National Quality Standard 	MAY 2022	

	<ul style="list-style-type: none"> • additions to policy related to behaviour guidance plans • removal of '<i>children will</i>' section- policy is written to guide adults- so not appropriate to be included in policy • sources checked for currency 	
MAY 2020	<p>realignment of content within the policy deleted content that was repeated in different sections or moved into a different section changed order of some points additional definitions added rewording of some points notification to regulatory authority added additional information added for clarity further sources included sources updated and checked for currency</p>	MAY 2021
MAY 2019	<p>Terminology changed to be specific to FDC services. Additional information added to points. Rearranged the order of points for better flow Sources checked for currency: Deleted if irrelevant or no longer available. Sources/references corrected, updated, and alphabetised. Information added to sources. 'Related policies' alphabetised.</p>	MAY 2020
DECEMBER 2017	New policy created for Family Day Care	MAY 2019

EMERGENCY AND EVACUATION POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises educators are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children's coping mechanisms and resilience.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS		
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended	
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period	
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service	

4	Definitions “multi-storey building” and “storey”
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Bush Fire Policy Child Safe Environment Policy Delivery of Children to, and collection from Education and Care Service Premises Enrolment Policy	Family Communication Policy Health and Safety Policy Incident, Illness, Injury and Trauma Policy Lockdown Policy Record Keeping and Retention Policy Sun Safety Policy Supervision Policy
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PURPOSE

Our Family Day Care (FDC) Service has a duty of care to maintain the safety and wellbeing of each child, the educator, and all persons residing or visiting the FDC residence during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually planning for further risk minimisation and improvement to our policy and procedures.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to the FDC Service’s premises. Emergency situations may pose a risk to an individual’s health and safety. It is important that FDC Services identify potential emergencies that may be specific to their location and environment. Severe heat or heatwaves, also pose an immediate risk to babies and young children and require risk

mitigation strategies to be implemented. [See: *Sun Safety Policy*]

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the service. (Guide to the NQF)

Circumstances under which an emergency evacuation will occur may include:

- Fire within the residence/building or surrounding garden/backyard
- Fire in the surrounding area where the residence or venue may be in danger
- Flood
- Cyclone, severe storm or dust storm or other natural weather event
- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
 - gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).

The approved provider, in conjunction with educators of the FDC Service, will conduct a comprehensive risk assessment in order to identify any risk/s or hazards associated with potential emergencies that may affect the safe evacuation of children from the FDC residence or approved venue.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our FDC Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update the *Emergency and Evacuation Policy* and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action during emergencies like bushfire, flood, storm, extreme heat and severe weather. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red) : An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

When there is an Emergency Warning, educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the FDC Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

- obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, management, staff, educators and educator assistants comply with this policy
- emergency and evacuation policies and procedures are available for inspection at the FDC residence/venue at all times
- the approved provider and FDC educator conduct a risk assessment to identify potential emergencies that are relevant to the approved residence/venue annually
- the approved provider will review the risk assessment after becoming aware of any circumstance that may affect the safe evacuation of children from the FDC Service
- an Emergency Management Plan (EMP) is developed and updated
- all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- the [Bureau of Meteorology \(BOM\)](#) will be checked regularly to monitor emergency situations and warnings relevant to our Service location
- FDC educators are assisted to develop evacuation plans and procedures and to identify a safe area in the residence or venue in case of a situation that would require a 'lockdown emergency'
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (police, fire, parents/families)
- consideration is made to evacuate infant/s and non-ambulant children evacuating the premises resulting in enhanced ratios
- additional consideration is made for FDC Services operating in multi-storey residence or buildings (assembly areas, stairwells, non-ambulant children, supervision) [Reg. 97(1)(b)]
- emergency evacuation plans are displayed in prominent positions near each exit and in rooms occupied by the children
- the plan includes a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes in case of an emergency
- the emergency and evacuation procedures include instructions for what must be done in the event of an emergency
- emergency evacuation rehearsals (drills) will be practiced and reviewed every three months by the FDC educator, educator assistant, students, volunteers, and children present on the day
- FDC educators, educator assistants, coordinators and volunteers are aware of emergency evacuation procedures and regulatory requirements
- FDC educator and educator assistants are aware of their responsibilities and roles in the event of an emergency situation- including evacuation and lock downs
- there is an induction process in place to inform educators, educator assistants, coordinators, students and volunteers of the emergency and evacuation policy and procedure
- each drill is documented, and records kept at both the FDC residence and principal office
- in the case of Bush Fire emergency, the FDC principal office maintains a current data base of all residences and their locations living in bushfire prone areas (see *Bush Fire Policy*)
- a risk assessment is conducted following any emergency evacuation to ensure the FDC residence is safe to continue to provide education and care to children
- an emergency telephone list (located next to the telephone) includes the numbers for:
 - Police
 - Local fire station
 - Rural Fire Service

- State Emergency Services (SES)
- in the event of a telephone service not operating or no other means of communication with FDC educators, management may consider closure of the FDC Service (See *Closure of Service* below)
- ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)
- ensure the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence/approved venue is required to close for a period of time as a result of a local emergency (Reg.175 (2)(b))
- ensure the Department of Education is notified within 24 hours if the FDC Service is temporarily closed via CCS Software or PEP
- submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children.

EDUCATORS WILL:

- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or nature disasters (bush fire, flooding) (reg 176A)
- maintain an up-to-date register of emergency telephone numbers for all children and provide a copy to be kept at the principal office
- ensure a copy of the register of emergency telephone numbers is kept in an *Emergency Evacuation Bag* along with a portable first aid kit, copy of the emergency procedure
- ensure they are contactable whilst children are in attendance by emergency services (i.e.: have a mobile phone charged and accessible)
- display emergency telephone numbers prominently in the kitchen, office and each room that is occupied by children in the residence/or venue
- ensure medical management plans for children are able to be accessed easily
- rehearse, document and evaluate emergency evacuation procedures every 3 months. To ensure best practice we will conduct emergency evacuation drills every 3 months so that all children experience an evacuation on a regular basis
- ensure spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures
- time the planned or spontaneous emergency evacuation drill and document in the *Emergency Evacuation Rehearsal Record*
- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss with the approved provider/nominated supervisor and implement strategies to make continuous improvement to procedures which will be documented in the Service's Quality Improvement Plan (QIP).
- consider how to safely evacuate infant/s and children with any disabilities (include in your procedure)
- keep children calm during evacuation drills
- ensure all exits have exit signs displayed clearly
- ensure there are no obstructions in hallways, stairways prevent access to exits
- ensure the sign-in book is completed daily to be used as an attendance roll
- keep a written record of all visitors to the FDC residence
- ensure all children, family members and any visitors are accounted for during the day

- communicate with families when evacuation drills have taken place to discuss with children
- ensure assembly area is clearly identified and checked regularly (update plan if an alternative location may be required- depending on the reason for evacuation)
- ensure all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the residence are inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- ensure extinguishers are emptied, pressure tested, and refilled every five years
- ensure all tests performed on emergency equipment and the date on which it was tested is recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed and provided to the principal office of the FDC service
- ensure smoke detectors are regularly tested and batteries replaced annually
- ensure educator assistants and visitors to the FDC Service are familiar with the *Emergency Evacuation Policy* and procedure

Once an emergency situation is over, the educator will collaborate with the approved provider to conduct a thorough evaluation of the emergency procedure, actions and communication implemented to determine if any changes need to be made.

EMERGENCY AND EVACUATION PROCEDURE GUIDELINES

In the event of an emergency, the FDC educator will make the decision to evacuate. The FDC educator may be notified of the need to evacuate by: Emergency Services if an emergency situation is announced (bush fire, flood, damaging winds/storm).

As per regulation 97, the emergency and evacuation procedures must set out-

- a) instructions for what must be done in the event of an emergency; and
- b) an emergency and evacuation floor plan; and
- c) if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area—
 - I. all possible evacuation routes from each storey on which the premises is located; and
 - II. the evacuation routes that are proposed to be used in an evacuation; and
 - III. how all children will be safely evacuated from the premises, including non-ambulatory children; and
 - IV. the stages in which an evacuation will be carried out; and
 - V. the identity of the person in charge of an evacuation; and
 - VI. the roles and responsibilities of staff members during an evacuation; and
 - VII. the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

THE EDUCATOR WILL:

- calmly inform children and visitors and other residents of the FDC residence to evacuate
- move all children to evacuation assembly location taking emergency evacuation bag (ensure sign in book/record, gather medication, visitor sign in sheets)
- request assistance to move infants or children with disabilities from other adults in the home/ educator assistant or emergency services if unable to complete the evacuation on their own
- check that all children and adults registered in attendance book are accounted for
- once children are safely evacuated, administer first aid if required

- call 000 and provide their name, address and nearest cross street, reason for emergency, mobile phone contact number, number of children evacuating
- notify the approved provider/coordinator of the evacuation (only if children's safety is not compromised)
- if the identified evacuation assembly area is not accessible, identify an alternative area where children and other adults will be safe. Communicate with emergency services to confirm your assembly area
- remain calm and reassure children
- once emergency services arrive, request assistance with supervision and contact parents/emergency contacts
- notify FDC approved provider/coordinator of the evacuation
- once area is confirmed to be safe by emergency services, return to the residence with children and visitors
- ensure attendance is checked against register
- In the event of a fire within the FDC residence/approved venue resulting in damaged phone lines, the educator may evacuate the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan
- Following the emergency evacuation, or an incident that poses a risk to the health and safety of children attending the service, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*.

FAMILIES WILL:

- ensure contact details are kept up to date
- provide emergency contact details on their child's enrolment form and advise the FDC educator and principal office of any change of name or phone number
- ensure the attendance record for their child is completed each day
- ensure they are aware of the service's *Emergency and Evacuation Policy* and procedures
- follow the directions of the FDC educator or coordinator in the event of an emergency or evacuation

CLOSURE OF THE SERVICE:

There may be times where the normal operation of the FDC Service is disrupted, and a FDC residence or approved venue is required to close temporarily during a planned or unplanned emergency occurrence. Situations that affect the normal operation include a local emergency which poses a risk to the health and safety of children attending the service, or where the service is inaccessible or is unsafe for children or staff or the emergency services/authority have directed the service to close.

Situations where the FDC Service may consider closure of a FDC residences/approved venues may include:

- A period of local emergency, or emergency event
- Flooding
- Health emergency (i.e., pandemic)
- Bushfire
- Cyclone
- Unexpected absence of staff where ratios are unable to be met
- Severe outbreak of illness or disease
- Lack of access to operating phone/communication means
- Damage or vandalism to the service

- Chemical hazard
 - Earthquake
- The approved provider or nominated supervisor will consult with emergency services/ local authorities regarding the closure of the service
- Our FDC Service will ensure families are informed of emergency closures as soon as practicable to ensure immediate collection of children
- In the event of a planned closure, management will advise families as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure including the period of closure
- Our FDC Service will notify the regulatory authority of the service closure within 24 hours of an incident
- Our FDC Service will notify the Department of Education through CCS Software or PEP of the service closure within 24 hours.

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for FDC educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will the service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education - [Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

VICTORIA (VIC)

- | |
|--|
| <ul style="list-style-type: none"> • Country Fire Authority Victoria: www.cfa.vic.gov.au • Victoria Police: www.police.vic.gov.au • Victoria State Emergency Service: www.ses.vic.gov.au |
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CONTINUOUS IMPROVEMENT/REFLECTION

The *Emergency and Evacuation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Bag Audit Emergency Evacuation Incident Report Emergency Evacuation Procedure Emergency Evacuation Rehearsal Record Emergency Management Plan (EMP)	Emergency Support Services Template EMP evacuation diagrams-images Extreme Weather Procedure Multi-Storey Building Emergency and Evacuation Procedure Multi-Storey Building Risk Assessment
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SOURCES

- Australian Children's Education & Care Quality Authority. (2014).
- Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines.](#)
- Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)
- Australian Children's Education & Care Quality Authority. (2023). [Multi Storey Buildings: Evacuations and Approvals](#)
- Australian Government Department of Education. (2023). [Help in an emergency](#)
- Australian Government Department of Home Affairs. [Emergency Management](#)
- Australian Government. National Emergency Management Agency. Australian Warning System.
<https://www.australianwarningsystem.com.au>
- Early Childhood Australia Code of Ethics. (2016).
- [Education and Care Services National Regulations.](#) (Amended 2023).
- Fire Protection Association Australia: www.fpaa.com.au/
- Fire System Services: <http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>
- NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#)
- NSW Rural Fire Service: www.rfs.com.au
- Revised National Quality Standard. (2018).
- [Work Health and Safety Act 2011.](#)
- [Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	JANUARY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JANUARY 2025
VERSION NUMBER	V09.01.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • minor editing • hyperlinks checked 		
POLICY REVIEWED	JANUARY 2024/ SEPTEMBER 2023	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V13.01.24		
MODIFICATIONS	JANUARY <ul style="list-style-type: none"> • annual review of policy 		

	<ul style="list-style-type: none"> additional information added re: closure of a service due to an emergency or evacuation situation <p>SEPTEMBER</p> <ul style="list-style-type: none"> review of policy to include additional considerations for multi-storey buildings (NQF review) new resources from CCD added sources updated 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2023	<ul style="list-style-type: none"> annual policy maintenance additional information Australian Warning System (AWS) broken links repaired where required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources' update of DESE to Department of Education 	JANUARY 2024
NOVEMBER 2021/JANUARY 2022	<ul style="list-style-type: none"> Policy reviewed and included suggested guidelines from ACECQA <i>Emergency and Evacuation Policy Guidelines</i> (June 2021) Additional legislative requirements added Additional related policies Additional section added- <i>Families will</i> Reviewed as part of annual review cycle 	JANUARY 2023
JANUARY 2021	<ul style="list-style-type: none"> minor editing additional regulations and related policies added definition of emergency section moved to beginning of policy 	JANUARY 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> additional sections added to assist FDC educators in planning, rehearsing and conducting an emergency evacuation -Procedures for Evacuation and Lock Down -Dealing with Trauma -resources to assist with trauma added 	JANUARY 2021
JANUARY 2020	<ul style="list-style-type: none"> Additional information added to introduction Purpose modified Additional information added to content Sources checked for currency- small edits highlighted 	JANUARY 2021
JANUARY 2019	<ul style="list-style-type: none"> Places to insert emergency phone numbers deleted & point added to ensure these numbers are on the emergency phone list by the phone Rearranged the order of some points for better flow. 	JANUARY 2020

	<ul style="list-style-type: none"> • Points added (highlighted). • Sources/references corrected, updated, and alphabetised. • Sources/references alphabetised. • Minor formatting (line spacing & paragraph spacing) for consistency throughout policy. 	
JANUARY 2018	<ul style="list-style-type: none"> • Minor adjustment in Education and Care Services National Regulations section • Added related policy section • Adjustment on page two in respect of revised NQS 	JANUARY 2019
OCTOBER 2017	<ul style="list-style-type: none"> • Updated the references to comply with revised National Quality Standard 	JANUARY 2018
JANUARY 2017	<ul style="list-style-type: none"> • updated and included Emergency Evacuation requirements outlined in the National Regulations 	
AUGUST 2017	<ul style="list-style-type: none"> • Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. 	JANUARY 2018

BUSH FIRE POLICY- VICTORIA

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

Emergency management arrangements for fire safety differ within each state and territory and are determined by the State Emergency Services or combined emergency service agencies. This policy reflects information related to Education and Care Services located in Victoria.

The National Law requires education and care services to ensure that every reasonable precaution is taken to protect children from any harm or hazard likely to cause injury, including bush fires.

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

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

This policy outlines the strategies and procedures FDC Services and FDC educators will adhere to in the event of a bush fire, including information about closures during an emergency evacuation, and forms part of our Family Day Care Service's Emergency Management Plan (EMP). The EMP records the emergency management arrangements to ensure every reasonable precaution to protect educators, children, staff, and visitors from harm and hazard is maintained at all times.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective

		management and operation of a quality service.
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EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
4	Definitions 'multi-storey building' and 'storey'
12	Meaning of serious incident
51	Conditions on service approval (safety, health and wellbeing of children)
89	First Aid Kits
93	Administration of medication
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
S.167	Offence relating to protection of children from harm and hazards
168	Education and care services must have policies and procedures
168(2)(e)	Policies and procedures are required in relation to: Emergency and evacuation
170	Policies and procedures are to be followed
S.174(2)(a)	Serious incident - Any emergency for which emergency services attended
S.174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Administration of First Aid Policy Emergency and Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work, Health and Safety Policy
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PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including potential injury from bushfires. The potential for extreme fire conditions varies greatly throughout Australia, both in frequency and severity. Each state and territory

have varying mandatory regulations for implementing policies and procedures for being safe in areas where bushfires occur. Our Service will adhere to the regulations outlined by the Department of Education (Victoria) and be familiar with relevant legislation and other special requirements such as building regulations, traffic restrictions or emergency announcements that may apply to the area our FDC residences and venues are operating and providing education and care to children and young people.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

It is vital for the FDC Service to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity. This policy and related procedure are to be implemented should a bush fire threaten any of our FDC residences or approved venues. During peak bush fire season, educators will monitor fire ratings through relevant authorities on a daily or hourly basis and communicate with the approved provider and other stakeholders as required. We are aware of the Australian-Fire Danger Rating System (AFDRS) and ensure all educators have appropriate fire safety equipment installed and maintained in their residence at all times. Our *Emergency Management Plan* (EMP) ensures all educators are trained to use fire safety equipment and through regular training, understand their unique evacuation procedures in case of an emergency at their residence or venue.

DEFINITIONS

The Australian climate is frequently hot, dry, and susceptible to drought. The widely varied fire seasons are reflected in the continent's different weather patterns. For most of southern Australia, the danger period is summer and autumn.

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

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

Australian Fire Danger Rating (AFDRS): provides an indication of the possible consequences of a fire. This rating is standardised across all Australian states and territories from September 2022. The higher the fire danger rating, the more dangerous the conditions. The AFDRS uses four tiers of fire danger from *Moderate* to *Catastrophic*. The AFDRS are maintained and updated by emergency services in each state or territory.

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

impact the service form the basis of the EMP.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR/ FDC COORDINATOR WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- ensure all new educators, employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure the *Emergency Management Plan* (EMP) is updated regularly inclusive of Emergency and Evacuation policies and procedures and copies of these are available for inspection at the FDC residence or venue at all times that the service is educating and caring for
- a separate personal emergency evacuation plan (PEEP) is prepared for a member of staff, FDC educator or child who has additional needs (best practice)
- consult with relevant authorities for guidance and advice on the management of bushfire risk and emergencies
- ensure FDC educators conduct a risk assessment to identify a potential bush risk to the FDC residence or venue
- ensure the risk assessment is reviewed at least every 12 months and following any incident
- communicate with the educator, educator assistant, coordinator and families about bush fire preparation information and provisions
- discuss bush fire response procedures at meetings with FDC educators, coordinators and responsible persons including decisions to pre-emptively close services on a day forecast as an extreme fire rating
- determine if the Service is listed on the Bushfire-At-Risk-Register or on the at risk of grassfire register (category 4)
<https://www.education.vic.gov.au/about/programs/health/Pages/bushfirerisk.aspx>
- keep a list of FDC educators operating in bushfire at risk prone areas and have emergency contact details available at all times
- ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (Reg. 176A)
- ensure a current emergency and evacuation floor plan and instructions for what to do in an emergency are clearly displayed near each exit of the FDC residence and/or approved FDC venue
- ensure FDC educators in residences and or venues, clearly understand how emergencies will be managed in collaboration with the approved provider to reduce any associated risks and maintain children's safety
- ensure emergency drills, including a bush fire drill and shelter-in-place on site, are practiced at least every 3 months by the FDC educator and children being educated on that day
- ensure a record is kept of each emergency evacuation drill practiced and a copy kept at the principal office
- ensure each FDC premises and FDC educators are prepared for bush fire conditions and prepared to respond quickly and appropriately during high fire danger periods

- ensure all fire safety equipment is installed and maintained regularly- (fire extinguishers, fire panels, smoke detectors, long hoses with nozzles, buckets etc.)
- identify circumstances when the decision is made for one or more FDC residences or approved FDC venues to not operate
- contact families to organise alternative care if a FDC Service needs to close due to potential fire risk
- ensure local emergency services have current contact details, including mobile number for emergency contact after hours for each FDC educator/residence
- ensure a clear and effective communication procedure during an emergency is implemented
- organise and communicate with off-site evacuation sites about emergency arrangements
- ensure the Fire Danger Rating (FDR) is checked daily through Australian Government Bureau of Meteorology <http://www.bom.gov.au/?ref=hdr> or Country Fire Authority <https://www.cfa.vic.gov.au/warnings-restrictions/total-fire-bans-and-ratings>
- ensure FDC educators regularly clean gutters at their residence/venue so they are free from dry leaves and other debris
- ensure all fire safety equipment is easily accessible, has clear signage with operating instructions displayed and are clear of vegetation or debris
- ensure FDC educators keep emergency exits clear and accessible at all times
- ensure FDC educators keep accurate records of attendance of children, visitors and volunteers each day
- ensure educators keep a current list of emergency contact numbers near the phone and in the contacts of their mobile phone
- monitor the bush fire situation when the rating is above **High** through internet or radio
- ensure the [VicEmergency app](#) (CFA emergency services) is installed on FDC educator's designated mobile phones
- be prepared for **Code Red** or **Catastrophic** fire ratings and consequent closure of the service if listed on the BARR or at risk of grassfire (Category 4) in Victoria
- notify the regulatory authority in the event of any closures or damage to premises within 24 hours or as soon as possible via the NQA ITS or phone if there is no access to the internet

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- conduct a risk assessment to prepare emergency evacuation procedures for bush fires considering
 - prevention measures the FDC educator will take prior and during the bush fire period
 - procedures to be taken when there is a bush fire in the local district including onsite (shelter-in-place) and offsite evacuation procedures
 - response measures the FDC educator will take if confronted with a bush fire hazard or emergency
 - identified evacuation assembly areas and evacuation routes (it is recommended that the plan contains two external (off-site) evacuation assembly areas if practical to do so)
 - emergency communication arrangements in case of power outages- designated landline, Emergency Positioning Indicator Radio Beacon (EPIRB), satellite phone, designated mobile phone
 - the use of a battery-operated radio in its shelter-in-place location or emergency kit
 - whether assistance will be required to evacuate children at the residence or venue (including non-ambulant children and infants, consideration for multi-storey homes)
 - when evacuating children, if the weather is hot, do the children need footwear?

- what to do with sleeping children, babies or children with addition needs during the evacuation?
 - what mechanisms are in place to ensure the transfer of real-time information, such as weather forecasts, bush fire activity, site closures and emergency operations
 - how parents will know where to locate their child if evacuated
 - procedures to ensure children are only released to persons authorised to collect them
 - mechanisms to ensure visitors, other residents in home and contractors are aware of the service's emergency response procedures
 - location of flammable substances/materials (gas storage bottles and fixed tanks)- ensure these are secured and controlled
- review the risk assessment at least every 12 months and following any incident
- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (Reg. 176A)
- examine the grounds of their residence/venue during daily indoor and outdoor safety checks to ensure flammable and/or combustible materials (e.g., dead leaves and bark, chemicals) have been removed
- ensure trees are trimmed to 2m from the FDC residence (best practice recommendation)
- ensure they are familiar with the daily Australian Fire Danger Rating (AFDRS)
- conduct an emergency evacuation kit checklist to ensure emergency contact information and supplies are current-
- ensure a fire alarm is installed and checked annually
- ensure a back-up communication device is kept in a permanent location and is always available in an emergency. Example: designated fully charged mobile phone
- keep accurate attendance records of children in care each day
- ensure they have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services at all times education and care is provided
- ensure all contact details of parents/carers and emergency contact details are up to date and a record is provided to the approved provider/responsible person of the FDC Service
- ensure educator assistants and family members residing in the home are familiar and confident with emergency evacuation policies and procedures and aware of designated assembly areas
- ensure these policies are available for inspection at all times the FDC service is educating and caring for children
- ensure a current emergency and evacuation floor plan of the FDC residence and instructions for what to do in an emergency are clearly displayed in a prominent position near each exit of the service (Reg: 97(4))
- ensure emergency exits are clearly indicated and emergency exits are free from debris and obstructions and are easy to open
- eliminate all papers around the FDC residence, including artwork, posters, displays and emptying garbage bins if advised that bush fires are in the local district
- ensure boundaries, outdoor areas and driveways are clear of dry grass, long grass, dead vegetation, thick and continuous shrubs, leaves, dead limbs/trees and other combustible materials
- consult with neighbouring property/landowners or local council if neighboring properties pose a fire risk

- ensure driveways are accessible for fire emergency vehicles, clear of overhanging branches and archway structures
- ensure flammable items are removed from the residence or venue
- ensure broken or unused equipment are disposed of and not stored at the residence or venue
- ensure rubbish and recycle bins are secure with closed lids, emptied on a regular basis and located away from the shelter-in-place location
- consider the onsite (shelter-in-place) and off-site location ensuring it is accessible and can accommodate all children, FDC educator and other visitors with access to toilets and water
- keep up to date with professional development and training about bush fires and emergency evacuation
- upon advice from relevant authorities (Department of Education or Fire Authority) not accept children for care on days when there is a catastrophic danger rating
- cancel any outdoor activities on days where air quality due to bushfire smoke may cause harm to children [see *Bush Fire Response Procedure*]
- at a reasonable time after the incident has occurred, consider asking emergency services to review the Service's incident response.

EVACUATION PROCEDURE

In the event of a bush fire emergency, notification to evacuate may be issued by emergency services or the approved provider. FDC educators will monitor the Fire Danger Ratings daily and take appropriate actions to ensure the safety and wellbeing of children at all times.

Fires in local area- Watch and Act

Conditions are changing and action to protect the safety of children and adults at the service is required.

The educator will:

- contact the approved provider and request assistance in contacting all parents/guardians or emergency contacts to request them to collect their child from the FDC residence immediately
- move children to indoor play
- close windows and doors
- turn off any gas cylinders
- gather children's personal items into bags
- gather emergency evacuation bag (collect sign in book/record, medication, visitor sign in sheets)
- ensure all exits are clear
- alert family members in the residence of possible evacuation
- keep in contact with the Approved Provider (notification will need to be made to the regulatory authority within 24 hours of the serious incident)

Emergency Warning

This is the highest level of Bush Fire Alert. Immediate action is required.

- Evacuate immediately (this may be directed by emergency services or the approved provider)
- inform children and visitors and other residents of the FDC residence to evacuate as per Evacuation Procedures/Policy
- request assistance to move infants or children with disabilities from other adults in the home/educator assistant or emergency services if unable to complete the evacuation on their own

- check that all children and adults registered in attendance book are accounted for
- once children are safely evacuated, administer first aid if required
- call 000 and provide name, address and nearest cross street, mobile phone contact number, number of children evacuating
- notify the approved provider/coordinator of the evacuation (only if children's safety is not compromised)
- if the identified evacuation assembly area is not accessible, identify an alternative area where children and other adults will be safe. Communicate with emergency services to confirm your assembly area
- remain calm and reassure children
- once emergency services arrive, request assistance with supervision and contact parents/emergency contacts
- ensure that no family members, children, or visitors leave the evacuation area until the considered safe by emergency services
- maintain attendance register with parent signatures when children are collected from evacuation area
- in the event of a fire within or near the residence resulting in damaged phone lines, the educator may evacuate the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan
- continue to check the building/evacuation area and surrounds for any other danger
- following the bushfire incident, review the evacuation procedure and Emergency Management Plan
- debrief with the approved provider/coordinator
- complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*. The approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Bush Fire Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

VICTORIA

- Early Childhood Services at the highest risk of fire danger are placed on the Department's Bushfire At-Risk Register (BARR).
<https://www.education.vic.gov.au/about/programs/health/Pages/bushfirerisk.aspx>
- Inclusion on this register is a trigger for Early Childhood Services to pre-emptively close on days declared **Code Red** in their Bureau of Meteorology district
- Emergency Management Plan resources: <https://www.vic.gov.au/emergency-management-early-childhood-services?Redirect=1#emergency-and-evacuation-requirements---all-early-childhood-services>
- See [Bushfire and Grassfire Preparedness](#) for further information
- For information regarding emergency closures and relocations:
<https://www.education.vic.gov.au/about/programs/health/pages/closures.aspx>

- Fire Danger Rating updates: <https://www.cfa.vic.gov.au/warnings-restrictions/total-fire-bans-and-ratings>
- Country Fire Authority: <https://www.cfa.vic.gov.au/home>

RESOURCES

ACECQA [Managing Emergency Situations in Early Education and Care Services](#)

[Australian Government Department of Education](#) – Emergency and natural disaster assistance

[Be You](#) resources- Bushfires and mental health

Department of Education Victoria [Emergency Management Plan 2022-2023 Template](#)

[Department of Education and Training- Victoria Bushfire and grassfire readiness checklist](#)

[Emerging Minds](#) Bushfire preparedness for your family

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Government: Geoscience Australia. Community safety: Bushfire:

<http://www.ga.gov.au/scientific-topics/hazards/bushfire>

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

Victoria State Government Education and Training. Managing bushfire and grassfire risks in early childhood services. (2023). <https://www.vic.gov.au/managing-bushfire-grassfire-risks-early-childhood-services>

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	APRIL 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V14.04.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • hyperlinks checked and repaired as required • minor formatting edits within text • bomb threat procedure & checklist added 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2024
VERSION NUMBER	V5.4.24		

MODIFICATIONS	<ul style="list-style-type: none"> minor formatting edits within text checked & updated editions & referenced correctly additional information added to points hyperlinks checked and repaired as required 		
POLICY REVIEWED	JUNE 2023	NEXT REVIEW DATE	JUNE 2024
VERSION NUMBER	V4.6.23		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy maintenance hyperlinks checked and repaired as required minor formatting edits within text Continuous improvement section added Appendix 1 additional points 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW
OCTOBER 2022	<ul style="list-style-type: none"> Review of policy against recommendations for bushfire/grassfire readiness checklist (Victoria) Updated Australian Fire Danger Rating System information Removal of requirement for services to submit their EMP to the regulatory authority 		JUNE 2023
JUNE 2022	<ul style="list-style-type: none"> New Policy Developed for ECEC services located in Victoria 		JUNE 2023

APPENDIX 1

Management must ensure emergency equipment and maintenance testing is registered and kept up to date. All fire equipment must be clearly identified and operating instructions displayed.

FIRE AND SAFETY EQUIPMENT

	<input checked="" type="checkbox"/>
Portable fire extinguisher/s, including correct colour code	
Fire blanket/s in kitchen and cooking areas	
Fire hose and reels	
Fire hydrants	

Water storage tank – check connections for fire appliances	
Fixed water pressure pumps	
Emergency generator/power system	
Water supplies and equipment	
Sprinklers (including any roof mounted and irrigation systems)	
Alarms	
First aid materials	
Fire blankets	
Communication systems	
Other e.g., Roller shutters on shelter-in-place location	
Nominated staff have been instructed in, and the operation of fire protection equipment practised	
Fire safety equipment, including hydrants are clear of vegetation and are easily accessible and visible	
The service has equipment to safely move children if necessary	
All fire protection equipment has clear signage and operating instructions are displayed.	

Department of Education (VIC) Early Childhood site bushfire readiness review checklist

APPENDIX 2

The purpose of the Emergency Management Plan is to ensure the health, safety and wellbeing of all staff, children and visitors at our Service in the event of an emergency.

EMERGENCY MANAGEMENT PLAN inclusions

- Name and address of the Service
- Early childhood service facility profile (description of the service)
- Emergency contact details of Service (including designated mobile phone number)
- Incident Management Team structure and contact details and responsibilities

- Incident Management Team responsibilities- pre-emergency/during emergency/post-emergency
- Communication tree- Process for notifying, alerting and reporting emergencies
- Educators/staff trained in first aid (names and contact details)
- Emergency response procedures (on-site evacuation/relocation procedure; off-site evacuation procedure; lock down procedure; lock out procedure; shelter-in-place procedure)
- Arrangements for children/students and educators/staff with additional support needs
- Parent/family emergency contact details
- Evacuation diagram and procedures including assembly points and transportation arrangement if required to evacuate
- Essential services on premises- location of hydrants and water main
- A site-specific Risk Assessment identifying the particular emergency and hazards, assessing the risks they present and details on how your service will manage these.
- For Bush Fire Policy the Risk Assessment will detail-
 - prevention measures the Service will take prior and during the bush fire period
 - procedures to be taken when there is a bush fire in the local district
 - response measures the service will take if confronted with a bush fire hazard or emergency
- Emergency response drills schedule
- Emergency kit checklist
- Testing of equipment
- Response procedures for specific emergencies – indicate process for making decisions
 - warning staff and children
 - evacuation
 - shelter and assembly area
 - location of designated emergency exits
 - location of fire hoses/extinguishers/ fire blankets
 - location of first aid kits
- Recovery measures to support the return to the Service and routines
- Notification to Regulatory Authority
- Trauma counselling and description

APPENDIX 3

EMERGENCY KIT CONTENTS CHECKLIST

Use the list below as a guide on what is required to maintain your Emergency Kit

EMERGENCY KIT CONTENTS	<input checked="" type="checkbox"/>
Small portable First Aid kit	
Copy of Bush Fire policy & Emergency Management Plan	
Copy of Service's site plan identifying exists from building, safe spaces to shelter and assembly points	
Emergency contact details for children	
Emergency contact details for staff	
Details of additional/medical needs of staff and children	
Potentially required medications (e.g. EpiPen, asthma inhaler)	
Charged mobile phone/s	
Phone chargers to suit any mobile phone likely to be used in an emergency	
Torch and spare batteries	
Whistle/s	
Service keys	
Staff safety vests	
Bottled water and disposable cups	
Non-perishable snacks (such as biscuits/crackers, dried fruit, energy/muesli bars)	
Spare nappies, baby wipes, and gloves	
Tissues	
Sunscreen and spare hats	
Garbage bags	
Other	

BOMB THREAT PROCEDURE

Our aim is to provide immediate direction to an employee who may receive a bomb threat or observe suspicious behaviour which may be related to a bomb or similar threat.

- It is essential to remain calm and do not alarm other employees and children
- Do not use a mobile-phone, two-way radio or other electronic devices that may trigger the device

Working in conjunction with the *Emergency Evacuation Policy* and *Lockdown Policy*, this procedure provides detailed steps for educators to follow in the event of a bomb threat at the service.

Education and Care Services National Law or Regulations (R.168 and 97) NQS QA 2: Element 2.1.2 and 2.2.2 Health practices and procedures.

Related Policy: Emergency Evacuation Policy and Lockdown Policy Related Resource: Bomb Threat Checklist

BOMB THREAT RECEIVED BY PHONE	
1	If a direct or indirect threat or warning is received by phone, the receiver answering the phone will check the caller identification number and record the number
2	The receiver of the phone call will alert the Nominated Supervisor/Responsible Person to call emergency services on another phone without alerting the caller
3	The receiver of the phone call will try to keep the person calm and talking. DO NOT hang up the phone
4	The receiver of the phone call will refer to the <i>Bomb Threat Checklist</i> , asking each question and writing their exact response. Do not say anything that may encourage irrational behaviour.
5	The Nominated Supervisor/Responsible Person is to follow emergency services instructions. Do not evacuate the service unless instructed to do so.
6	If instructed to evacuate by emergency services, educators are to check the immediate area to see if there are any packages, bags or other form of suspicious items that appear to not belong. Do not attempt to inspect the suspicious item.
7	If a suspicious object is found, clear everyone away from the immediate area
8	Implement the Service's <i>Lockdown Procedure</i> or <i>Emergency Evacuation Procedure</i> if advised by emergency services
9	Once instructed to evacuate, ensure doors and windows are left open
10	Do not leave the evacuation assembly area until instructed by emergency services

SUSPICIOUS LETTER/ITEM/PACKAGE IDENTIFIED AT THE SERVICE	
1	The educator who identifies the letter/item/package is to avoid handling the item and REMAIN CALM
2	The Nominated Supervisor/Responsible Person is to notify emergency services immediately and follow all instructions as authorised by emergency services
3	Do not approach, touch, tilt or tamper with the package
4	Educators are to move children away from the area and implement the <i>Emergency Evacuation Procedure</i> if advised by emergency services
5	Check that all children, staff and visitors are accounted for using attendance records
6	Follow directions from emergency services
7	Following the resolution of the incident, the Nominated Supervisor is to notify the Regulatory Authority of the serious incident within 24 hours
7	If the bomb threat is received electronically- by email or text- DO NOT DELETE THE MESSAGE
8	Follow the procedure above and alert emergency services immediately

REVIEW OF PROCEDURE			
Date procedure created		To be reviewed	
Approved by		Signature	
Procedure Reviewed Date	Modifications/Changes		
March 2022	Procedure reviewed: minor grammar fixes		

BOMB THREAT CHECKLIST

In the case of a bomb threat received by telephone it is vital that you collect as much information as possible. A Bomb Threat checklist should therefore be kept beside or close to each phone to ensure that it is readily available.

If such a threat is received, DO NOT HANG-UP. Stay on the line for as long as possible and try to gain as much information as possible. While some of the questions in the checklist sound unusual, bomb threat checklists such as this are used successfully throughout the world.

At the end of the call, again, DO NOT HANG-UP. It is sometimes possible for telephone companies to trace the call even after the caller has hung up. In this situation another staff member can use a mobile phone to alert the police to the threat while your phone line remains open.

BOMB THREAT CHECKLIST					
Name of person taking the phone call					
Date of call		Call start time		Call end time	
Caller ID displayed on phone					

BOMB THREAT QUESTIONS TO ASK	
Where is the bomb?	
When is the bomb going to explode?	
What will make the bomb explode?	
What kind of bomb is it?	
When did you put the bomb there?	
Did you put it there, or someone else?	
Why was the bomb placed here?	
What is your name?	
Where do you live/what is your address?	
Where are you now?	

THINGS TO LISTEN FOR

The caller's voice (circle an answer or specify with further details):

Male or female

Estimated age:

Do you detect any **accent**?

Do you detect any **speech impediments**?

Is the speech noticeably **fast** or **slow**?

Is the speech noticeably **high** or **low**
pitched?

Is the voice noticeably **loud** or **soft**?

Is the speech noticeably **clear/well-spoken** or **muffled**?

Is the voice noticeably **calm, agitated, threatening, irrational, or emotional**?

Does the caller appear to be familiar with
the **area** or **service**?

Do you **recognise the voice**? If so whom
do you think it is?

BACKGROUND SOUNDS

Can you identify any background noises or sounds?

For example:

Household sounds

Street sounds

Water sounds (beach, creek etc.)

Traffic sounds

Aircraft

Trains

Music

People talking

Machinery

Other (specify)

ARRIVAL AND DEPARTURE POLICY

Under the *Education and Care Services National Regulations* the approved provider must ensure that policies and procedures are in place for the delivery of children to, and collection from, service premises and take reasonable steps to ensure those policies are followed. (ACECQA 2021).

Arrival and departure times are planned to promote a smooth transition between home and our Family Day Care Service. The opportunity to build secure, respectful and reciprocal relationships between children and families is promoted during arrival and departure times where educators have the opportunity to engage in conversations with families and support each child's well-being.

To ensure the safety of children at our Family Day Care Service our *Arrival and Departure Policy* is strictly adhered to, allowing only nominated authorised persons to collect children at any time throughout the day. The daily sign in and out register is not only a legally required document to record children's attendance as per National Law and Regulations but also used as a record of the children on the premises should an emergency evacuation be required to be implemented.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
86	Notification to parents of incidents, injury, trauma and illness
87	Incident, injury, trauma and illness record
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
102	Authorisations for excursions
102C	Conduct of risk assessment for transporting children by education and care service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
157	Access for parents
158	Children's attendance record to be kept by approved provider
159	Children's attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
165	Record of visitors
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
177	Prescribed enrolment and other documents to be kept by approved provider
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children
S167	Offence relating to protection of children from harm or hazard
S170	Offence relating to unauthorised persons on education and care service premises

RELATED POLICIES

Acceptance and Refusal Policy	Handwashing Policy
Administration of Medication Policy	Incident, Injury, Trauma and Illness Policy
Child Protection Policy	Orientation of Families Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Safe Transportation Policy
Control of Infectious Diseases Policy	Sick Children Policy
Coronavirus (COVID-19) Management Policy	Termination of Enrolment Policy
Emergency Evacuation Policy	Work Health and Safety Policy
Enrolment Policy	

PURPOSE

The Family Day Care Service aims to ensure the protection and safety of all children, staff members, and families accessing the Service. Educators and educator assistants will only release children to an authorised person as named by the parent/guardian on the individual child's enrolment form.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child. As part of our Risk Management process, our FDC Service *may* introduce explicit control measures to minimise the risk of spreading infectious diseases/viruses such as coronavirus (COVID-19). Our risk assessment may result in changes to our *Arrival and Departure Policy* and are based on mitigating risks following the recommendations made by the Australian Health Protection Principal Committee (AHPPC), Safe Work Australia and the Department of Health. Control measures and changes to policies are reviewed in consultation with staff members and communicated clearly to parents, families and visitors.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- FDC educators provide adequate supervision when children arrive and depart the approved FDC residence/venue
- the relevant educator to child ratios is adhered to at all times
- accurate attendance records are kept by the FDC educator
- children only leave the FDC residence or venue in the care of a parent or authorised person or in accordance with written authorisation as per Regulation 99

- enrolment records are kept for each child enrolled in the FDC Service at the principal office and the FDC residence or approved venue including the name, address and contact details of
 - any emergency contacts
 - any authorised nominee
 - any person authorised to consent to medical treatment or administration of medication
 - any person authorised to give permission to the educator to take the child off the premises
 - any person who is authorised to authorize the education and care service to transport the child or arrange transportation
 - details of any court order, parenting orders or parenting plan
 - authorisations for the service to take the child on regular outings
 - authorisations for the service to take the child on regular transportation
 - any medical management plan, anaphylaxis medical management plan or risk minimisation plan
- should any serious incident occur, the FDC educator will complete an Incident, injury, trauma or illness record and provide to the Approved Provider and parent (see *Incident, Injury, Trauma and Illness Policy and Procedure*)
- in the case of a serious incident occurring, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)
- all new engaged educators and staff are provided with an induction including an understanding of this policy
- all FDC educators are provided with procedures and training on how they will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child (including procedures of what to do when an unauthorised person attempts to collect a child)

ARRIVALS AT THE FDC RESIDENCE OR APPROVED VENUE

Our FDC Service has an obligation to ensure the health and safety of employees, children and visitors in our workplace, so far as reasonably practicable. Our FDC Service has implemented the following measures:

- any person who is displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath should not attend our Service under any circumstance.
- signage clearly indicates the requirement of all adults to adhere to physical distancing requirements (1.5 metres)
- all children need to be signed in by an authorised person via Harmony software.
- the parent/authorised person must also advise the FDC educator/educator assistant who will be collecting the child/children

- should families forget to sign their child/children in, and their signature cannot reasonably be obtained, National Regulations require the FDC educator to sign the child in
- a child's medication needs, or any other important or relevant information should be passed on to the FDC educator by the person delivering the child
- the FDC educator will check that the family has completed an *Administration of Medication Record* and store the medication appropriately, away from children's reach
- in order for children to feel secure and safe, FDC educators should ensure children are greeted warmly and children have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind
- should families require longer conversations regarding their child's care, these should be conducted via phone or email where possible
- in the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the FDC Service stating that one parent has sole custody and responsibility.

DEPARTURE

- Children may only leave the FDC premises
 - in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record or
 - taken on an excursion; or on transportation provided or arranged by the FDC educator with the written authorisation of the child's parent or authorised nominee; or
 - given into the care of a person or taken outside the premises; or
 - because the child requires medical, hospital or ambulance care or treatment; or
 - because of another emergency (evacuation due to bush fire, flood)
- In the case of an emergency, (because the child requires medical, hospital or ambulance care or treatment), where the parent or a previously authorised nominee (as indicated in the child's enrolment form) is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the service and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to the Service (email, text or letter)
- parents are to advise their child's FDC educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing as an authorised nominee for the child.

- photo identification must be sighted by the educator before the child is released. If the educator/educator assistant cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form.
- all children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our FDC Service via Harmony software. If the parent or other person forgets to sign the child out, they will be signed out by the educator
- no child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the FDC Service (copy provided to the FDC educator)
- in the case of a particular person (including a biological parent) being denied access to a child, the service requires a written notice (court order) from a court of law.
 - the educator will attempt to prevent that person from entering the service and taking the child; however, the safety of other children must be considered.
 - FDC educators/educator assistants will not be expected to physically prevent any person from leaving the service
 - in such cases, the parent with custody will be contacted along with the local police and appropriate authorities
 - where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the Service
 - a court order overrules any requests made by parents to adapt or make changes. For the protection of the children and educators
- in the case of a serious incident occurring, as described above, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)
- the FDC educator will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 16 to collect children.
- if the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, without the child being present if possible, and
 - suggest they contact another parent or authorised nominee to collect the child
 - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy
 - contact the Police and other regulatory authorities (Child Protection Hotline 132 111)
 - the FDC educator will also inform the Approved Provider/Coordinator of the incident
- children may leave the premises in the event of an emergency, including medical emergencies outlined in our *Emergency Evacuation Policy*.

SCHOOL AGED CHILDREN

If a child is attending the FDC Service for before and/or after school care, the educator is responsible for:

- signing the child ‘out’ of care upon dropping the child to school and ‘in’ care upon collecting the child from school
- ensuring they have school contact phone numbers in case of an emergency
- following steps should the child not arrive home by the expected time (including contacting the school; contacting the parent/s; contacting the coordinator; notifying Police and if a serious incident has occurred- notifying the Regulatory Authority)

Parents will sign out the child/children, via Harmony, upon collecting their child at the end of the day.

VISITORS

- to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our service must sign in when they arrive at the FDC Service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.

LATE COLLECTION OF CHILDREN

- if parents/guardians know they are going to be late, they must notify the FDC educator and make arrangements for someone else authorised to collect child
- if parents/guardians have not arrived by the scheduled pick up time **6:00pm**, the FDC educator will attempt to contact them via telephone. If the FDC educator or Coordinator is unable to contact parents/guardians and the child has not been collected, alternative contacts as listed on the enrolment form will be contacted to organise the collection of the child
- late collection fees may be charged if a child
- due to licensing and insurance purposes, if by the scheduled pick-up time, neither the parent/guardian or any authorised nominee are available or contactable and the educator has other commitments, the Educator/Coordinator/Approved Provider may need to contact the police and other relevant authorities.
- , a *Late Collection of Children* letter will be presented to parents/guardians
- where families are continually late to collect children, the FDC Service reserves the right to terminate a child’s enrolment, should this non-compliance continue.

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).

Australian Children’s Education & Care Quality Authority (ACECQA). 20201. Policy and Procedure Guidelines.

Delivery to, and Collection from Education and Care Services.

Australian Government. Department of Education, Skills and Employment. *Belonging, Being and Becoming. The Early Years Framework for Australia.* (2009)

Australian Government Department of Education Skills and Employment. *My Time, Our Place. Framework for School Aged Care in Australia.* (2011).

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Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2018). (Amended 2020).

National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services.*

Revised National Quality Standard. (2018).

Safe Work Australia (2020)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	JANUARY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JANUARY 2025
VERSION NUMBER	V09.01.25		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• hyperlinks checked and repaired		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JANUARY 2024
VERSION NUMBER	V10.01.24		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text• some wording refined/reworded• sources checked and repaired as required• deleted text in arrival & departure sections unrelated to FDC service		
POLICY REVIEWED	OCTOBER 2021/JAN 2022	NEXT REVIEW DATE	JANUARY 2023
MODIFICATIONS	<ul style="list-style-type: none">• Policy reviewed to align with Policy Guidelines from ACECQA August 2021• Additional section added for Approved Provider/Nominated Supervisor/Responsible Person roles• minor edits to reflect changes to ECEC services re: COVID-19- statements in red must be contextualised to each FDC Service (see State/Territory requirements)• Policy reviewed as part of annual policy review. No additional changes		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2021	<ul style="list-style-type: none"> review of policy regarding COVID-19 restrictions/guidelines for ECEC services- statements in red may be adjusted to suit individual services in each state/territory 	JANUARY 2022
JUNE 2020	<ul style="list-style-type: none"> addition to introduction of policy updated to include risk mitigation measures for arrival and departure due to COVID-19 additional hygiene procedures added- re handwashing additional related policies additional sources added- link to National Regulations R99 (4)(b) reasons why a child may leave premises School aged children section added 	JANUARY 2021
JANUARY 2020	<ul style="list-style-type: none"> Additional relevant regulations added Related policies updated Late Collection information added and reworded Sources checked for currency 	JANUARY 2021
JANUARY 2019	<ul style="list-style-type: none"> Introductory statement and purpose re-written. Additional information added to points. Rearranged the order of points for better flow Points added (Highlighted). Sources/references alphabetised. 	JANUARY 2020
JANUARY 2018	<ul style="list-style-type: none"> Minor changes made to support compliance Related policy section added 	January 2019
JANUARY 2017	<ul style="list-style-type: none"> Minor modifications made to comply with NQS changes 	JANUARY 2017
MAY 2017	Amendments made to comply with Family Day Care requirements	TBA

MANAGING AN AGGRESSIVE PERSON/VISITOR POLICY

Our Family Day Care (FDC) Service aims to establish and maintain positive and open relationships with all parents of enrolled children. However, we understand that on occasion there may be times when a parent or visitor arrives at our FDC Service displaying aggressive, difficult or challenging behaviour. Our FDC Service is committed to maintain a safe workplace for all FDC educators, staff and visitors and ensure FDC educators have the skills to safely prevent and de-escalate aggressive behaviours. Workplace violence can be any incident where a person is abused, threatened or assaulted whilst engaged in work.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec.174(A)	Family day care educator to notify certain information to approved provider
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
173(A)	Prescribed information to be displayed- family day care service

RELATED POLICIES

Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy	Family Communication Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy
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PURPOSE

Our Family Day Care Service aims to ensure that all staff members and educators have skills and understanding of conflict resolution strategies to manage situations involving angry or aggressive parents or visitors.

SCOPE

This policy applies to families, visitors, educators, educator assistants, approved provider, nominated supervisor, management, students, volunteers, visitors and staff of the FDC Service.

IMPLEMENTATION

Parents have the right to make a complaint or report a concern to our Family Day Care Service at any time. Complaints may be real or perceived, and of a serious nature or more trivial nature (but important to them) such as not being able to quickly find their child's shoes at the end of the day. However, on occasion a parent's feelings may escalate into anger or aggression, not necessarily due to the concern at hand, but due to other events or situations they have had to already deal with that day, or due to the effect of drugs or alcohol or mental health.

WHAT IS 'AGGRESSIVE BEHAVIOUR' OR 'WORKPLACE VIOLENCE'?

Within this policy, aggressive behaviour or workplace violence could include, but is not limited to:

- verbal abuse and threats
- intimidation and insults
- angry and hostile behaviour
- shouting and swearing
- stamping feet
- physical violence
- threatening behaviours

These behaviours could be caused due to:

- frustration
- intoxication
- substance misuse or abuse
- psychological imbalances or disturbances

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE THAT:

- obligations under the Education and Care Services National Law and Regulations are met
- violence and aggression toward FDC educators and/or staff are treated like any other hazard

- a risk assessment is conducted to identify possible hazards and identify control measures
- a procedure/plan is developed to de-escalate any aggression or violence and ensure the safety and wellbeing of FDC educators and staff
- all FDC educators and staff are familiar with this policy and are provided with opportunities to review and modify this policy
- FDC educators and staff are provided with training to learn skills to safely prevent and de-escalate aggressive behaviours- such as conflict resolution
- FDC educators and staff involved in a situation involving an angry or aggressive parent or visitor will be provided time for a debrief session following the event with a FDC Coordinator and/or offered professional support
- families are clearly informed, that any aggressive behaviour towards staff will not be tolerated
- families are made aware of our *Dealing with Complaints Policy* and *Code of Conduct* at time of enrolment of their child
- the name and telephone number of the person to whom complaints can be made is clearly visible at our FDC service
- notification of a serious incident is submitted to the regulatory authority within 24 hours when there has been an incident that has posed a risk to the safety and wellbeing of the children the name and telephone number of the person to whom complaints can be made is clearly visible at each FDC Service.

FDC EDUCATORS/STAFF

Should a situation arise where a FDC educator or staff member is confronted by an aggressive or violent parent or visitor, they will:

- remain calm
- implement strategies to de-escalate the aggressive behaviours
- advise the parent or visitor that you will get the nominated supervisor/ coordinator /appropriate person to come and speak to them
- offer and encourage the parent or visitor to discuss the matter at another time when children are not present
- calmly tell the parent or visitor that you are prepared to listen, but the interview cannot continue if he/she continues to use a raised voice or inappropriate language
- if the same behaviour continues, advise the parent or visitor that they need to leave the FDC residence/ approved venue
- ensure children are removed from the area/room if a parent or visitor becomes hostile in an area where children are located

- advise the parent or visitor that the police will be contacted if they are refusing to leave the FDC residence/ approved venue

When you feel the parent or visitor has calmed down enough to discuss the issue:

- remain calm
- be aware of what you say and how you say it (tone of voice)
- do not be provoked into getting into an argument
- listen effectively and allow the parent to talk without interrupting
- when the parent or visitor has got the main facts ‘off their chest’, restate what you believe the problem to be politely and respectfully
- ask relevant questions to clarify any issues
- as soon as the issue has been clarified begin to work on a solution: Note, do not give excuses as to why something may or may not have happened as it may anger the parent or visitor again. Instead, focus on moving forward with strategies the parent or visitor will accept to solve the problem.
- when discussing solutions clearly explain any limitations of the FDC Service (regulations, policies and procedures)
- refer to *Dealing with Complaints Policy* for information about procedural fairness, strategies and practices to promote conflict resolution

Dealing with difficult, challenging and aggressive behaviours can have a huge impact on FDC educator or staff’s wellbeing. Following the incident, Management will ensure the FDC educator or staff involved will:

- be provided with a ‘debriefing’ time. This may be talking to a manager or colleague, or simply moving off the floor for a short time
- document the incident and provide management with a copy
- follow up on anything agreed to with the parent or visitor or monitor that a FDC coordinator / management follows up in a timely manner
- be aware of any modifications to care or procedures and have a thorough understanding of the situation
- respect the confidentiality and/or privacy rights of the parent, family or visitor
- evaluate the risk assessment for the FDC Service regarding aggression and/or violence.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Managing an Aggressive Person/Visitor Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

- Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework.](#)
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- NSW Ombudsman. (2014). Model guidelines – Managing and responding to threats, aggressive behaviour and violence from members of the public.
- Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2012). *Leadership: Contexts and complexities in early childhood education.* South Melbourne, Victoria: Oxford University Press.
- [Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW DATE JANUARY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JANUARY 2025
VERSION NUMBER	V03.01.25		
MODIFICATIONS	<ul style="list-style-type: none"> • minor formatting edits within text • hyperlinks checked • annual policy maintenance 		
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • no major changes in policy • sources checked for currency and repaired where required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	<ul style="list-style-type: none"> • annual policy maintenance • name change of policy to Person/Visitor • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		JANUARY 2024
JUNE 2022	<ul style="list-style-type: none"> • New Policy developed for FDC Services 		JANUARY 2023

EXCURSION/INCURSION POLICY

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for managing excursions (Reg. 168) and take reasonable steps to ensure policies and procedures are followed. Excursions/incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. Our Family Day Care Service (FDC) recognises that excursions provide opportunities for children to explore the wider community in a small or larger group and extend on the educational program provided offered by our experienced Family Day Care (FDC) educators.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
90	Medical conditions policy
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursion
102B	Transport risk assessment must be conducted before service transports child

102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care educator
136	First Aid qualifications
159	Children's attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisation to be kept in enrolment records
168	Policies and Procedures are required
170	Policy and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Acceptance and refusal of Authorisations Policy Administration of Medication Policy Administration of First Aid Policy Child Safe Environment Policy Code of Conduct Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Emergency and Evacuation Policy Family Communication Policy	Incident, Incident, Trauma and Illness Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Orientation of New Families Policy Privacy and Confidentiality Policy Respect for Children Policy Safe Transportation Policy Sun Safety Policy Supervision Policy Water Safety Policy
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PURPOSE

To ensure that all excursions and incursions undertaken by the Family Day Care (FDC) Service are planned and conducted in a safe manner, maintaining children's health, safety and wellbeing at all times in accordance with Education and Care National Regulations. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local and the wider community.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

Excursions and incursions will be conducted with the children's safety and wellbeing in mind at all times. We may schedule excursions and visitors to our FDC Service and participate in regular outings, however, if we feel an excursion will benefit the children and offer a valuable experience, we will adhere to the National Regulations and FDC Service policies and procedures to plan and manage an experience that is enjoyable and educational for children. This policy relates to excursions that may be a 'regular outing' or a one-off excursion for a particular purpose.

DEFINITIONS

Excursion: means an outing organised by an education and care service or family day care educator but does not include an outing organised by an education and care service provided on a school site if-

- (a) a child or children leave the education and care service premises in the company of an educator and
- (b) the child or children do not leave the school site

Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are *substantially* the same on each

Incursion: means an activity organised by our FDC Service, whereby an outside body is employed or engaged to visit the service to run an educational program and to promote culture and diversity. This could include a visit from a dentist, the Rural Fire Service, an Aboriginal Cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

CONSIDERATIONS FOR AN EXCURSION

The purpose of the excursion should be clearly identified by the FDC educator and provide information on how the excursion or incursion supports the educational program and contributes to the outcomes for children.

Excursions/incursions should be planned in advance and consideration given to the:

- time away from the FDC residence/or venue
- availability of toilet and washing facilities at the venue
- access to safe drinking water
- adequate health and hygiene practices
- possible risk to children (identified in risk assessment)
- accessibility for all children

- transportation in FDC educator's car or another vehicle
- cost
- teaching children safety procedures and responsibilities whilst on an excursion
- weather- wet weather arrangements
- Risk Assessment documentation provided by the excursion venue

EXCURSION/INCURSION RISK ASSESSMENT

FDC educators must conduct a risk assessment which reflects regulation 101 before an authorisation is scheduled under regulation 102 to determine the safety and appropriateness of the excursion/incursion. If the excursion involves transporting children, the risk assessment must adhere to all components of regulations 101 and 102 102B, 102C.

The risk assessment must:

- identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion
- specify how the identified risks will be managed and minimised
- consider the proposed route and destination for the excursion and
- identify any water hazards
- reflect on any risks associated with water-based activities
- consider the transport to and from the proposed destination for the excursion
- consider the duration of the transportation
- consider any requirements for seatbelts or safety restraints under a law for our **state/territory** jurisdiction
- the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
- procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
- consider the ratio of adults to children involved in the excursion
- consider the risks posed by the excursion/incursion, the FDC educator, educator assistant or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children's safety (e.g.: lifesaving skills)
- consider the planned activities
- determine the duration of the excursion
- consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).

- consider strategies to ensure supervision is consistent at all times during the excursion-transitions, toileting, departure and conclusion of the excursion

If the excursion is a *regular excursion*, or '*regular outing*' a risk assessment authorisation is only required to be carried out once in a 12-month period, however, must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

THE APPROVED PROVIDER /NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- all new employees, engaged educators, students and volunteers are provided with a copy of this policy as part of their induction process
- an *Excursion/Incursion Risk Assessment* and management plan is developed by the FDC educator prior to any excursion or incursion and approved by the coordinator/nominated supervisor [see: Excursion Risk Management Plan, Regular Outing Risk Management Plan, Incursion Risk Management Plan]
- families are notified about the excursion using an *Excursion Authorisation Form* and written authorisation must be provided by a parent or other person named in the child's enrolment record
- families have a right to view the risk assessment prior to the excursion/incursion upon request in which the FDC Service must comply with ensuring all information is available
- the risk assessment must
 - identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion
 - specify how the identified risks will be managed and minimised
 - consider the proposed route and destination for the excursion and
 - identify any water hazards
 - reflect on any risks associated with water-based activities
 - consider the transport to and from the proposed destination for the excursion
 - consider the duration of the transportation
 - consider any requirements for seatbelts or safety restraints under a law for our Victorian jurisdiction
 - the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
 - procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking

- consider the ratio of adults to children involved in the excursion
- consider the risks posed by the excursion/incursion, the FDC educator, educator assistant or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children's safety (e.g.: lifesaving skills)
- consider the planned activities
- determine the duration of the excursion
- consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).
- consider strategies to ensure supervision is consistent at all times during the excursion-transitions, toileting, departure and conclusion of the excursion

If the excursion is a regular excursion, or '*regular outing*' a risk assessment is only required to be carried out once in a 12-month period, however, must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

PARENT/GUARDIAN AUTHORISATION

The approved provider /nominated supervisor will ensure:

- that a child is not taken outside the FDC residence/approved venue on an excursion unless written authorisation has been provided
- the authorisation must be given by a parent or other authorised person named in the child's enrolment record as having authority to authorise transportation of a child
- the authorisation form must state:
 - the child's name
 - the reason the child is to be taken outside the premises
 - the reason the child is to be transported (if transportation is included in the excursion)
 - if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outing
 - the date the child is to be taken on the excursion and transported
 - a description of the proposed pick-up location and destination for the excursion
 - the method of transport to be used for the excursion- e.g.: FDC educator's private vehicle
 - the proposed activities to be undertaken by the child during the excursion
 - the period the child will be away from the FDC residence or venue
 - the period of time during which the child is to be transported
 - the anticipated number of children likely to be attending the excursion
 - the anticipated educator to child ratio attending the excursion to the anticipated number of children attending the excursion (as per regulations for FDC services)

- the anticipated number adults who will accompany and supervise the children on the excursion
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- that a risk assessment has been prepared and is available at the FDC Service
- that written policies and procedures for transporting children are available at the Service
- if the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period
- authorisations must be kept securely in the child's enrolment records

STAFFING ARRANGEMENTS

The approved provider, nominated supervisor and FDC educator will ensure that:

- educator to child ratios is no less than the prescribed ratios as per National Regulations
- additional staff are engaged to provide care and support to children with additional needs
- consideration for adequate supervision may include:
 - the number, age and ability of children
 - the number and physical positioning of educators
 - each child's current activity
 - risks related to the mode of transport (for example: walking)
 - visibility and accessibility
 - the experience and skill of each educator
- FDC educators are aware of their responsibility to provide supervision to other responsible adults or volunteers assisting on the excursion
- FDC educators are aware the procedures to follow in the event of an emergency
- FDC educator must hold current approved first aid qualification, current approved emergency asthma management and current approved anaphylaxis management training

PARENT AND VOLUNTEER PARTICIPATION

The FDC Service/approved provider/nominated supervisor will ensure parents and volunteers:

- are encouraged to participate in excursions where possible
- cannot be counted as part of the educator to child ratio
- cannot be left alone with a child/children and must be supervised by the FDC educator at all times

- are briefed prior to participating on an excursion about the risk assessment, emergency procedures, supervision, photograph policy for privacy and confidentiality and use of mobile phone
- are aware that smoking is not permitted
- are aware of need to wear appropriate clothing and footwear.

ITEMS TO TAKE ON AN EXCURSION

The FDC educator must ensure that the following items are taken on all excursions, as per the risk assessment:

- a suitably equipped first aid kit
- fully charged and operating mobile phone
- emergency contact information details for all children participating on the excursion
- medication for children requiring medical and relevant medical management plans
- items required for excursion circumstances- such as sunscreen, hats, other equipment
- child's attendance record

TRANSPORTATION FOR EXCURSION

Excursions involving transportation must adhere to the *Safe Transportation Policy* including ensuring a risk assessment has been completed prior to children being transported by the service and authorisation for the service to transport children as part of the excursion.

It is a requirement of the National Regulation that the means of transport is stated on the risk assessment record and parent authorisation record. Information must be included in the risk assessment about the process for embarking and disembarking the means of transport, including how each child is to be accounted for.

The *means of transport* may mean:

- **Walking**

FDC educators must ensure children and adults use the safest footpaths and safe crossings where possible, such as pedestrian crossings and traffic lights

FDC educators will actively supervise children at all times

FDC educators will ensure all children and adults obey road rules

FDC educators will ensure children follow the 'stop, look, listen and think' process when walking near roads

FDC educators will remain vigilant that no child runs ahead or lags behind the group

- **Bus**

The Family Day Care Service or FDC educator must ensure that the seating capacity as displayed on the compliance registration is not exceeded. All children must sit on seats, preferably with, or close to an adult. Any requirements for seat belts or safety restraints under law must be followed

depending on the vehicle used. If the bus has seat belts, they must be worn at all times.

- **Train**

Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage.

- **Car**

FDC educators and FDC educator assistants must only transport the number of children that can be safely transported in the car/vehicle. The motor vehicle that is used to transport children on an excursion must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards.

The vehicle must be registered and free of any defects that could put any passenger at harm.

All children must be fastened in the vehicle according to National Child Restraint Laws for Vehicles (below). The FDC educator and FDC educator assistant who transports children should hold a current Australian driver's licence appropriate for the vehicle type.

The process for entering and exiting the Service premises safely must be considered at all times.

NATIONAL CHILD RESTRAINT LAWS FOR VEHICLES

- children up to the age of six months must be secured in an approved rearward facing restraint
- children aged from six months old but under four years old must be secured in either a rear or forward-facing approved child restraint with an inbuilt harness
- children under four years old cannot travel in the front seat of a vehicle with two or more rows.
- children aged from four years old but under seven years old must be secured in a forward-facing approved child restraint with an inbuilt harness or an approved booster seat
- children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- children aged from seven years old but under 16 years old who are too small to be restrained by a seatbelt properly adjusted and fastened are strongly recommended to use an approved booster seat
- children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

If the child is too small for the child restraint specified for their age, they should be kept in their current-sized child restraint until it is safe for them to move to the next level.

If the child is too large for the child restraint specified for their age, they may move to the next level of

child restraint.

Source: NSW Government Centre for Road Safety, 2017.

INSURANCE

Management and FDC educators must review their insurance policy of the vehicle prior to the excursion/incursion to ensure liability is protected by the FDC Service. A copy of the insurance policy should be kept within the FDC educator's vehicle at all times.

CHECKING FOR CHILDREN'S SAFETY

The FDC educator and educator assistant will ensure:

- children's attendance records are taken on excursions
- all children are accounted for when embarking/disembarking the car/vehicle or bus
- head counts are conducted each time the children enter and exit the vehicle
- a thorough check is made of the vehicle to ensure no child is left in the vehicle
- the vehicle is parked to avoid other vehicles, driveways or car parks
- the vehicle is parked as close as possible to the FDC residence or visiting venue
- children only disembark the vehicle when it is safe to do so
- where possible, educators hold children's hands to supervise them walking into the FDC residence/venue
- head counts are conducted at least every 30 minutes whilst on the excursion
- bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised
- children remain in the care and supervision of the FDC educator during the excursion. If a parent or authorised guardian collects the child whilst on an excursion the *Delivery of Children to and collection from EEC Service Premises Policy* and procedures must be followed.

CHILD BECOMES ILL WHILST ON EXCURSION- FDC EDUCATORS WILL:

- assess the child's illness and follow the Incident, Injury, Trauma and Illness procedure
- keep the child calm and comfortable
- if a child has an individual Medical Management Plan for their symptoms displayed, follow the directions and administer medication if applicable and notify parents/guardians
- use the supplies in the excursions first aid kit to assist in applying first aid to child
- seek medical assistance, including ambulance transport, medication if required (as per child's excursion authorisation form)
- contact the child's parents/guardian as soon as possible, no later than 24 hours after the incident

- contact the nominated supervisor at the Service for further direction if required
- ensure ratios are maintained for supervision
- complete an *Incident, Injury, Trauma and Illness Record*
- notify approved provider to ensure the Regulatory Authority of any serious incident of a child while being educated and cared for at the service within 24 hours

LOST CHILD DURING AN EXCURSION

In the event of a child being unaccounted for during an excursion, the FDC educator will immediately:

- inform another educator and provide supervision for groups
- conduct a head count
- ask children/parent helpers/other educators if they have seen the missing child
- search the premises
- check organised meeting points (use mobile phone to contact other educators (*if possible*)
- alert the venue management and request that an announcement is made
- if the child is still unaccounted for after checking as above, the educator will contact the Police on 000 and report the incident
- contact the nominated supervisor at the principal office to contact parents/guardian
- educators will reassure other children and provide supervision
- the approved provider must make a notification to the regulatory authority within 24 hours of a serious incident.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Excursion/ Incursion Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Excursion Authorisation Form Excursion Risk Assessment and Management Plan GUIDE Excursion - Risk Assessment Management Plan	Regular Outing Checklist and Coversheet Regular Outing Parent Authorisation Regular Outing - Risk Assessment Management Plan
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SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
 Australian Children's Education & Care Quality Authority (ACECQA). 2021. [Policy and Procedure Guidelines. Excursion Guidelines.](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#) V2.0.

Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Kidsafe Victoria *Road Safety* <https://www.kidsafevic.com.au/road-safety/>
 Kids and Traffic Early Childhood Road Safety Education Program (NSW) [Transporting Children Safely](#)
 NSW Government Centre for Road Safety. (2024):
<https://roadsafety.transport.nsw.gov.au/stayingsafe/children/childcarseats/index.html>
 Road Transport (Safety & Traffic Management) Act 1999.
 Victoria State Government Education and Training *Early Childhood Professionals*
[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	MAY 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V19.05.25		
MODIFICATION	<ul style="list-style-type: none"> • annual policy maintenance • moved requirements of risk assessment under heading- Excursion/Incursion risk assessment • sources checked for currency and updated as required 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V20.05.24		
MODIFICATION	<ul style="list-style-type: none"> • annual policy maintenance • additional section added re: Child becomes ill whilst on an excursion • sources checked for currency and updated as required • removed text unrelated to FDC service 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	<ul style="list-style-type: none"> • Annual policy maintenance • Information added regarding new regulations related to safe transportation • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		MAY 2024
MAY/JUNE 2022	<ul style="list-style-type: none"> • Policy reviewed and suggestions from ACECQA <i>Excursions Policy Guidelines</i> (June 2021) added 		MAY 2023

	<ul style="list-style-type: none"> • Policy name change to included Incursion • Additional legislative requirements added • Additional related policies • Definition of incursion added • Sources checked for currency 	
MAY 2021	<ul style="list-style-type: none"> • Policy reviewed for currency • additional inclusion for checking for children's safety • ensuring adequate supervision added • lost child procedure added <p>Links checked and additional resource added</p>	MAY 2022
AUGUST 2020	<p>amendments to policy to reflect new regulations for risk assessments for excursions and written authorisations for parents (effective 1 October 2020)</p> <p>new definition added for 'regular outing'</p>	MAY 2021
MAY 2020	<p>additional regulations added</p> <p>additional sections added: considerations/staffing arrangements</p> <p>/items to take on an excursion/parent and volunteer information /walking</p> <p>sources edited and checked for currency</p> <p>minor editing and formatting</p>	MAY 2021
MAY 2019	<p>Additional information added to points.</p> <p>Points added (Highlighted).</p> <p>Section added and referenced: National Child Restraint Laws for Vehicles</p> <p>Sources/references corrected, updated, and alphabetised.</p> <p>'Related policies' alphabetised.</p>	MAY 2020
MAY 2018	Minor changes made to include 'Incursions' as the same process of risk assessment would apply.	MAY 2019
DECEMBER 2017	Updated to comply with changes to National Quality Standard	MAY 2018
MAY 2017	Modifications made to adhere to Family Day Care Service	TBA

CODE OF CONDUCT POLICY

We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development of our Family Day Care (FDC) educators, educator assistants and Coordinators. The values that underpin our work ethic includes equality, respect, integrity and responsibility. Our Family Day Care (FDC) Service is committed to adhere to the ECA Code of Ethics (2016) which is based on the principles of the United Nations Convention on the Rights of the Child (1991) and provides a framework for the reflection about the ethical responsibilities of early childhood professionals.

Our Family Day Care (FDC) Service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the [National Principles for Child Safe Organisations](#). All staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

82	Tobacco, drug and alcohol- free environment
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83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and Care Services must have policies and procedures
170	Policies and procedures to be followed
182	Confidentiality of records kept by family day care educator

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Child Protection Policy Child Safe Environment Policy Child Safety and Wellbeing Policy (VIC services) Dealing with Complaints Policy Interactions with Children, Family and Staff Policy Out of hours babysitting Policy Photograph Policy Privacy and Confidentiality Policy	Professional Development Policy Record Keeping and Retention Policy Recruitment Policy Respect for Children Policy Responsible Person Policy Social Media Policy Staffing Arrangements Policy Tobacco, Drug and Alcohol-Free Policy Work Health and Safety Policy
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PURPOSE

Our Family Day Care Service aims to establish a common understanding of workplace standards and ethics expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators, educator assistants, and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. FDC Educators, educator assistants and management will at all times conduct themselves in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with the Service's philosophy.

Our FDC Service takes every reasonable effort to accommodate the diversity of all children in embedding the National Child Safe Principles into our organisation and service operations. We are committed to the safety and wellbeing of children and young people. We recognise the importance of and responsibility for, ensuring our Service provides a safe and supportive environment which respects and fosters the rights and wellbeing of children in our care. We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children and visitors of the FDC Service.

IMPLEMENTATION

The approved provider, nominated supervisor, staff, FDC educators, FDC educator assistants, volunteers and students will adhere to the Early Childhood Australian Code of Ethics, Education and Care National Regulations and the National Quality Standard, Child Safe Standards and FDC Service policies and procedures at all times, promoting positive interactions within the Service and the local community.

RESPECT FOR PEOPLE AND THE SERVICE

- Our FDC Service, staff and FDC educators are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and FDC educators
- Our FDC Service has developed *a Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- Employees, staff, FDC educators and management adhere to our Child Safe policies including *Child Safe Environment Policy*, *Child Protection Policy*, *Reportable Conduct Policy (Vic Services)* and *Child Safety and Wellbeing Policy (Vic Services)* at all times and take all reasonable steps to protect children from abuse and harm
- Employees, staff, FDC educators and management understand that *child safety is everyone's responsibility*
- Effective, open, and respectful reciprocal communication and feedback between the FDC Service, educators, children, families, and management is conveyed
- It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other educators, educator assistants, staff, management, children, visitors, or families is unacceptable and will not be tolerated
- Educators, staff and management are committed to valuing and promoting the safety, health, and wellbeing of educator assistants, volunteers, children, and families
- FDC educators, staff and management promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights
- FDC educators, staff and management promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds to support children to express their culture and enjoy their cultural rights

- FDC educators, staff and management promote the safety, participation and empowerment of children with a disability
- FDC educators, staff and management are committed to an equal opportunity workplace and culture which values the knowledge, experience, and professionalism of all educators and managers, and the diverse heritage of our families and children of the FDC Service.
- FDC educators, staff and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per state/territory legislation.
- Our FDC Service will conduct a comprehensive probation and induction orientation program for all new employees, FDC educators, volunteers and students to include awareness of their roles and responsibilities in relation to Child Safe practices and Child Protection reporting obligations
- Policies and procedures will be developed to ensure employees, staff, management, engaged educators, students, visitors and families are aware of the standards of behaviour that is expected within the FDC Service
- Employees, staff, management and engaged educators are informed that inappropriate behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated
- It is important FDC educators, staff and management listen and respond to the views and concerns of children particularly if they are telling you that they or another child has been abused or they are worried about their safety or the safety of another.

EXPECTATIONS OF FAMILY DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS

FDC EDUCATORS WILL:

- adhere to the *Code of Conduct Policy*
- ensure their Working with Children Check (WWCC) is valid and current
- ensure their work is carried out proficiently, harmoniously, and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard
- act honestly and exercise attentiveness in all service operations.
- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the coordinator or approved provider
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect

- promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse
- provide adequate supervision of children at all times
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme*
- participate in all mandatory training, including any updates of Child Protection Law and reporting processes every 12
- report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the Department of Education via their [Online contact form](#). For more information visit the Department of Education website: [Reporting fraud via a tip-off](#)
- follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding child safety and wellbeing
- have a solid understanding of the FDC Service's policies and procedures, Child Safe Standards and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, FDC educators should seek clarification from the Coordinator or Approved Provider
- be courteous and responsive when dealing with other educators, staff, management, students, visitors, children, and families
- work collaboratively with other FDC educators, management, coordinators, families and members of the community with courtesy, respect and recognise and value diversity
- be mindful of their duty of care towards themselves and others
- be positive role models for children at all times
- ensure compliance with a zero tolerance of racism within the FDC Service
- report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed
- adhere to the *Tobacco, Drugs and Alcohol-Free Policy*
- respect the confidential nature of information gained about each child enrolled in our Service
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including a review of Child Safe policies and procedures.

EDUCATORS AND EDUCATOR ASSISTANTS WILL NOT:

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our FDC Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates,

intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media.

Additionally, they will not support those who do this

- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate with an adult in a private setting
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of FDC Service information)
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- engage in any action in breach of our *Privacy and Confidentiality Policy*, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.
- engage in or support any action in breach of FDC Service policies and/or procedures.

EXPECTATIONS OF FAMILY DAY CARE COORDINATORS, NOMINATED SUPERVISOR AND THE APPROVED PROVIDER

In addition to the above responsibilities, the FDC coordinator and approved provider are expected to:

- promote a collaborative and interconnected Service by developing positive working environments where educators can contribute to the ongoing continuous improvement of the overall FDC Service

- promote leadership by working with educators and providing opportunities for professional development and growth
- provide flexible opportunities to ensure educators and educator assistants can participate in meetings and professional development
- provide ongoing support and feedback to educators and educator assistants
- keep educators informed about essential information and changes and make documents readily accessible to them
- ensure copies of the ECA Code of Ethics and National Child Safe Principles are available to educators and families
- model professional behaviour at all times
- implement supportive and effective communication systems, consulting educators in appropriate decision making
- take appropriate action if a breach of the code of conduct occurs
- share skills and knowledge with educators
- give encouragement and constructive feedback to educators, respecting the value of different professional approaches
- follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including Working with Children Checks
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the FDC Service.

REPORTING A BREACH IN THE CODE OF CONDUCT

Our FDC Service aims to foster a culture of transparency and accountability while supporting employees and engaged FDC educators to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the service to management including, but not limited to:

- breaches of the Service code of conduct or service policies
- breaches of Education and Care Services National Law or Regulations
- breaches of legislation or law
- criminal activity
- corruption
- conduct that poses a danger or harm to any person/s
- harassment or discrimination
- improper or misleading financial practices

Our FDC Service will implement protective practices to ensure employees identity is not compromised or disclosed, where applicable, following a report of a reportable matter including storage of

documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation.

- all FDC educators and educator assistants are required by law to undergo a Working with Children Check, which is verified by the approved provider to ensure it is valid and current
- all prospective employees are required to complete a prohibition notice declaration on the *Employment Application Form* to acknowledge they do not hold any prohibition notices that would prevent them from working with children
- employees are required to notify management immediately of any enforcement actions issued to them during their course of employment
- if employees become aware of a serious crime committed by another employee, they are required to report it to management
- as mandatory reporters, all educators, students and volunteers and educator assistants must report possible risk of harm to children or young persons to the approved provider and/or Child Protection authority
- FDC educators will report any concerns they may have about inappropriate actions of any colleague that involves children or young people to the approved provider as per the Reportable Conduct Scheme
- the approved provider/management will report any allegations or child related misconduct to Child Protection. <https://www.dffh.vic.gov.au/mandatory-reporting>

ADHERING TO SERVICE CONFIDENTIALITY

- Unless authorised to do so by legislation, educators and educator assistants must not disclose or use any confidential information without appropriate approval
- Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child and Family Information Sharing Schemes
- FDC educators will respect individual's rights to privacy
- All FDC educators and educator assistants are to ensure that confidential information is not accessed by unauthorised people.
- FDC educators and educator assistants will adhere to the Service's *Privacy and Confidentiality Policy*.

RECORD KEEPING

- FDC educators will maintain full, accurate, and honest records as required by the Education and Care Services National Regulations

- The approved provider of the FDC Service has a responsibility to ensure that educators comply with their record keeping obligation outlined in the *Record Keeping and Retention Policy*. (Regulation 183)
- Employees and FDC educators must not destroy records without permission from management
- Records must be retained and stored securely as per our *Record Keeping and Retention Policy*

DUTY OF CARE

- The approved provider, coordinator and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- FDC educators and educator assistants must provide adequate supervision of children at all times to ensure the safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

APPROPRIATE USE OF COMMUNICATION AND SOCIAL NETWORKING SITES

SOCIAL MEDIA

- As a Child Safe Organisation, our FDC Service has the responsibility to ensure children and educators are protected from harm when they engage in with digital technology including social media
- Strict guidelines for the use of social media are outlined in our *Social Media Policy*
- The FDC Service offers its current enrolled families and educators a Facebook page [as](#) a communication tool. The account is administered by management of the FDC Service.
- The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community.
- FDC educators and other staff members who have a personal Facebook account are not permitted to post any negative comments relating to the Service, children, colleagues, or families. If they choose to ‘like’ the Service’s page they have a responsibility to ensure that their profile picture is an appropriate representation of an early childhood educator. If it is not, we request that they do not ‘like’ the page.
- FDC educators are to use their own personal discretion when adding a family of the Service as a ‘friend’ on Facebook. The FDC Service does not recommend educators or other staff members to

add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.

- Families are asked in our *Social Media Policy* to respect that FDC educators may have a personal policy on adding families due to their professional philosophy and that the FDC Service does not recommend educators to have families as friends on their private account.
- Educators are not permitted to request the 'friendship' of families from the FDC Service
- Educators may be permitted to establish a separate social media account for their business upon approval by the FDC Service Approved Provider
- FDC educators must ensure families have provided written permission for the use of their children's photos in any marketing or social media prior to using them.

PERSONAL PHONE CALLS/MOBILE PHONES/SMART WATCHES

FDC educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all FDC educators and educator assistants provide children with their full attention, ensuring supervision is maintained and remains on the children. As FDC educators primarily work on their own, there are times during the day that they may need to make or receive phone calls. FDC educators must always consider children's safety and ensure adequate supervision is provided whilst engaged in a phone conversation. FDC educators should consider:

- the location of a telephone where educators can easily access them without leaving children unsupervised
- have emergency phone numbers displayed near the phone at all times
- not using personal mobile phones to take photos of children as this is a breach of children's privacy. (A FDC service owned mobile phone or iPad may be used if it's for the purposes of 'observations' etc.)
- ensuring children do not have access to personal mobile phone

USE OF ALCOLHOL, DRUGS, AND TOBACCO

- FDC educators must ensure that children being educated and cared for by the educator or educator assistant as part of a FDC Service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.
- Smoking or vaping is NOT permitted in or on surrounding buffer areas of the FDC residence or venue when education and care is being provided to children
- When care is taking place, smoking or vaping is not permitted in the presence of children. This applies to family members and all visitors to the home, parents and visitors. FDC educators should

ensure that children remain in a smoke-free environment when in vehicles and on outings and excursions.

- FDC educators who smoke need to ensure that their hands, clothing and any items that children may come into contact with are free of smoke residue prior to commencing care with children.
- If tobacco is smoked in the FDC residence when the service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including ashtrays and cigarette lighters. Smoking material, including cigarette butts should not be evident when children are in care.
- FDC educators who smoke or vape must document on their risk management plan how they ensure a smoke free environment and ensure children do not come into contact with smoke residue.
- Our FDC Service is bound by the Education and Care National Regulations. Alcohol, drugs, or other substance abuse by educators and/or educator assistants can have serious adverse effects on their own health and the safety of others. As such, Coordinators, staff, educators and/or educator assistants must not, while providing education and care for children as part of a family day care service:
 - consume alcohol nor be under the influence of alcohol
 - use or possess illegal drugs
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- persons residing the home or the educator's residence, must abide by this regulation- i.e., not consume alcohol nor be under the influence of alcohol or use or possess illegal drugs
- If a co-worker suspects a colleague or other FDC educator to be affected by drugs or alcohol, they must inform the nominated supervisor immediately. No employee or educator will be allowed to work under the influence of drugs or alcohol. (See: *Tobacco, Drugs and Alcohol-Free Policy*)
- any FDC educator, staff or educator assistant undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the approved provider and/or coordinator. Consideration will be given as to whether the particular medication affects the person's capacity to provide education and care to children
- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the termination of employment.

DRESS CODE

- All FDC educators must adhere to our dress code
- Enclosed shoes must be worn at all times (strictly no high heels, thongs, or wedges).

- Clothes must be suitable for free movement, active play, and messy play.
- No offensive logos or political statements are to be displayed on clothing.

PERSONAL HYGIENE

Family Day Care educators and staff are to adhere to the following standards:

- long hair is to be clean and neatly tied back: Ensure hair does not hang in your eyes.
- makeup is to be light and natural
- fingernails are to be clean and well groomed
- nail polish (if worn) cannot be chipped
- FDC educators will follow appropriate oral hygiene practices
- an appropriate deodorant/antiperspirant will be worn
- strong perfumes will not be worn as they may cause allergic reactions in children.

BREACH OF THE CODE OF CONDUCT

All employees and engaged educators of the FDC Service are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment:

- reporting to work under the influence of alcohol or drugs
- refusal to complete required additional training
- possessing or selling drugs at the FDC residence or approved venue
- immoral, immature, or indecent conduct while educating and caring for children at the FDC residence
- refusing to work as reasonably directed
- not ensuring firearms and ammunition (if relevant) are stored separately and locked away
- bringing disrepute to the FDC Service
- causing disruption or discontent in the relationship between a family and the FDC Service
- disclosure of confidential information
- falsifying documentation
- taking, abusing, defacing, or destroying property owned by the FDC service
- falsification of reports, documents, or wages information
- failure to report for work without notice
- walking off the job
- failure to follow policies and procedures
- vulgarity or disrespectful conduct to families, management or colleagues

- making or publishing false, vicious, or malicious statements about any employee of the FDC Service, or the FDC Service itself
- unable to maintain or hold a current Working with Children Check

DISCIPLINARY ACTION

All employees and engaged educators of the FDC Service are made fully aware that continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- unauthorised absence
- having personal visitors whilst educating and caring for children
- using a personal mobile phone or device to take photographs of the children
- consistent or ongoing poor work standard
- carelessness in the performance of duties
- consistent or ongoing low level of enthusiasm
- lack of personal cleanliness and hygiene
- failure to report health, fire, or safety hazards

CONTINUOUS IMPROVEMENT/REFLECTION

The *Code of Conduct Policy* will be evaluated and reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Code of Conduct – Staff Acknowledgement Form
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SOURCES

Australian Children's Education & Care Quality Authority. (2024). [*Guide to the National Quality Framework*](#)
 Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

Australian Human Rights Commission <https://www.humanrights.gov.au/our-work/childrens-rights>
 Early Childhood Australia Code of Ethics. (2016).

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)
 Government of South Australia Human Services [Child safe environments](#)

National Principles for Child Safe Organisations

NSW Government [Office of the Children's Guardian](#) *Code of Conduct- a guide to developing child safe Codes of Conduct.* (2020).

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Victoria State Government. (2021). Family Violence Multi-Agency Risk Assessment and Management Framework.

Victoria State Government. (2022). Families, Fairness and Housing. Resources for Child Safe Standards

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	MAY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V15.05.25		
MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance - no major changes to policy hyperlinks checked and repaired as required 		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
POLICY REVIEWED	DECEMBER 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION NUMBER	V12.12.23		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy review- minor formatting edits (engaged educators; FDC educators) National Principles for Child Safe Organisations added information added regarding reporting a breach of a reportable matter sources updated 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DECEMBER 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy hyperlinks checked and repaired as required additional sources- South Australia DHS minor formatting edits within text Childcare Centre Desktop - related resources section added Continuous improvement section added link to Western Australian Education and Care Services National Regulations added in 'Sources' 		DECEMBER 2023
JULY 2022	<ul style="list-style-type: none"> Policy reviewed following updates to Victorian Child Safe Standards in July 2022 Sources checked for currency Minor edits throughout policy Additional text included in policy in line with Code of Conduct (staff acknowledgement) Additional section added for Continuous Improvement link to Western Australian Education and Care Services National Regulations added in 'Sources' 		DECEMBER 2022
DECEMBER 2021	<ul style="list-style-type: none"> Policy reviewed as part of yearly cycle (Changed from Jan to Dec) 		DECEMBER 2022

	<ul style="list-style-type: none"> • Minor changes for Child Safe Standards – services to amend to their state/territory requirements • Sources checked for currency 	
JANUARY 2021	<ul style="list-style-type: none"> • Additional related regulations added • Addition of Child Safe Standards and Reportable Conduct Scheme • Additional section- Employees will NOT.... • minor edits throughout policy lengthy content reduced as this is covered in related policies • rearranged order of social media, mobile phones 	DECEMBER 2021
AUGUST 2020	<p>Additional information added to use of alcohol, drugs and tobacco section</p> <p>Amendments to phone use</p> <p>Additions to social media section</p> <p>National Regulations and National Law source added</p> <p>amendments as suggested by Regulatory Authorities for FDC Services</p>	JANUARY 2021
JANUARY 2020	<p>Additional information added to points</p> <p>Mobile phone section added</p> <p>Dismissal section added</p> <p>Additional related policies added</p> <p>Sources/references checked for currency/updated/ additional sources</p>	JANUARY 2021
JANUARY 2019	<p>Updated legislation and added dates (e.g. Workplace Relations Act 1996 (Cth) replaced the Industrial Relations act 1988 (Cth))</p> <p>Rearranged the order of points for better flow</p> <p>Points added (Highlighted).</p> <p>Sources/references corrected, updated, and alphabetised.</p>	JANUARY 2020
JANUARY 2018	Related policy section added	JANUARY 2019
DECEMBER 2018	Modifications made to comply with changes to the National Quality Standard	JANUARY 2018
JANUARY 2017	Modifications made for Family Day Care Services	JANUARY 2018

RESPONSIBLE PERSON POLICY

As per *Education and Care Services National Law and Regulations*, the Approved Provider of the Family Day Care (FDC) Service must ensure that support is provided to family day care educators and educator assistants at all times education and care is provided to children by the approved provider (if the provider is an individual or a person with management or control of the service); a nominated supervisor or a person in day-to-day charge of the service.

Approved Providers are responsible for appointing a responsible person who is aged 18 years or older, has adequate knowledge and understanding of the provision of education and care to children, and have the ability to effectively supervise and manage an education and care service (ACECQA, 2017)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.162A	Persons in day-to-day charge and nominated supervisors to have child protection training
S.164	Offence relating to assistance to family day care educators
S.169	Offence relating to staffing arrangements
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
146	Nominated supervisor (See Reg. 154)
154	Record of staff employed at family day care service
168	Policies and Procedures
169	Offence relating to staffing arrangements
173A	Prescribed information to be displayed—family day care service
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Code of Conduct Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work Health and Safety Policy
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PURPOSE

Our FDC Service is committed to meeting our duty of care obligations under the Education and Care Services National Law National Regulations to ensure a Responsible Person is available to provide support at all times that a FDC educator is educating and caring for a child as part of the service.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators and educator assistants of the FDC Service.

DEFINITIONS

NAME	DEFINITION
Approved provider	A person who holds a provider approval and has primary legal responsibility under the National Law and National Regulations to ensure good governance and management of the service.
Nominated Supervisor	A person, who is at least 18 years of age, with responsibility for the day-to-day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
Person in day-to-day charge (PIDTDC)	A person, who is at least 18 years of age, has the role of Nominated Supervisor or duly appointed person. The Responsible Person has consented to be placed in day-to-day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather, they ensure the consistency and continuity in practices.

IMPLEMENTATION

The approved provider of a Family Day Care (FDC) Service must ensure that when an educator is educating and caring for a child/ren, assistance from a nominated supervisor or responsible person is available at all times. For a FDC Service, the nominated supervisor assumes the legal responsibilities of the day-to-day operations of the service. A record of the Responsible Person will be documented each day via the Responsible Person Register.

The requirement to be available to provide support for FDC educators includes being available to be contacted by telephone to provide advice and assistance to the FDC educator.

The name of the Responsible Person will be clearly displayed in the main entrance of the Family Day Care Service. If the Responsible Person needs to change for any reason, they will ‘hand over’ obligations for the role to another qualified person at the FDC Service. It is vital that all handovers to a designated Responsible Person are documented when commencing this position throughout the day via the Responsible Person Record.

A Responsible Person can be:

- The Approved Provider or a person with management or control of the service
- A Nominated Supervisor or
- A person in day-to-day charge of the service (PIDTDC)

THE APPROVED PROVIDER WILL ENSURE A RESPONSIBLE PERSON:

- is nominated for the FDC service and is responsible for the day-to-day management of the service and support to educators
- is over the age of 18 years
- is contactable by telephone at all times education and care is provided to children in the FDC service
- holds a current Working with Children Check
- meets the minimum requirements for qualification, experiences and management capabilities
- has adequate knowledge and understanding of the provision of education and care to children, the Education and Care National Law and Regulations and National Quality Standard, the approved learning framework (EYLF), Family Assistance Law and administration of Child Care Subsidy
- has the ability to effectively supervise and manage an education and care service
- is a fit and proper person and the history of the person's compliance with the National Law, Children's Services Law, Family Assistance Law are assessed
- has completed approved child protection training and is aware of the reportable conduct scheme and processes
- has knowledge and a commitment to the National Principles for Child Safe Organisations
- has evidence of completing an approved diploma level education and care qualification or higher is considered as a requirement
- provides references including their current and previous employers. These will be checked, and records kept on file
- provides written consent for the position of Responsible Person and this is filed in staff records
- is removed from the position, if the approved provider deems the individual is no longer considered to meet the fit and proper requirements

THE APPROVED PROVIDER WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Responsible Person Policy*
- the regulatory authority is notified 7 days prior to a **Nominated Supervisor** starting at the Service or within 14 days after the person has commenced the role through NQA IT System
- the regulatory authority is notified if the **Nominated Supervisor** changes their name or contact details; is no longer employed by the Service, has been removed from the role or withdraws their nomination.

- the regulatory authority is notified of the suspension or cancellation of a Working with Children Card or other disciplinary proceedings held against them under an education law of a participating jurisdiction action of a nominated supervisor
- a responsible Person will be removed from the position should management become aware of a matter or incident which affects the ability of the person to meet the minimum requirements of the position.
- the staff register has the name of the Responsible Person at the Service for each time children are being educated and cared for by the Service
- a Responsible Person is on duty from the time the FDC Service opens each day until the time the FDC Service closes
- ensure that the identity of the Responsible Person on duty is displayed in the main entrance of each FDC residence/approved venue and is easily visible for families and visitors
- a staff record is kept recording
 - the full name, address and date of birth of the responsible person/nominated supervisor;
 - evidence of relevant qualifications
 - if applicable, evidence that the nominated supervisor is actively working towards that qualification
 - evidence of any approved training (including first aid training and child protection training)
 - verification of a Working with Children Check – identifying number and expiry date
 - written consent for the position of Responsible Person
- the **PIDTDC** interchanges with the Nominated Supervisor in their absence
- the individual's compliance history is taken into account prior to appointing the nominated supervisor or responsible person including compliance with:
 - the National Law
 - a former education and care services law
 - a children's services law
 - an education law
- they consider any decision under the National Law, or any other children's services or education law, to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person prior to appointing a nominated supervisor
- documentation is recorded that demonstrates the individual's capacity to supervise and manage the FDC service, this may include:
 - a Supervisor Certificate (including any conditions of the certificate),
 - resume detailing work history,
 - reference from previous employer, or

- transcripts of courses or unit relating to staff management or administration of an education and care service
- Responsible Persons are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or appointed Responsible Person (PIDTIC) will sign on and take on the role.

A NOMINATED SUPERVISOR/APPOINTED RESPONSIBLE PERSON WILL:

- provide written consent to accept the role of Responsible Person/Nominated Supervisor
- sign the name and hours of responsibility on the Responsible Person register at the principal office of the FDC Service
- ensure that FDC educators are aware of the name and position of the Responsible Person in charge
- inform the Approved Provider/Management in the event of illness so they can be replaced by another Responsible Person
- ensure they have a sound understanding of the role of Responsible Person
- abide by any conditions placed on the Responsible Person
- in the case of Nominated Supervisor, notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- notify management in writing, if they wish to withdraw their consent to be a Responsible Person
- the Nominated Supervisor will advise all FDC educators and staff who is the appointed Responsible Person at all times the FDC Service is open
- the Nominated Supervisor will advise all FDC educators and staff the educators who have been appointed as a Responsible Person.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Responsible Person Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

RELATED RESOURCES

Responsible Person Procedure	Responsible Person Register
Responsible Person Offer and Acceptance	Routine Checklist - Responsible Person

SOURCES

- Australian Children's Education & Care Quality Authority. (2014).
- Australian Children's Education & Care Authority. (2017). [Responsible Person Requirements for Approved Providers](#)
- Australian Children's Education & Care Authority. (2018). [Nominated Supervisors](#).
- Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations](#). (Amended 2023).
- [Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)
- [Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	OCTOBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	OCTOBER 2024
VERSION NUMBER	V12.10.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • minor edits- use of lower case for approved provider/nominated supervisor/responsible person • sources updated as required 		
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V11.10.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review- no major changes • additional information added under Approved Provider section • Childcare Centre Desktop resources added • sources checked for currency and updated as required • responsible person register removed from Appendix of this policy 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
OCTOBER 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • continuous improvement/reflection section added • minor formatting edits within text • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		OCTOBER 2023
OCTOBER 2021	<ul style="list-style-type: none"> • minor edits • sources checked for currency 		OCTOBER 2022
FEBRUARY 2021	<ul style="list-style-type: none"> • additional information related to records for Responsible Person added • modifications for better flow of dot points • related procedures and documents added 		OCTOBER 2021

OCTOBER 2020	<ul style="list-style-type: none"> Modifications made to ensure practices relate to FDC services as per regulatory authority Additional standards added- QA7 related National Law added inclusion of knowledge of Family Assistance Law, CCS, Child Safe Standards, staff records Staff records to be kept Additional sources added 	OCTOBER 2021
OCTOBER 2019	<ul style="list-style-type: none"> Related policies added Information checked for currency and updated 	OCTOBER 2020
OCTOBER 2018	<ul style="list-style-type: none"> Grammar, punctuation and spelling edited. References corrected, added &/or updated. Incorrect references deleted & replaced. Sources/references alphabetised. Additional information added to points and sentences reworded. 	OCTOBER 2019
MARCH 2017	<ul style="list-style-type: none"> Modifications made to adhere with Family Day Care requirements 	MARCH 2018

STUDENT AND VOLUNTEER POLICY

Our Family Day Care (FDC) Service values the participation of students and volunteers. Having students and voluntary workers with FDC educators helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the FDC Service; however, the children's care and safety are our first priority.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 7: GOVERNANCE		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

Sec. 170	Offence relating to unauthorised persons on education and care service premises
Sec. 175	Offence relating to requirement to keep enrolment and other documents
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
120	Educators who are under the age of 18 to be supervised
145	Staff Records

149	Volunteers and Students (refers to centre-based services, but can align to FDC services)
165	Record of visitors
166	Children not to be alone with visitors
168	Policies and Procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Family Communication Policy	Interactions with Children, Families and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work, Health and Safety Policy
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PURPOSE

Our Family Day Care (FDC) Service supports 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. Our FDC Service aims to ensure the safety and wellbeing of all children enrolled at the service by having a process in place to accurately and securely record information about students and volunteers. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the FDC Service's daily routine and assist in accordance with their qualification level to work with children under the National Quality Framework requirements. Our FDC Service will ensure no child or children are left alone with a student or volunteer.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the FDC Service.

IMPLEMENTATION

We have a strong commitment to provide a range of opportunities for family members, volunteers, and students to participate in programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at the FDC Service. As a child safe organisation, we embed the National Principles for Child Safe Organisations and implement child safe policies and procedures to ensure child safety is paramount.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure all educators, staff, students, volunteers and visitors have knowledge of and adhere to this policy
- ensure the student or volunteer completes a *Student and Volunteer Application Form* prior to commencement of work placement, recording their full name, address, and date of birth
- ensure students and volunteers are under the direct supervision of the FDC educator at all times whilst at the FDC service
- ensure students and volunteers are never left alone with a child whilst at the FDC service under any circumstance
- provide the student/volunteer with information about Child Protection Law and mandatory reporting obligations
- discuss opportunities for students and volunteers to work with FDC educators
- provide the student/volunteer with a Student and Volunteer Handbook
- advise the student or volunteer to take a poster with a photo introducing themselves and outlining the reason for their placement to display in the home of their designated FDC Educator.
- ensure students or volunteers are never included in the ratio of adult to children
- complete the *Student and Volunteer Induction Checklist* with the student or volunteer
- ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors
- introduce the student or volunteer to the FDC educator
- assist the student or volunteer to complete the *Student and Volunteer Induction Checklist*
- show the student or volunteer where they can access the FDC Service policies
- ensure the student or volunteer has signed a confidentiality agreement prior to commencing their placement
- liaise with learning institutions and accept suitable student placements under the institution's supervision

- assist learning institutions to place suitable students with individual FDC educators
- ensure the student's paperwork and insurances are current
- ensure each student or volunteer holds a current Working with Children Check prior to commencing their placement
- record and verify each student or volunteer Working With Children Check where required
- ensure that no student or volunteer is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for
- refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.

FAMILY DAY CARE EDUCATORS WILL:

- conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the FDC residence/venue, showing emergency exits, and facilities
- negotiate with the student or volunteer the times/hours to be worked, and dates of the placement
- ensure students or volunteers bring in a poster with a photo introducing themselves and outlining the reason for their placement and details of their place of study/organisation/school
- inform families, children, and educator assistants when work placement students and/or volunteers are present at the FDC residence/venue, including their role and hours they will be attending
- discuss any relevant important information about specific children to the student or volunteer (i.e., court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues
- maintain open communication with students and volunteers along with their practicum teachers about their performance
- support all student's practicum requirements to the best of their ability during the placement
- share appropriate skills and knowledge with each student and volunteer as reasonably practicable
- be aware of student and volunteer expectations
- have the time and proficiencies to support each student and volunteer in their placement as reasonably practicable
- encourage students and volunteers to seek help and advice as required
- be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner
- guide the student or volunteer throughout the day
- make the student or volunteer feel welcome

- ensure the student or volunteer is not left alone with a child or children whilst at the FDC service under any circumstance
- refer to the FDC service's *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.
- discuss the progress of written work and performance with the student or volunteer
- discuss any concerns raised by the student with the student's supervisor
- ensure students or volunteers are directly supervised at all times during children's nappy change times
- encourage students and volunteers to use their initiative
- ensure the student or volunteer remains up to date with their assessments/tasks to be completed
- never leave the student or volunteer alone with a child or children
- provide honest and accurate feedback to the student's training institution supervisor as required
- ensure the student/volunteers signs the visitor register upon arrival and departure from the FDC residence/venue

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL:

- complete the *Student and Volunteer Application Form* prior to the commencement of work placement
- provide Working with Children Check details prior to placement
- not be in possession of personal electronic devices that can take images or videos while providing education and working directly with children
- learn about the children through interaction and practical experience
- develop the skills and knowledge needed to care for and educate children
- learn about the importance of working as part of a team in the Early Childhood Profession- working with FDC educator, coordinator and other FDC educators during playgroups etc.
- learn and accommodate the expectations of the qualified educator/educator assistant
- inform their FDC educator and coordinator/nominated supervisor in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.
- keep up to date with all written work requirements
- work a variety of shifts to gain knowledge of different aspects of FDC operations
- bring in a poster introducing themselves that will include:
 - Name
 - Photo

- Course they are studying
 - RTO/university/school they are studying with
 - Dates and times they will be at the FDC Residence
 - The focus of their study
- discuss any problems the student may be experiencing with the educator
- adhere to all FDC Service policies and procedures
- never remove a child from direct FDC educator supervision
- participate in the induction process and assist to complete the *Student and Volunteer Induction Checklist*

PROBITY CHECKS

- All students and volunteers will supply identity details to the nominated supervisor/approved provider
- All students and volunteers will complete and provide to the FDC service a Working with Children Check prior to commencing their placement
- All students will have a meeting with the nominated supervisor/approved provider to receive information regarding the following Family Day Care Service policies:
 - Child Protection
 - Child Safe Environment
 - Privacy and Confidentiality
 - Dealing with Complaints
 - Work, Health and Safety
 - Code of Conduct
 - Photograph
 - Social Media

STUDENTS AT RISK

If FDC educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. the FDC educator will alert the Nominated Supervisor/Approved Provider of any concerns with the student
2. the FDC educator and Nominated Supervisor/Approved Provider will discuss concerns with the student

3. the FDC educator or Nominated Supervisor/Approved Provider will arrange for the student's training institution teacher to visit the FDC residence and discuss concerns that have ascended
4. the student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

TERMINATION OF STUDENT PRACTICUM OR VOLUNTEER PLACEMENT:

Termination of student's or volunteer's placement will occur if the student or volunteer

- harms or is at risk of harming a child in their care
- is under the influence of drugs or alcohol
- fails to notify the Family Day Care Service and /or FDC educator if they will not be attending on a particular day prior to commencement time
- does not adhere to starting times or break times
- is observed using repeated inappropriate behaviour at the Family Day Care residence/venue
- does not comply with all policies and procedures addressed in the student package
- does not provide the photo with an introduction on commencement
- does not keep up to date with their work placement tasks
- removes any child or children from the direct supervision of the FDC educator
- is unable to maintain or hold a current Working with Children Check

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Student and Volunteer Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Childcare Centre Desktop- Human Resource Student and Volunteer Handbook Student and Volunteer Register	Student and Volunteer Application form Student and Volunteer Induction Checklist
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SOURCES

Australian Children's Education & Care Quality Authority. (2024). [*Guide to the National Quality Framework*](#).

Australian Government Department of Education. [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia*](#). V2.0, 2022

Australian Children's Education & Care Quality Authority. (2024). [*Taking Images or Videos of Children While*](#)

[Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023).

Fair Work Act 2009 (Cth).

Fair Work Commission: Anti-bullying jurisdiction.

Office of the Director of Equal Opportunity in Public Employment. (1996). [Dealing with employee work-related concerns and grievances: Policy and guidelines:](#)

Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)

TAFE NSW [Student responsibilities in work placement](#)

Work Health and Safety Act, 2011.

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	OCTOBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	OCTOBER 2024
VERSION NUMBER	V11.10.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• inclusion of National Model Code and Guidelines (optional)• minor edits within policy• sources checked for currency and updated as required		
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V10.10.23		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• legislation re: child protection law added (Reg.84)• minor formatting edits within text• hyperlinks checked and repaired as required• removal of Appendix 1: Student and Volunteer Checklist of policy		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2022	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• hyperlinks checked and repaired as required• continuous improvement/reflection section added• minor formatting edits within text• link to Western Australian Education and Care Services National Regulations added in 'Sources'	OCTOBER 2023	

	<ul style="list-style-type: none"> additional reference to <i>Student and Volunteer Application Form</i> additional reference to <i>Student and Volunteer Induction Checklist</i> 	
OCTOBER 2021	<ul style="list-style-type: none"> edits to ensure consistency of student and volunteer throughout policy additional policies added for student and volunteer checklist 	OCTOBER 2022
OCTOBER 2020	<ul style="list-style-type: none"> Additional regulations added requirement for all visitors to sign in/out of FDC residence added Supporting resource added- Student/Volunteer Handbook Additional sources added and links edited/checked Reviewed Appendix 1: Student and Volunteer Acknowledgment Checklist 	OCTOBER 2021
OCTOBER 2019	<ul style="list-style-type: none"> Sources checked and updated. Minor punctuation and wording edited. Related policies added. 	OCTOBER 2020
DECEMBER 2017	<ul style="list-style-type: none"> References corrected, added &/or updated. Sources/references alphabetized. Additional information added to points. Rearranged the order of points for better flow. Minor formatting (line spacing & paragraph spacing) for consistency 	MARCH 2018
DECEMBER 2017	<ul style="list-style-type: none"> Modifications made to comply with changes to the National Quality Standard 	MARCH 2018
MARCH 2017	<ul style="list-style-type: none"> Modifications made to adhere with Family Day Care requirements. 	MARCH 2018

FAMILY COMMUNICATION POLICY

Family participation is an important part of making our Family Day Care (FDC) Service a true part of the community. We believe in assisting our FDC educators create an environment that is welcoming and inclusive and supports a sense of belonging for children, families, and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other' knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools. (EYLF. V2.0, 2022. p.14)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Anti-Bias and Inclusion Policy Child Safe Environment Policy Dealing with Complaints Policy Educational Program Policy Incident Injury Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Managing an Aggressive Parent or Visitor Policy Open Door Policy Privacy and Confidentiality Policy
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PURPOSE

We encourage family participation and open communication within our FDC Service and with our approved FDC educators. Families are invited to attend parent information meetings and assist with projects in keeping with our *Open Door Policy*.

We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, family committee, daily program, documentation, formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We acknowledge the primary influence that families have in their children's lives and understand that effective relationships between educators and families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation, and collaboration also contribute to children's learning and wellbeing. Positive relationships with families help to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

We will provide regular information about the FDC Service and ongoing opportunities for families to contribute to our curriculum. Our Coordination unit and FDC educators will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- all families are welcomed and respected at our FDC Service and within FDC residences/venues
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (e.g.: Department of Health, Public Health Units)
- families are provided with a copy of our *Family Communication Policy* via our Website www.brightbeginningsfdcc.com.au
- families are provided with a *Family Handbook* during the enrolment and orientation process via our Website www.brightbeginningsfdcc.com.au
- the enrolment and orientation process provide families with information about the statement of philosophy, policies, and practices of the FDC Service
- families are informed about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see-*Dealing with Complaints Policy*]
- families are notified of any incident, injury, trauma, or illness that affects their child whilst at the FDC residence/venue either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence
- respect, confidentiality and sensitivity are key elements of effective communication with families
- processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language

- fact sheets and brochures are printed in required languages and are readily available for families to access
- an interpreter service is available to ensure communication with parents and families not hindered due to language barriers
- families are notified of changes to FDC Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
 - the provision of education and care to any child enrolled in the FDC service or
 - the family's ability to utilise the FDC service
 - changes to the way fees are charged and collected
- families are notified of any changes to the Education and Care Services National Regulations
- the current Education and Care Services National Regulations are available for parents to access
- families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback
- families are encouraged to contribute to the continuous quality improvement progression within the FDC Service through their involvement in the self-assessment and QIP review.

FDC EDUCATORS/ FDC EDUCATOR ASSISTANTS WILL:

- provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at FDC residence/venue
- ensure families have access to their child's developmental records outlining developmental progress against the approved learning framework, as well as their strengths, developmental needs, and interests
- develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning are developed
- share insights and perspectives about each child with families (EYLF, V2.0)
- acknowledge the diversity of families and their aspirations for their children (EYLF, V2.0)
- engage in shared decision-making to support children's learning development and wellbeing (EYLF, V2.0)
- create a welcoming and safe environment where children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF)
- display a weekly menu, which describes the food and beverages provided each day, in a place accessible to parents

- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- provide families with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, sign-in sheets, notice Board and notes sent home
- use a communication book/ app with families as required (for example, behaviour guidance and inclusion support plans).

FAMILIES WILL:

- provide accurate information during the enrolment process about their child including related medical and health information
- notify the FDC educator and Coordination unit when any information changes- (medical management plans, court orders-parental orders, authorised nominee)
- model appropriate behaviour and suitable conduct when interacting with children and educators
- communicate any concerns or grievances in accordance with the *Dealing with Complaints Policy*, acknowledging sensitive issues should not be discussed in front of children or FDC educators
- acknowledge inappropriate behaviour will not be tolerated towards children, FDC educators or staff
- participate in informal and formal interactions with the FDC educator to discuss their child's learning and develop learning goals
- be encouraged to contribute to the learning program and share their culture, language and beliefs with others in the FDC educator
- be invited to contribute to the quality improvement process within the FDC Service
- be encouraged to attend children's excursions to help meet required ratios and to support their children's knowledge of and engagement in their community.
- be invited to assist with working bees, or fundraising initiatives held at the FDC service
- be invited to events held periodically to help families network and develop friendships in the local community.
- be invited to review the FDC Service policies and routines.
- treat all children at the Service equally and respectfully
- report any suspicious behaviour to the nominated supervisor or approved provider and encourage and actively support a safe and supportive Service environment
- respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background

- refrain from bullying, harassing or discriminating against any child or adult at the Service
- respect the decisions of educators and staff members and teach children (if adults) to do likewise
- tell an educator (if a child) or the approved provider or nominated supervisor if witness to any instances of bullying, harassment or discrimination at the service
- cooperate and follow classroom routines and procedures
- listen to educators' instructions and follow them
- speak to an educator, nominated supervisor or approved provider if worried, concerned, or have a grievance about something

CONTINUOUS IMPROVEMENT/REFLECTION

The *Family Communication Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints Grievance Form	General Satisfaction Survey
Family Conduct Guidelines	Meet your educator template
Family Committee Meeting Announcement	Sharing Cultural Experiences letter
Family Handbook	Share a Story about your Profession Letter

SOURCES

Australian Children's Education & Care Quality Authority. (2018). [Building Partnerships with Families](#)
 Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia](#). V2.0

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Raising Children Network Australia. (2006-2019). *Effective communication with parents: professionals* <https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>

[Western Australian Education and Care Services National Regulations](#)

Yorganop Indigenous Professional Support Unit A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings. (2024). <https://childaustralia.org.au/wp-content/uploads/2024/03/A-Welcoming-Yarn-2016-Final.pdf>

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	APRIL 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V16.04.25		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • sources checked and repaired as required 		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2024
VERSION NUMBER	V22.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • some wording refined/reworded sources checked and repaired as required 		
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V7.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional content added to Families will section- re: appropriate behaviour interactions between families and FDC educators • minor formatting • sources checked and updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2023	<ul style="list-style-type: none"> • annual policy maintenance • added separate section for role of FDC educators /educator assistants • reference to EYLF & MTOP (V2.0) updated • hyperlinks checked and repaired as required • Continuous Improvement/Reflection section added • Childcare Centre Desktop Resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		APRIL 2024
APRIL 2022	<ul style="list-style-type: none"> • policy maintenance – change of policy name in related policies- <i>Dealing with Complaints</i> 		APRIL 2023

	<ul style="list-style-type: none"> minor formatting edits within text hyperlinks checked and repaired as required 	
FEBRUARY 2021	<ul style="list-style-type: none"> policy reviewed and minor edits sources checked for currency 	APRIL 2022
APRIL 2020	<ul style="list-style-type: none"> National regulations added additional related policies included further content added to points inclusion of culturally and linguistically diverse families further sources added 	APRIL 2021
APRIL 2019	<p>Added 'Educators' and 'Educator Assistants' to the first section.</p> <p>Points added (Highlighted).</p> <p>Sources checked for currency.</p> <p>Sources/references corrected, updated, and alphabetised.</p>	APRIL 2020
APRIL 2018	New policy created to maintain effective communication with families	APRIL 2019

INTERACTIONS WITH CHILDREN, FAMILIES AND STAFF POLICY

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 166	Offence to use inappropriate discipline
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
123A	Family day care co-ordinator to educator ratios- family day care
124	Number of children who can be educated and cared for- family day care
127	Family day care educator qualification
143A	Minimum requirements for a family day care educator
155	Interactions with children
156	Relationships in groups
157	Access for parents
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Governance Policy Management Committee Policy Open Door Policy Orientation of Families Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Student and Volunteer Policy Supervision Policy Transition to School Policy
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PURPOSE

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of our Family Day Care (FDC) Service philosophy, and the approved learning frameworks of the *Early Years Learning Framework (V2.0)* and *My Time Our Place (V2.0)*. Educators will encourage positive relationships between children and their peers as well as with educators and families at the FDC Service, ensuring children feel safe and supported.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the approved provider must ensure that policies and procedures are in place for interactions with children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

In order to build and maintain positive and respectful relationships with children, families and educators our Family Day Care Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations and the implementation of the Child Safe Standards.

INTERACTIONS WITH CHILDREN

Children need positive relationships with FDC educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff. All FDC educators and staff play a vital role in protecting children from harm by responding to and reporting any incidents, disclosures or suspicions of abuse, harm, neglect or ill-treatment. Our FDC Service upholds a strong reporting culture to safeguard children in our care.

RELATIONSHIPS IN GROUPS

The approved provider and/or nominated supervisor will take reasonable steps to ensure that our FDC Service provides children with opportunities to interact and develop respectful and positive relationships with each other and with educators, educator assistants, coordinators and volunteers.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure all FDC residences and/or approved venues create welcoming and relaxed atmospheres in which children experience equitable, friendly and genuine interactions with educators
- ensure environments are created to ensure children feel safe, valued, understood and supported to learn
- ensure educator to child ratios are adhered to
- ensure qualification requirements are met
- ensure all FDC educators and coordinators have undertaken current child protection legislation training including mandatory reporting requirements and obligations
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S.166 National Law)
- support educators to use trauma-informed practices to recognise and respond to the emotional needs of children (see *Incident, Injury, Trauma and Illness Policy*).

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with educators in each FDC residence or approved venue
- they adhere to educator to child ratios and qualification requirements
- role-model appropriate language and behaviour
- support and encourage children to be aware of their own feelings as well as the feelings of others
- encourage children to treat all children with respect
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- ensure children are aware of how to raise concerns or provide feedback (child focused complaint handling system- *Dealing with Complaints Policy*)
- respond or report to children about how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively and with encouragement (see *Behaviour Guidance Policy*)
- respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- support children in the early childhood environment
- provide appropriate supervision so children feel safe in their interactions with other children
- speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- have regard to the family and cultural values, age and physical and intellectual development and abilities of children cared for

- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. FDC educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately
- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg.155)
- ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities.

INTERACTIONS WITH FAMILIES

Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language
- families are asked to identify a preferred method of regular communication with the FDC Service (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner
- they learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
- common terminology (not jargon) when talking to parents regarding their child's development
- privacy and confidentiality are respected at all times
- information about another child or family information is never discussed with a parent or visitor
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and FDC educators
- the advice and opinion from other professional experts are requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs

- they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks
- verbal communication is always open, respectful and honest
- families are provided with up-to-date service information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- connections between families are promoted and enhanced through inviting families to participate in routines and events
- families are aware of our complaint handling process
- any bribe or gift received by a family that may influence or appear to influence a decision or action is to be declined and reported to management.

INTERACTIONS WITH OTHER FDC EDUCATORS

The FDC Service recognises that the way educators interact with each other when together has an effect on the interactions they have with children and families. FDC educators are required to demonstrate mutual respect towards each other and value the contributions made by each FDC educator working within our Family Day Care Service.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- engage in professional communication in order to create an effective work environment and to build a positive relationship children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between educators and families ensures that important information is being passed on consistently.
- champion a child safe culture through their attitudes, behaviours and actions
- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs
- communicate their professional reflections and ideas for continuous improvement
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements – (*Child Protection, Reportable Conduct Scheme*)
- refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator or staff member is not being handled with professionalism, respect, and fairness
- recognise the strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the FDC Service
- welcome diverse views and perspectives
- work together and engage in open and honest communication at all times
- respect each other's positions and opinions
- develop and share networks and links with other agencies
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, MANAGEMENT AND THE FDC COORDINATOR WILL:

- provide new FDC educators with relevant information about the FDC Service and program through a Staff Handbook, induction, and daily communication
- treat FDC educators with respect
- be sensitive to the feelings and needs of FDC educators
- provide constructive feedback to FDC educators as part of their professional learning plan support
- appreciate and utilise FDC educator skills and interests
- provide support, assistance and mentoring to FDC educators
- hold regular educator meetings to encourage and support professional growth and reflective practice- these may be offered flexibly using online platforms such as Zoom, Skype
- use appropriate conflict resolution techniques to solve problems
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances and providing a child safe environment
- provide opportunities for professional development

TO ENHANCE COMMUNICATION AND TEAMWORK WHEN TOGETHER, FDC EDUCATORS WILL:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of colleagues
- be sensitive to the feelings and needs of others
- support colleagues during difficult situations
- provide constructive feedback to each other
- trust each other
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience
- provide support and assistance to each other
- share responsibilities
- have a flexible attitude towards roles and responsibilities
- greet each other by name
- show genuine interest in the other person by using active and reflective listening
- communicate ideas and opinions clearly and professionally
- use a communication book or daily diary to pass on messages and record relevant information
- use appropriate conflict resolution techniques to solve problems
- engage in opportunities for professional development.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Interaction with Children, Families and Staff Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines- *Interactions with Children*

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Child Australia *Cultural Connections Booklet*. (2017).

Early Childhood Australia Code of Ethics. (2016).

Australian Government Department of Education (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#), V2.0, 2022

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia](#), V2.0

Education and Care Services National Law Act 2010.

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Department of Education. (2021). [Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services](#).

Privacy and Personal Information Protection Act 1998 (Cth).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement*
<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	MAY 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V15.05.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• additional information added re: mandatory reporting any allegations of child abuse, harm, neglect or ill treatment• new section added: Childcare Centre Desktop Resources• sources checked for currency and updated as required		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V24.05.24		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text• some wording refined/reworded		
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V12.05.24		

MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • added information about receiving gifts from families • minor edits • sources checked for currency and updated as required 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MAY 2023	<ul style="list-style-type: none"> • annual policy maintenance • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	MAY 2024
MAY 2022	<ul style="list-style-type: none"> • policy maintenance – name change of related policy • no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	MAY 2023
AUGUST 2021	<ul style="list-style-type: none"> • edits to policy guided by ACECQA <i>Interactions with Children policy guidelines</i> (August 2021) • inclusion of additional regulations • inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service 	MAY 2022
MAY 2021	Policy checked for currency	MAY 2022
SEPTEMBER 2020	additional section added Relationships in groups reference to My Time Our Place included additional sources added- Regulations and National Law	MAY 2021
MAY 2020	additional content added to sections as highlighted rewording of some points to ensure clarification some statements moved into interactions with staff and educators minor adjustments to formatting for consistency additional sources utilised within policy as referenced	MAY 2021

MAY 2019	<p>Contextualised points to be more relevant to FDC.</p> <p>Grammar, punctuation and spelling edited.</p> <p>Additional information added to points.</p> <p>Sources checked for currency. Made note of sources that are no longer available.</p> <p>Sources/references alphabetised.</p> <p>Minor formatting for consistency throughout policy.</p>	MAY 2020
MAY 2018	Minor grammatical changes made to content	MAY 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	FEBRUARY 2018
FEBRUARY 2017	Changes made to relate to Family Day Care Services	FEBRUARY 2018

GOVERNANCE POLICY

The Governance Policy provides the overall direction, effectiveness, supervision and accountability of a Service. The approved provider and management are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the Family Day Care (FDC) Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 13	Matters to be taken into account in assessing whether fit and proper person
S. 14	Regulatory Authority may seek further information
S. 21	Reassessment of fitness and propriety
S. 51	Conditions on service approval
S. 162	Offence to operate education and care service unless responsible person is present
S. 164	Offence relating to assistance to family day care educators
S. 165	Offence to inadequately supervise children
S.172	Offence to fail to display prescribed information

Sec. 173	Offence to fail to notify certain circumstances to Regulatory Authority
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec.188	Offence to engage person to whom prohibition notice applies
Sec.269	Register of family day care educators, co-ordinators and assistants
29	Condition on service approval-insurance
30	Condition of service approval-family day care educator insurance
31	Condition on service approval-quality improvement plan
55	Quality improvement plan
56	Review and revision of quality improvement plans
73	Educational program
74	Record of child assessments or evaluations for delivery of educational program
84	Awareness of child protection law
85	Incident, injury, trauma and illness policies and procedures
104	Fencing
106	Laundry and hygiene facilities
116	Assessments of family day care residences and approved family day care venues
117	Glass
117A	Placing a person in day-to-day charge
117B	Minimum requirements for person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
127	Family day care educator qualifications
128	Family day care co-ordinator qualifications
136 (3)	First Aid qualifications
143A	Minimum requirements for a family day care educator
153	Register of family day care educators, co-ordinators and educator assistants
154	Record of staff engaged or employed by family day care service
157	Access for parents
159	Children's attendance record kept by family day care educator
160	Children's attendance record to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record

164	Requirement for notice of new persons at residence
165	Record of visitors
167	Record of service's compliance
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173A	Prescribed information to be displayed
174	Time to notify certain circumstances to regulatory authority
175	Prescribed information to be notified to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
179	Family day care educator to provide documents on leaving service
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available

RELATED LEGISLATION

Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Interactions with Children, Staff and Families Policy
Administration of First Aid Policy	
Assessment of FDC educators, educator assistants and persons residing at FDC care	Keeping a Register of FDC educators, co-ordinators and educator assistants Policy

residence	Medical Conditions Policy
Assessment, Approval and Re-assessment of FDC residence and/or venue	Nutrition Food Safety Policy
CCS Governance Policy	Payment of Fees Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
Child Protection Policy	Probation and Induction Orientation Policy
Child Safe Environment Policy	Record Keeping and Retention Policy
Dealing with Infectious Diseases Policy	Safe Arrival of Children Policy
Dealing with Complaints Policy	Safe Transportation Policy
Delivery of Children to, and collection from EEC Service Policy	Sleep and Rest Policy
Emergency and Evacuation Policy	Staffing Arrangements Policy
Engagement and Registration of Family Day Care Educators	Student and Volunteer Policy
Enrolment Policy	Sun Safety Policy
	Visitors to Family Day Care Residence Policy
	Water Safety Policy

PURPOSE

Our Family Day Care Service aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices, providing quality education and care, meeting the principles, practices and elements of the Early Years Learning Framework, My Time Our Place-Framework for School Age Care and the National Quality Standard.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, volunteers, visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to the governance and management of the service (Reg. 168) and that they take reasonable steps to ensure those policies and procedures are followed (Reg. 170). ACECQA 2021

Governance is the process that directs and controls our Family Day Care Service, ensuring accountability, and supporting decision making. The approved provider, nominated supervisor, coordinator and educators of the Service accept the legal responsibilities associated with establishing, administering, and maintaining the Service. Management may include Persons with Management or Control of the service (PMC) as defined by ACECQA. Persons with management or control may *participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service* (ACECQA 2023).

Our FDC Service has the following positions:

Approved Provider	Mohammad Ayad
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Nominated Supervisor	Mohammad Ayad
Persons with Management or Control	Aiche Ayad
Educational Leader	Amy Ayache
Responsible Person	Amy Ayache
Coordinators	Joanne Kaddour, Emily Sanders, Reham Naaman

THE APPROVED PROVIDER IS LEGALLY RESPONSIBLE FOR:

- ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring compliance by all employees, FDC educators and educator assistants with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensuring families are aware of this *Governance Policy*
- ensuring all notifications are made to the Department, in writing, within the specified timeframes as outlined with the NQF and FAL
- complying with Family Assistance Law
- appointing a suitably qualified Nominated Supervisor, Coordinators, Educational Leader and FDC educators for the Service
- supporting the Nominated Supervisor and coordinators in their role, providing adequate resources to ensure effective administration of the Family Day Care service
- notifying the regulatory authority of any changes to the Nominated Supervisor at least 7 days prior to the appointment (or as soon as possible, but no more than 14 days after commencement)
- notifying the regulatory authority within 14 days of any changes to Persons with Management or Control
- notifying the regulatory authority of any change to the ages of children being educated and cared for by the service; and any change to the nature of education and care offered by the service (reg 175 (2)(a))
- appointing suitably qualified Coordinators to support and monitor FDC educators. Our service will employee 1 Coordinator to every 25 FDC educators. (Reg 123A).
- developing a clear and agreed philosophy which guides business decisions and the work of management, staff and engaged educators
- ensuring a display of the prescribed information as listed in Reg. 173A should be clearly visible from the main entrance at each FDC residence or venue. The display should include
 - the current rating levels for each quality area stated in the National Quality Standard
 - a diagram of each residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care (diagram should also include any water feature or swimming pool at or near the residence or venue)
 - the service's rating certificate
- ensuring any FDC residence or venue which has a swimming pool, water feature or water hazard is inspected each month by the co-ordinator and a written report with all required information is

provided to the FDC educator and approved provider. Any safety issues identified as a result of the inspection must be provided within 24 hours to the approved provider and actioned accordingly. If no safety risk or issue is identified the report will be provided within 24 hours.

- ensuring risk assessments for FDC residences or venues located in a multi-storey building shared with other occupants are completed to ensure safe evacuation of all children, including non-ambulatory children
- ensure all FDC residences and approved venues comply with 0.75 metre height requirement for safety glass
- ensuring background checks, including criminal history and Working with Children Checks/Clearance are completed for all staff, FDC educators and educator assistants and adults over 18 years of age residing in the FDC residence
- determining whether or not a person working in the service is a ‘fit and proper person’ (as per National Quality Framework and Family Assistance Law requirements)
- ensuring FDC educators are aware of the need to notify the approved provider including:
 - any circumstance 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 working with children or vulnerable children check is revoked suspended or rejected, if the person is prohibited from working with children
- ensuring FDC educators are aware of the need to notify the approved provider of any:
 - circumstance arising at a FDC residence or approved venue that may pose a risk to the health, safety and wellbeing of children cared for at the residence or approved venue
 - renovations at the residence or venue; a bushfire, flood or other natural disaster (ACECQA 2023)
- implementing a probation and induction orientation program to ensure employees and FDC educators are aware of their roles and responsibilities, understanding of the values and organisational culture of the Service, policies and procedures, child protection law and other legislation
- acting honestly and with due diligence
- ensuring that families of enrolled children have access to enter the premises (Reg. 157)
- ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of each Family Day Care Service to be in line with the FDC Service’s philosophy and goals
- maintaining up to date and current policies and procedures for compliance by all employees and FDC educators
- ensuring FDC educator and educator assistant’s hold an approved certificate III level qualification prior to commencing their role in a FDC Service
- ensuring coordinators hold an approved diploma level education and care qualification, or hold a former approved diploma level qualification completed before 1 January 2012 or, hold a qualification that ACECQA has determined to be an equivalent diploma level educator qualification
- ensuring FDC coordinators have child protection training

- ensuring a register is kept each time a FDC 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
- ensuring FDC educators hold current ACECQA approved - first aid qualifications; anaphylaxis management training and emergency asthma management training (qualification and training must be undertaken within the previous three years except for emergency life support and cardio-pulmonary resuscitation which is to be completed annually)
- ensuring FDC educators are monitored, supported and supervised in accordance to regulations
- implementing annual assessments of approved FDC residences and approved venues
- ensuring that requirements relating to the physical environment, space, equipment and facilities are met
- ensuring a sleep and rest risk assessment is conducted at least once every 12 months to identify and assess any risks in relation to sleep and rest (Regulation 84C)
- ensuring a record is kept of all visitors to a FDC residence or approved venue (Regulation 165)
- ensuring all requirements relating to staff records are kept
- ensuring all FDC educator documents are provided to the approved provider when the educator ceases to be engaged or registered with the FDC service
- notifying families at least 14 days before changes to policy or procedures that:
 - affect the fees charged or the way they are collected
 - significantly impact the service's education and care of children, or
 - significantly impact the family's ability to utilise the service.
- ensuring the education program is based on an approved learning framework (EYLF) and (MTOP) and contributes to each child's sense of identity and wellbeing
- ensuring policies and procedures are followed in the event that a child is injured, becomes ill or suffers a trauma (Reg.85)
- confirming incident, injury, illness or trauma records are stored in a kept in a safe and secure place until the child is 25 years of age. In the event of a death of child while being cared for by the Service or may have occurred as a result of an incident, the records must be kept until seven years after the death.
- being an employer, including all legal and ethical responsibilities that this entails
- appointing staff and monitoring their performance
- ensuring all FDC educators and staff have a clear understanding of the hierarchy of management
- providing clear and direct written and verbal feedback and instruction that is suitable and appropriate to the task
- ensuring FDC educators keep evidence of current public liability insurance at the FDC residence or venue
- ensuring the FDC Service remains financially viable and can meet its debts and other obligations as they fall due
- managing control and accountability systems
- reviewing the FDC Service's budget and monitoring financial performance and management to ensure the service is always solvent and has sound financial strength
- approving annual financial statements and providing required reports to government bodies and maintaining appropriate delegations and internal controls
- complying with funding agreements where appropriate

- reviewing the work process regularly
- supporting and assisting the nominated supervisor, coordinators and FDC educators in completing a Quality Improvement Plan (QIP) for the Service and updating it at least annually
- ensuring the QIP is updated upon request by the regulatory authority and submitted to the regulatory authority upon request (Reg. 31, 56)
- developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service
- establishing clearly defined roles and responsibilities for all employees and FDC personnel
- evaluating and improving the performance of all FDC personnel
- complying with all other Victorian and Australian governments' legislation that impacts upon the management and operations of a Service
- ensuring a copy of the Education and Care Services National Regulations and National Law is available at all times at the service for use by educators, staff, families and visitors (Reg. 185)
- ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation

THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- adhering to the Education and Care Services National Law and National Regulations
- developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of the FDC Service's expectations
- undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by the FDC Service
- ensuring that actions taken, and decisions made are clear and consistent and will help build confidence in all stakeholders
- the day-to-day management of the FDC Service
- ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation
- the effectiveness of the FDC Service's well-defined partnership between the Management Committee and the Nominated Supervisor. The partnership requires clear understanding of roles and responsibilities, and regular and open communication
- producing outcomes together with educators and staff. Educators must agree on their responsibilities and work according to current policies and procedures
- providing Coordinators and FDC educators with training, resources and support
- identifying and reporting if something significant occurs (for example: Work Health and Safety; Fraud Prevention; Complaint handling)
- ensuring educators and staff do not delegate responsibilities for which they are accountable for or have been delegated to them by Management
- delegate all tasks in writing with a clear due date
- ensuring coordinators and FDC educators are adhering to service policies and procedures.

SERVICE PHILOSOPHY

- The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.

- The philosophy and associated statement of purpose will reinforce all other documentation and the practices of the Service. The philosophy will reflect the principles of the approved national framework *-Belonging, Being and Becoming: The Early Years Learning Framework for Australia*, V2.0 *My Time, Our Place: Framework for School Age Care in Australia*, prior to commencing their role in a FDC Service2.0
- There will be a collaborative and consultative process to support the development and maintenance of the philosophy that will include children, parents, employees and FDC educators.
- All documents will be dated and include nominated review dates.

CODE OF CONDUCT

The standards of behaviour outlined in our *Code of Conduct Policy* provide guidance for all employees and educators to make personal and ethical decisions related to confidentiality, recruitment, duty of care, record keeping, professional relationships and appropriate use of resources within our service.

CONFIDENTIALITY

- Employees and the FDC educator will maintain the confidentiality and privacy of each child in their care and their family and shall not disclose any information to a third party other than the Family Day Care approved provider, nominated supervisor or coordinator, or as legally required to do so to comply with Child Information Sharing Scheme or Family Violence Information Sharing Scheme.
- Confidential conversations will be conducted in a quiet area away from other children, parents. Such conversations in relation to the health and wellbeing of the child will be documented and filed in a confidential manner.
- Reports, notes and observations in relation to FDC educators, other service staff and children must be objective, accurate and free from bias and negative comments including use of labels.
- Students, volunteers and/or visitors to the FDC educator's residence and/or venue will ensure that information in regard to FDC educators, FDC service staff, children and families is not discussed outside of the context in which it was heard.
- Any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (e.g., email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

ETHICAL DECISION-MAKING

Our FDC Service will make decisions which are consistent with our policies and procedures which work in conjunction with the Education and Care National Law and National Regulations, our approved learning frameworks (EYLF and MTOP), and the ethical standards within the ECA Code of Ethics.

REVIEW AND EVALUATION OF THE FDC SERVICE

- Ongoing review and evaluation will support the continuing development of the Service. We will ensure that the evaluation involves all stakeholders.
- The development of a Quality Improvement Plan (QIP) will form part of the reflection procedure. Reflection on what works within the Service and what needs additional development will be included in the QIP.

MAINTENANCE OF RECORDS

- The Service will adhere to record keeping requirements outlined in the National Regulations (177)
- Records will be kept of all visitors to the FDC residence or approved venue while children are being educated and cared for as outlined in the National Regulations (165)
- The FDC Service will adhere to the storage of confidential records outlined in the National Regulations (181-184).
- The FDC Service has a responsibility to keep sufficient records about employees and FDC educators engaged in the service, families and children in order to operate dependably and lawfully.
- The approved provider must ensure the FDC educator provides all documents referred to in Regulation 178 upon ceasing to be engaged by or registered with the service
- The Service will safeguard the interests of the children, their families and staff, using procedures to ensure appropriate privacy and confidentiality practice is upheld
- The approved provider assists in determining the process, storage place and timeline for storage of records using the National Regulations as a minimum standard
- The FDC Service's orientation and induction processes will include the provision of significant information to nominated supervisors, coordinators, employees, educators, educator assistants, children and families to comply with National Regulations and Standards.
- The approved provider will need to ensure that the record retention procedure meets the requirements of the following government departments:
 - Australian Tax Office (ATO)
 - Family Assistance Office (FAO)
 - Family Assistance Law
 - National Law and Regulations

MANAGING CONFLICTS OF INTEREST

- Conflict of interest, whether actual, potential or perceived, must be declared by Persons with Management or Control, nominated supervisor, senior staff and managed effectively to ensure integrity.
- Every stakeholder that is in a position of management has a responsibility to ensure their transactions, external business interests and relationships will not cause potential conflicts and to make such disclosures in a timely manner as they arise.
- The following process will be followed to manage any conflicts of interest:
 1. Whenever there is a conflict of interest, the member concerned must notify the approved provider about the conflict.
 2. The member with a conflict of interest must not be present during the Management meeting where the matter is being discussed or participate in any decisions made on that matter. The member concerned must provide the committee / Licensee with any and all relevant information they possess on the particular matter.
 3. The minutes of the meeting must reflect that the conflict of interest was disclosed and appropriate processes followed to manage the conflict.

- A *Conflict of Interest Statement* must be completed by each staff member upon his or her appointment and annually thereafter. If the information in this statement changes during the year, the member shall disclose the change to the approved provider/ and revise the disclosure statement accordingly.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Governance Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Notification and reporting guide	Conflict of Interest Register and Statement
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SOURCES

Australian Children's Education & Care Quality Authority. (2023). [FDC Guidance Record keeping in Family Day Care Services](#)

Australian Children's Education & Care Quality Authority. [Compliance Guide Approved Provider \(2023\)](#)

Australian Children's Education & Care Quality Authority (2023). Policy and procedure guidelines. [Governance and Management Guidelines](#).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government. Department of Education. *Child Care Provider Handbook*. (2024)

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

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011) (Amended 2023).

Work Health and Safety Act 2011 (Cth)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NOVEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	NOVEMBER 2024
VERSION NUMBER	V04.11.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • new regulations added re: storage of records • minor formatting changes • conflict of interest section added • sources updated as required 		
POLICY REVIEWED	JUNE/NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V10.06.23		

MODIFICATIONS	NOVEMBER <ul style="list-style-type: none"> • Annual policy review • New regulations added re: legislative requirements for AP from October 2023 • Child Care Centre Desktop resources added JUNE <ul style="list-style-type: none"> • Policy reviewed to included clearer definitions of Persons with Management or control • Added Family Assistance Law legislation 	
	POLICY REVIEWED	PREVIOUS MODIFICATIONS
NOVEMBER 2022	<ul style="list-style-type: none"> • Annual policy maintenance • Additional information added regarding Regulation 31/56/176/185 • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	NOVEMBER 2023
NOVEMBER 2021	<ul style="list-style-type: none"> • Additional law/regulations added- ACECQA Guidelines to Policy and Procedure document (August 2021) • Related policies added • Further roles/responsibilities for Approved Provider included <p>Sources checked for currency</p>	NOVEMBER 2022
SEPTEMBER 2020	<p>Deleted reference to Management Committee-Managing conflict of interest (not required for FDC)</p> <p>National Regulations added to sources</p>	NOVEMBER 2021
NOVEMBER 2019	<p>Additional information added to points</p> <p>Sources checked for currency and improved</p>	NOVEMBER 2020
NOVEMBER 2018	<p>Additional information added to points.</p> <p>Rearranged the order of points for better flow</p> <p>Sources/references alphabetised.</p>	NOVEMBER 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Modifications made to adhere to Family Day Care Service.	MARCH 2018

PRIVACY AND CONFIDENTIALITY POLICY

Privacy is acknowledged as a fundamental human right. Our Family Day Care (FDC) Service has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in the Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, family day care educators and other staff of the FDC Service will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All educators and staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator

181	Confidentiality of records kept by approved provider
182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Governance Policy CCS Governance Policy CCTV Policy Cyber Safety Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy Governance Policy	Interaction with Children, Family and Staff Policy Orientation of Families Policy Payment of Fees Policy Photograph Policy Record Keeping and Retention Policy Social Media Policy Writing Reviewing and Maintaining Policies
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PURPOSE

To ensure that the confidentiality of information and files relating to the children, families, staff, and visitors using the FDC Service is upheld at all times. We aim to protect the privacy and confidentiality of all information and records about individual children, families, educators, staff and management by ensuring continuous review and improvement on our current systems, storage, and methods of disposal of records. We will ensure that all records and information are held in a secure place and are only retrieved by or released to people who have a legal right to access this information. Our Service takes data integrity very seriously, we strive to ensure all records and data is protected from unauthorised access and that it is available to authorised persons when needed. This policy provides procedures to ensure data is stored, used and accessed in accordance with relevant policies and procedures- for example enrolment policy, CCS Account policy.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under National Law, Section 263, Early Childhood Services are required to comply with Australian privacy law which includes the *Privacy Act 1988* (the Act) aimed at protecting the privacy of individuals.

Schedule 1 of the *Privacy Act (1988)* includes 13 Australian Privacy Principles (APPs) which all services are required to apply. The APPs set out the standards, rights and legal obligations in relation to collecting, handling, holding and accessing personal information.

The Notifiable Data Breaches (NDB) scheme requires Early Childhood Services, Family Day Care Services, and Out of School Hours Care Services to provide notice to the Office of the Australian Information Commissioner (formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are 'likely' to result in 'serious harm'.

Businesses that suspect an eligible data breach may have occurred, must undertake a reasonable and expeditious assessment to determine if the data breach is likely to result in serious harm to any individual affected. A breach of an Australian Privacy Principle is viewed as an '*interference with the privacy of an individual*' and can lead to regulatory action and penalties.

(Source: OAIC Australian Privacy Principles)

Further information about the APPs is included in Appendix 1 of this policy.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure the FDC Service acts in accordance with the requirements of the Australian Privacy Principles and *Privacy Act 1988* by developing, reviewing, and implementing procedures and practices that identify:
 - the name and contact details of the FDC Service
 - what information the FDC Service collects and the source of information
 - why the information is collected
 - who will have access to information
 - collection, storage, use, disclosure, and disposal of personal information collected by the FDC Service
 - any law that requires the particular information to be collected
 - adequate and appropriate storage for personal information collected by the FDC Service
 - protection of personal information from unauthorised access.
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure and provided with a copy if required
- require new employees to sign a *Confidentiality Agreement* as part of their induction and orientation
- advise students, volunteers and visitors of their role to maintain confidentiality during induction
- ensure families are aware of the *Privacy and Confidentiality Policy*
- provide Staff and Educators with relevant information regarding changes to Australian privacy law and Service policy
- ensure all relevant staff understand the requirements under Australia's privacy law and Notifiable Data Breaches (NDB) scheme
- maintain currency with the Australian Privacy Principles (this may include delegating a staff member to oversee all privacy-related activities to ensure compliance).

- ensure personal information is protected in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012* and only authorised personnel have access to private and sensitive information
- ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations (See *Record Keeping and Retention Policy*)
- regularly back-up personal and sensitive data from computers to protect personal information collected
- ensure all computers are password protected and have security software- antivirus protection-installed
- ensure families are notified of the time particular records are required to be retained as per Education and Care Services National Regulations [regulation 183 (2)]
- ensure the appropriate and permitted use of images and videos of children, including obtaining written authorisation from parents and/or guardian of children who will be photographed or videoed by the service. The authorisation is to state the purpose for which the images and videos are to be used for and details regarding their publication or sharing.
- ensure families are aware that the use of images or videos obtained from the Service, via the Services app, Facebook page or other format are not to be shared by families on any device or social media platform. Families are not to share photographs or videos taken during special events for publishing on social media platform or sharing any other format
- ensure personal electronic devices including phones or other devices that are able to take images or videos, are not used in the children's environment
- ensure all staff, students, volunteers and visitors are aware of the banning of personal electronic devices within the children's environment, including phones or other devices that are able to take images or videos, upon employment or engagement
- ensure only devices that are issued by the Service are used to record and store images and videos of children
- develop procedures to ensure controls are in place over the storage, access and retention of children's images and videos at the Service, including hardcopy and digital files
- deal with privacy complaints promptly and in a consistent manner, following the FDC Service's *Dealing with Complaints Policy* and procedures
- ensure families only have access to the files and records of their own children
- refer to individual family court orders for guidance regarding access, sharing and release of information where required
- upon request from a parent, provide documents or information relating to their child
- ensure information given to Educators will be treated with respect and in a professional and confidential manner
- ensure individual child and staff files are stored in a locked and secure cabinet
- ensure information relating to staff employment will remain confidential and available only to the people directly involved with making personnel decisions
- ensure only necessary information regarding the children's day-to-day health and wellbeing is given to non-primary contact educators. For example, food allergy information
- ensure that information shared with the FDC Service or FDC educator by the family will be treated as confidential unless told otherwise

- ensure personal and sensitive information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation (Reg. 177(4A))
- complete a *Privacy Audit* every 12 months or following a breach of data to ensure the FDC service meets lawful obligations, identifies areas for improvement and to detect potential areas of breach in privacy law
- follow the *Privacy and Confidentiality Procedure* and complete a *Data Breach Response Record* following any breaches in data at the FDC Service
- establish policies and procedures regarding the use of CCTV within the FDC residence or approved venue, including the obligation to inform families, staff and visitors about the purpose and storage of CCTV images and videos, ensuring data is kept secure and accessed by authorised persons

THE EDUCATOR/EDUCATOR ASSISTANTS WILL:

- adhere to FDC Service policies and procedures, supporting management
- ensure volunteers and families are aware of the *Privacy and Confidentiality Policy*
- ensure documented information and photographs of children are kept secure but may be accessed at any time by the child's parents or guardian
- ensure service documentation and records remain at the FDC Service
- inform management if they learn of images of enrolled children being shared on social media or by any other format by families or staff that have been obtained via the Services' app, Facebook page or other format; or photos taken during special events by the FDC Service or families
- ensure parents or guardians only have access to the files and records of their own children (unless a court order prohibits access)
- treat private and confidential information with respect in a professional manner
- not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- ensure that information shared with us by the family will be treated as confidential unless told otherwise
- maintain individual and Service information and store documentation according to this policy at all times
- ensure personnel and sensitive information is not accessed by unauthorised persons
- not disclose or share information about an individual or Service, management, or other staff (unless authorised to do so by legislation)
- ensure passwords used to gain access to private and sensitive information are not shared with others
- ensure any media enquiries are directed to the approved provider or nominated supervisor.

FAMILIES WILL:

- be aware of the *Privacy and Confidentiality Policy* upon enrolment
- be aware of the *Family Conduct Guidelines* upon enrolment
- ensure all information provided to the Service is accurate and kept up to date

- be informed that access to documentation and personal information is limited to their own child/ren
- follow the *Dealing with Complaints Policy* regarding any complaints or concerns regarding privacy and confidentiality of private and sensitive information
- share information relating to individual family court orders or parenting plans with the Service and update these as required
- ensure they do not share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service
- not use or share images obtained from the FDC Service, via the Services app, Facebook pages or other format
- not share photographs taken during special events for publishing on any social media or for sharing in any format
- respect that staff are prohibited to share information about other children, families or staff members without expressed written consent to whom the information relates to.

AUSTRALIAN PRIVACY PRINCIPLES- PERSONAL INFORMATION

Bright Beginnings Family Day Care Centre 4811 766 13413 is committed to protecting personal information in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012*.

Personal information includes a broad range of information, or an opinion, that could identify an individual. Sensitive information is personal information that includes information or an opinion about a range of personal information that has a higher level of privacy protection than other personal information.

(Source: OAIC-Australian Privacy Laws, Privacy Act 1988)

Personal information will be collected and held securely and confidentially about you and your child to assist our Service provide quality education and care to your child whilst promoting and maintaining a child safe environment for all stakeholders.

Personal information our FDC Service may request regarding enrolled children:

- Child's name
- Gender
- Date of birth
- Address
- Birth Certificate
- Religion
- Language spoken at home
- Emergency contact details and persons authorised to collect individual children
- Children's health requirements
- Immunisation records- (Immunisation History Statement)
- Developmental records and summaries
- External agency information

- Custodial arrangements or parenting orders
- Incident reports
- Medication reports
- Child Care Subsidy information
- Medical records
- Permission forms – including permission to take and publish photographs, video, work samples
- Doctor's contact information
- Centrelink Customer Reference number (CRN)
- Dietary requirements

Personal information our Service may request regarding parents and guardians

- Parent/s full name
- Guardian/s full name
- Address
- Phone number (mobile & work)
- Email address
- Bank account or credit card detail for payments
- Centrelink Customer Reference number (CRN)
- Custody arrangements or parental agreement

Personal information our Service may request regarding staff, students and volunteers

- Personal details
- Tax information
- Banking details
- Working contract
- Emergency contact details
- Medical details
- Working With Children Check verification
- Educational Qualifications
- Medical history
- Resume
- Superannuation details
- Child Protection qualifications
- First Aid, Asthma and Anaphylaxis certificates
- Professional Development certificates
- PRODA related documents such as RA number and background checks

METHOD OF COLLECTION

Information is generally collected using standard forms at the time of enrolment.

Additional information may be provided to the FDC Service through email, surveys, telephone calls or other written communication.

Information may be collected online through the use of software such as CCS software or program

software

HOW WE PROTECT YOUR PERSONAL INFORMATION

To protect your personal and sensitive information, we maintain physical, technical and administrative safeguards as follows:

- All hard copies of information are stored in children's individual files in a locked cupboard.
- All computers used to store personal information are password protected. Each FDC educator and staff member will be provided with a unique username and password for access to CCS software and program software. Educators and staff will be advised not to share usernames and passwords.
- Access to personal and sensitive information is restricted to key personal only.
- Security software is installed on all computers and updated automatically when patches are released
- Data is regularly backed up on external drive and/or through a cloud storage solution
- Any notifiable breach to data is reported
- All staff are aware of the importance of confidentiality and maintaining the privacy and security of your information.
- Procedures are in place to ensure information is communicated to intended recipients only, example invoices and payment enquiries

ACCESS TO PERSONAL AND SENSITIVE INFORMATION

Personal and sensitive information about FDC educators, staff, families and children will be stored securely at all times. Families who have access to enrolment or program information online will be provided with a unique username and password. Families will be advised not to share username and passwords or photos shared within Facebook or other apps.

The approved provider will ensure that information kept in a child's record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates
- a parent of the child to whom the information relates, except in the case of information kept in a staff record
- the regulatory authority or an authorised office
- as expressly authorised, permitted or required to be given by or under any Act or law
- with the written consent of the person who provided the information (written consent may be withdrawn at any time).

Education and Care National Regulations (Reg. 178) specifically state personal information relating to the individuals listed below must not be disclosed or shared with a parent of a child enrolled at the Service without prior written consent of the person to whom the personal or sensitive information relates to:

- a parent of a child
- a person who is an emergency contact
- a person who is an authorised nominee
- a person who is authorised to consent to medical treatment
- a person who is authorised to authorise an educator to take a child outside the Service

- a person who is authorised to authorise transport

Individuals may withdraw their consent in writing prior to personal information being disclosed.

DISCLOSING PERSONAL AND SENSITIVE INFORMATION

Our FDC Service will only disclose personal or sensitive information to:

- a third-party provider with parent permission (for example CCS software provider)
- Child Protection Agency- Office of the Children's Guardian and Regulatory Authority as per our *Child Protection and Child Safe Environment Policies*
- as part of the purchase of our business asset with parental permission
- authorised officers (for example public health officer)
- the regulatory authority or an authorised officer
- as expressly authorised, permitted or required to be given by or required to be given by or under any Act or Law
- with the written consent of the person who provided the information (written consent may be withdrawn at any time).

If the FDC Service is transferred to a new approved provider, any records and documents will be transferred to the new approved provider following written consent from parents/guardians regarding the transfer and sharing of records and documents.

COMPLAINTS AND GRIEVANCES

If a parent, family member, child, employee or volunteer has a complaint or concern about our FDC Service, or they believe there has been a data breach of the Australian Privacy Principles, they are requested to contact the principal office/ approved provider so reasonable steps to investigate the complaint can be made and a response provided. [See: *Dealing with Complaints Policy*]

If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner on 1300 363 992 or:

https://forms.business.gov.au/smartforms/landing.htm?formCode=APC_PC

For any other general concerns, please contact the principal office/approved provider directly on:

(03)9302-1501

BREACH OF POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment, staff members who engage in unauthorised disclosure of confidential or sensitive personal information may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Privacy and Confidentiality Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Confidentiality Agreement Data Breach Response Plan Record Data Security Procedure and Checklist	Privacy Audit Privacy and Confidentiality Procedure Privacy Law Compliance Procedure
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APPENDIX 1-

The Australian Privacy Principles (APPs) outline:

- The open and transparent management of personal information, including having a privacy policy
- An individual having the option of transacting anonymously or using a pseudonym where practicable
- The collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection
- How personal information can be used and disclosed (including overseas)
- Maintaining the quality of personal information
- Keeping personal information secure
- Right for individuals to access and correct their personal information

The APPs place more stringent obligations on APP entities when they handle 'sensitive information'. Sensitive information is a type of personal information and includes information about an individual's:

- Health (including predictive genetic information)
- Racial or ethnic origin
- Political opinions
- Membership of a political association, professional or trade association or trade union
- Religious beliefs or affiliations
- Philosophical beliefs
- Sexual orientation or practices
- Criminal record
- Biometric information that is to be used for certain purposes
- Biometric templates.

Australian Privacy Principles (APPs)

APP 1 – Open and transparent management of personal information

Ensures that APP entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date APP privacy policy.

APP 2 – Anonymity and Pseudonymity

Requires APP entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.

APP 3 – Collection of solicited personal information

Outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

APP 4 – Dealing with unsolicited personal information

Outlines how APP entities must deal with unsolicited personal information.

APP 5 – Notification of the collection of personal information

Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.

APP 6 – Use or disclosure of personal information

Outlines the circumstances in which an APP entity may use or disclose personal information that it holds.

APP 7 – Direct marketing

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

APP 8 – Cross-order disclosure of personal information

Outlines the steps an APP entity must take to protect personal information before it is disclosed overseas.

APP 9 – Adoption, use or disclosure of government related identifiers

Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier or use or disclose a government related identifier of an individual.

APP 10 – Quality of personal information

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

APP 11 – Security of personal information

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

APP 12 – Access to personal information

Outlines an APP entity's obligations when an individual requests to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

APP 13 – Correction of personal information

Outlines an APP entity's obligations in relation to correcting the personal information it holds about individuals.

Source: Australian Government Office of the Australian Information Commissioner (OAIC)

<https://www.oaic.gov.au/privacy/>

SOURCES

Australian Children's Education & Care Quality Authority. (2014)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. *Child Care Provider Handbook* (2023)
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Office of the Australian Information Commission – Australian Privacy Principles:
<https://www.oaic.gov.au/privacy-law/privacy-act/australian-privacy-principles>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

[Privacy Act 1988](#).

Revised National Quality Standard. (2018).

UN General Assembly (1989) United Nations Convention of the Rights of a child

Victorian Government. [Child Information Sharing Scheme](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW MARCH 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2025
VERSION NUMBER	V14.03.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • sources checked for currency 		
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V13.03.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional information added re: sharing images obtained from Service's app or at events; staff use of personal electronic devices • information added about only disclosing personal information about a child to parents (unless a court order prohibits this) • regulation 178(4) information added to policy • breach of policy information added to policy • family responsibilities section added to policy • sources checked for currency 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEW REVIEW DATE
MARCH 2023	<ul style="list-style-type: none"> • annual policy maintenance • removal of Family Violence Information and Child Information 		MARCH 2024

	<p>Sharing Scheme reference. FDC are not prescribed ISEs</p> <ul style="list-style-type: none"> • hyperlinks checked and repaired as required • Continuous improvement section, Childcare Centre Desktop resources section added 	
SEPTEMBER 2022	<ul style="list-style-type: none"> • Update of Department name from Department of Education, Skills, and Employment to Department of Education • policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' • procedure removed (separate procedure available on Desktop) 	MARCH 2023

RECORD KEEPING AND RETENTION POLICY

The approved provider, nominated supervisor, coordinator and educators of the Family Day Care (FDC) Service are responsible for overseeing and ensuring records are maintained and stored in accordance with relevant legislation contained in the National Law and National Regulations, National Quality Standard and Family Assistance Law.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.162A	Child protection training
29	Condition on service approval—insurance
31	Condition on service approval—quality improvement plan

55	Quality improvement plans
56	Review and revision of quality improvement plans
74	Documenting of child assessments or evaluations for delivery of educational program
87	Incident, injury, trauma and illness record
92	Medication record
102	Authorisations for excursions
102D	Authorisations for service to transport children
116	Assessment of family day care residences and approved family day care venues
118	Educational leader
146	Staff Record – Nominated Supervisor (See Reg 154)
147	Staff record – Staff Members (See Reg 154)
149	Volunteers and students (See Reg 154)
153	Register of family day care educators, coordinators and assistants
154	Record of staff engaged or employed by family day care service
158	Children’s attendance record is to be kept by approved provider
159	Children’s attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
167	Record of service’s compliance
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173A	Prescribed information to be displayed— family day care service
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator

179	Family day care educator to provide documents on leaving service
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available
359A	Victoria - Programs for children over preschool age

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) (Administration) Act 1999
A New Tax System (Family Assistance) Act 1999	Work Health and Safety Act 2011
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy CCS Governance Policy Child Safe Environment Policy Child Protection Policy Dealing with Complaints Policy Delivery of Children to, and from EEC Service Premises Policy Enrolment Policy Excursion/Incursion Policy Governance Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy	Medical Conditions Policy Photograph Policy Professional Development Policy Privacy and Confidentiality Policy Responsible Person Policy Student and Volunteer Policy Supervision Policy Unexpected Death of a Child at the Service Policy Unexpected Death of a Staff / Educator at the Service Policy Visitor Policy
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PURPOSE

We aim to maintain and manage appropriate records in a private and confidential manner, working in accordance with legislative requirements and best practice.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, FDC educator assistants, families, students, volunteers and visitors of the Family Day Care Service.

IMPLEMENTATION

The approved provider is responsible for compliance with record keeping requirements in accordance with Education and Care Services National Law and National Regulations. To maintain approval for Child Care Subsidy, providers must also keep certain records in accordance with Family Assistance Law.

This policy encompasses requirements for National Law and National Regulations and Family Assistance Law. Records that are required for Family Assistance Law must be kept for **seven years** and are highlighted in **red**.

PRESCRIBED RECORDS TO BE KEPT BY APPROVED PROVIDER

The approved provider, nominated supervisor and management will ensure the following records are kept and retained in a safe and secure location at the Family Day Care (FDC) Service Principal office:

- complaints made to the provider, or to any of the services of the provider, relating to compliance with Family Assistance Law (**records must be kept for seven years**)
- children's attendance records (regardless of eligibility for Child Care Subsidy) (Regulation 158) (to be kept until the end of 3 years after the child's last attendance [Regulation 183] and for Family Assistance Law, **(records must be kept for seven years)**)
- record of any absences from care for all children (**regardless of eligibility for Child Care Subsidy-records must be kept for seven years**)
- statements or documents demonstrating that addition absence days in excess of the initial 42 absence days satisfy requirements (**records must be kept for seven years**)
- copies of invoices and receipts issued for the payment of childcare fees (**records must be kept for seven years**)
- the identifying number, expiry date and verification of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of coordinators, educators, educator assistants and any adult over 18 years residing in the FDC residence (**records must be kept for seven years**)

- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of students and volunteers to be kept until the end of 3 years after the last date the student or volunteer attended the service
- any evidence or information produced to obtain police checks and Working with Children Checks for personnel and to support any statements about these checks in an application for provider or service approval. These records are also required for Family Assistance Law (**records must be kept for seven years**)
- copies of all Statements of Entitlement issued and any statements issued to advise that there was a change of entitlement - Child Care Subsidy (records must be kept for seven years)
- written record of any notice given to a state or territory body about a child at risk of abuse or neglect (**records must be kept for seven years**)
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of the service (**records must be kept for seven years**)
- records of background checks for specified personnel who undertake actions related to the administration of CCS (**records must be kept for seven years**)
- educational leader records (Regulation 118) (*Further details below*)
- child assessments or evaluations for delivery of the educational program (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183])
- evidence about the development of the educational program for school age children is documented (regulation 274A, 289A, 298A, 325B, 345A, 359A, 373A) for services in NSW, NT, QLD, SA, TAS, VIC
- prescribed information clearly visible for families at the entrance of the FDC office and FDC residence or venue (reg 173A) (*Further details below*)
- an incident, injury, trauma and illness record (Regulation 87) (to be kept until child is 25 years [Reg. 183]) (*Further details below*)
- medication records (Reg. 92) (Keep until the end of 3 years after the child's last attendance [Reg. 183]) (*Further details below*)
- register of educators, coordinators and educator assistants (Reg. 153) (*Further details below*)
- record of staff and educators engaged or employed by the Service (Reg. 154) (*Further details below*)
- children's attendance records (Reg. 159) to be kept until the end of 3 years after the child's last attendance [Reg. 183]

- any record relating to the death of a child whilst being educated and cared for by the Service or as a result of an incident whilst being educated and cared for, until the end of 7 years after the death of a child.
- child enrolment records (Regs. 160, 161, 162) (to be kept until the end of 3 years after the child's last attendance [Reg. 183]) (*Further details below*)
- record of visitors (Reg. 165)
- record of volunteers and students (Reg. 149)
- records of the Responsible Person at the Service (Reg. 150 and National Law S162A)
- record of the Service's compliance with the Law (Reg. 167) (*Further details below*).
- record of assessments of Family Day Care residence or approved venues (including risk assessment) (Reg. 116)
- record of each nominated supervisor and any person in day-to-day charge of the Service (Reg. 146)
- PRODA RA Number (*for specified personnel- people managing or employed in child care in roles regarding the approval and operation of a service and permitted to undertake actions through the Child Care Subsidy System- Child Care Provider Handbook*)
- evidence of the current prescribed insurance for a family day care residence or venue (Reg. 180)
Current policy of insurance for public liability with a minimum cover of \$10 000 000 (Reg. 29)
- evidence and records of the Service Quality Improvement Plan (QIP), the QIP must be prepared within 3 months of the service opening. The QIP must be reviewed and revised at least annually or when requested by the regulatory authority. The QIP must be submitted to the regulatory authority upon request (Reg. 31, 55, 56)
- a copy of the Education and Care National Law and Regulations must be available and accessible at the service at all times for use by the Nominated Supervisor, staff members, volunteers, parents and any person seeking to make use of the service
- records identified as relevant to child safety and wellbeing (including child sexual abuse that has or is alleged to have occurred), are:
 - kept for at least 45 years
 - clear, objective and thorough
 - maintained in an indexed, logical and secure manner
 - retained and disposed of in a consistent manner.

[Note: this is a recommendation in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.]

- records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 25 years (recommendation not mandatory).

PRESCRIBED RECORDS TO BE KEPT BY THE FDC EDUCATOR

The following documents and records must be kept by the FDC educator in accordance with regulation 178. The FDC educator must provide these documents and records to the approved provider upon resignation. The FDC educator must ensure documents and records related listed below are made available to a parent of a child upon request.

- child assessments or evaluations for delivery of the educational program (Reg. 74) (to be kept for 3 years after the child's last day of attendance [Reg. 183])
- evaluations of the child's wellbeing, development and learning for school age children (Reg. 74) (to be kept for 3 years after the child's last day of attendance [Reg. 183]) for ACT services
- evidence about the development of the educational program for school age children is documented (reg. 274A, 289A, 298A, 325B, 345A, 359A, 373A) for services in NSW, NT, QLD, SA, TAS, VIC and WA (from July 1 2023)
- an incident, injury, trauma and illness record (Reg. 87) (to be kept until child is 25 years [Regulation 183]) (*Further details below*)
- medication records (Reg. 92) (Keep until the end of 3 years after the child's last attendance [Reg. 183]) (*Further details below*)
- children's attendance records (Reg. 159) to be kept until the end of 3 years after the child's last attendance [Reg. 183]
- child enrolment records (Reg. 160, 161, 162) (to be kept until the end of 3 years after the child's last attendance [Reg. 183]) (*Further details below*)
- record of visitors (Reg. 165)

RECORDS TO BE KEPT IN RELATION TO THE NOMINATED SUPERVISOR: (Reg: 146 and Law.

S162A)

- full name, address and date of birth
- evidence of any relevant qualifications held by the Nominated Supervisor
- if applicable, evidence that the Nominated Supervisor is actively working towards a qualification
- if this is the case, the following must be recorded:
 - Proof of enrolment
 - Documentary evidence that the Nominated Supervisor has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.

- For Nominated Supervisors who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.
- evidence of any approved training (including first aid training and Child Protection) completed by the Nominated Supervisor
- the identifying number and expiry date of a Working with Children Check (WWCC), and Australian National Police Check
- the date the check, card, record or registration was and the date this was verified and by whom
- PRODA RA Number
- evidence of the nominators written consent to the nomination
- evidence of Child Protection Training

RECORDS TO KEEP IN RELATION TO THE REGISTER OF FDC EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS (Reg: 153)

Information held on the register must be kept until the end of 3 years after the date on which the FDC educator, Coordinator or educator assistant ceased to be employed or engaged by or registered with the Service.

For the role of FDC educator, the register must include:

- the full name, address and date of birth of the educator
- contact details of the educator
- the address of the residence or approved FDC venue where the educator will be providing education and care to children as part of the Service, including a statement as to whether it is a residence or a venue
- the date that the educator was engaged by or registered with the FDC Service
- the date that the educator ceased to be engaged by or registered with the FDC Service (if applicable)
- the days and hours when the educator will usually be providing education and care to children as part of the FDC Service
- if the educator is an approved provider, the number of the provider approval and the date the approval was granted
- evidence of any relevant qualifications held by the FDC educator (educators must hold certificate III level or higher qualification)

- evidence that the educator:
 - holds a current approved first aid qualification
 - has completed current approved anaphylaxis management training and
 - has completed current approved emergency asthma management training
- evidence of any other training -completed by the educator.
- the identifying number and expiry date of a Working with Children Check (WWCC), and Australian National Police Check (or Teacher registration identification number if applicable)
- date the WWC check, card, record or registration was and the date this was verified and by whom
- PRODA RA Number
- for each child who is educated and cared for at the FDC service
 - the child's name and date of birth
 - the days and hours that the educator usually provides education and care to that child
- If applicable, a record of an approval granted in relation to the educator that includes the following information;
 - the nature of the exceptional circumstances described in regulation 124(6)
 - the date on which the approval was granted
 - the name of the person who granted the approval
 - for each child educated and cared for by the educator as part of the approval, the child's name and date of birth
 - the period during which the educator is approved to educate and care for more than 7 children, or more than 4 children who are preschool age or under, at any one time, in exceptional circumstances
- the full names and dates of birth of all persons aged 18 years and over who normally reside at the FDC residence
- the full names and dates of birth of all children under 18 years of age who normally reside at the FDC residence
- the identifying number and expiry date of a Working with Children Check (WWCC) for persons who normally reside at the FDC residence
- date the WWC check, card, record or registration was and the date this was verified and by whom
- evidence that the educator is adequately monitored and supervised by a FDC Coordinator including:
 - dates and times of any visits by the coordinator
 - dates and times of any telephone calls between the educator and Coordinator

- details of any correspondence or written materials provided to the educator by the coordinator

For the role of Coordinator, the register must include:

- the full name, address and date of birth of the coordinator
- contact details of the coordinator
- the date that the coordinator was employed or engaged by the Service
- the date that the coordinator ceased to be employed or engaged by the Service
- if the coordinator is an approved provider, the number approval number and date granted
- evidence of any relevant qualifications held by the coordinator- approved diploma level education and care qualification
- evidence of current Child Protection Training
- if the coordinator is providing education and care to children, evidence that the coordinator
 - holds a current approved first aid qualification
 - has completed current approved anaphylaxis management training and
 - has completed current approved emergency asthma management training
- evidence of any other training completed by the coordinator
- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record (or Teacher registration identification number, if applicable)
- the date the check, card, record or registration was and the date this was verified and by whom.

For the role of educator assistant, the register must include:

- the full name, address and date of birth of the educator assistant
- contact details of the educator assistant
- the name of the FDC educator to be assisted
- the address of the residence or approved FDC residence or venue
- the date that the educator assistant was engaged or registered with the Service
- the date that the educator assistant ceased to be engaged or registered with the Service
- evidence of any relevant qualifications held by the educator assistant
- evidence that the educator assistant
 - holds a current approved first aid qualification
 - has completed current approved anaphylaxis management training and
 - has completed current approved emergency asthma management training

- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record

RECORDS TO BE KEPT IN RELATION TO STAFF ENGAGED OR EMPLOYED BY THE FDC (Reg: 154)

The Approved Provider must keep a record of:

- the name of the person currently designated as the educational leader/Coordinator (in accordance with Regulation 118)
- in relation to a Nominated Supervisor, the information set out in Regulation 146
- in relation to each other staff member of the FDC service, the information set out in Regulation 147 and
- in relation to volunteers and students, the information set out in regulation 149.

RECORDS TO BE KEPT IN RELATION TO STUDENTS AND VOLUNTEERS: (Reg: 149)

- the full name, address and date of birth of each student or volunteer
- management must also keep a record for each day on which the student or volunteer participates in the FDC Service, the date and hours of participation
- the identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified.
- the days and hours the student or volunteer attended the FDC service

RECORDS TO BE KEPT IN RELATION TO VISITORS: (Reg: 165)

- the FDC Educator must keep a record of all visitors to the FDC residence or approved venue while children are being educated and cared for
- the record must include:
 - the name of each visitor
 - time of arrival and departure
 - signature of the visitor.

RECORDS TO BE KEPT IN RELATION TO CHILD ENROLMENT (Reg 160)

The Approved Provider and the FDC educator must keep an enrolment record that includes information set out in sub regulation (3) for each child educated and cared for by the educator. An enrolment record must include the following information:

- the full name, date of birth and address of the child-[birth certificate, passport, identity papers]

- the name, address and contact details of:
 - each known parent of the child
 - any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
 - any person who is an authorised nominee
 - any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child
 - any person who is authorised to authorise an educator to take the child outside the education and care service premises
 - any person who is authorised to authorise the education and care service to transport the child or arrange transportation for the child
 - details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child
 - details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person
 - gender of the child
 - language used in the child's home
 - cultural background of the child and parents
 - any special considerations for the child (e.g., cultural, religious, dietary requirements or additional needs)
 - authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:
 - medical treatment for the child from a registered medical practitioner, hospital or ambulance service
 - transportation of the child by any ambulance service
- authorisation to take the child on regular outings [Reg 102]
- authorisation for regular transportation of the child (if relevant) [Reg 102D (4)]

HEALTH INFORMATION TO BE KEPT IN ENROLMENT RECORD: (Reg: 162)

- the name, address and telephone number or the child's registered medical practitioner or medical service
- the child's Medicare number if available

- details of any specific healthcare needs of the child including any medical conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan
- details of any dietary restrictions for the child
- the immunisation status of the child
- a notation that states that a staff member or approved provider has sighted a child's health record

RECORDS TO BE KEPT IN RELATION TO ENROLLED CHILDREN: (Reg: 74)

- documentation relating to child assessments or evaluations for delivery of the education program, including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program
 - assessments of the child's progress against the outcomes of the educational program
- For each child over preschool age, educated and cared for by the FDC Educator further evidence is required as follows:
 - evidence of the development of the program for children over preschool age (SA, TAS, VIC from July 1 2023)

RECORDS TO BE KEPT IN RELATION TO INCIDENT, INJURY, TRAUMA AND ILLNESS: (Reg: 87)

A FDC educator must keep an incident, injury, trauma and illness record in accordance to this regulation. The approved provider must keep a copy of all records at the principal office.

- Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subject while being educated and cared for by the FDC educator. The following must be included:
 - the name and age of the child including date of birth
 - gender
 - the circumstances leading to the incident, injury or trauma
 - the time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
- Details of any illness, which becomes apparent while the child is being educated and cared for by the FDC educator. The following must be included:
 - the name and age of the child including date of birth

- gender
 - the relevant circumstances surrounding the child becoming ill and any apparent symptoms
 - temperature record and time temperature was taken
 - the time and date of the apparent onset of the illness
 - date child was last at the service
- Details of the action taken by the FDC educator in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the FDC educator. The following must be included:
 - any medication administered, or first aid provided
 - any medical personnel contacted
 - details of any person who witnessed the incident, injury or trauma including signature of witness
 - the name of any person who the education and care service notified or attempted to notify of any incident, injury trauma or illness a child has suffered while being educated and cared for by the FDC educator and the time and date of the notification and notification attempts
 - the name and signature of the person making an entry in the record and the time and date that the entry was made
 - signed and dated parent/guardian acknowledgement of record
- this record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred
- the record must show that a serious incident is entered into the [NQA IT System](#)

RECORDS TO BE KEPT IN RELATION TO MEDICATION: (Reg: 92, 95)

It is a legal requirement that FDC educators keep medication records that include details set out in National Regulation 92 (3) for each child being educated and cared for and for whom medication is to be administered.

- the name of the child
- the authorisation to administer medication (including self-administration is applicable) signed by a parent or a person named in the child's enrolment record as authorised to content to administration of medication
- the name of the medication to be administered
- the time and date the medication was last administered

- the time and date or the circumstance under which the medication should be next administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered
- If the medication is administered to the child:
 - the dosage that was administered.
 - the manner in which the medication was administered.
 - the name and signature of the person who administered the medication.
 - if another individual is required to check the dosage, the name and signature of that person.

RECORDS TO BE KEPT IN RELATION TO CHILDREN'S ATTENDANCE (Reg 159)

A FDC educator must keep a record of attendance that records:

- the full name of each child being educated and cared for at the FDC residence or approved FDC venue
- the date and time each child arrives and departs
- the signature of:
 - the person who delivers the child to the FDC residence or venue or collects the child from the residence or venue
 - if the signature of the person who delivers the child cannot be reasonably obtained, the family day care educator.

RECORDS TO BE KEPT IN RELATION TO THE FAMILY DAY CARE SERVICE'S COMPLIANCE WITH THE LAW (Reg: 167)

Details of any amendments of the Service Approval made by the Regulatory Authority including:

- the reason stated by the Regulatory Authority for the amendment
- the date on which the amendment took, or takes, effect
- the date (if any) that the amendment ceases to have effect
- details of any suspension of the service (other than a voluntary suspension) including:
 - the reason stated by the Regulatory Authority for the suspension
 - the date on which the suspension took, or takes, effect
 - the date that the suspension ends
 - details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:
 - the reason stated by the Regulatory Authority for issuing the direction or notice.

- the steps specified in the direction or notice
 - the date by which the steps specified must be taken.
- this information must not include any information that identifies any person other than the approved provider
- a record of certified supervisors placed in day-to-day charge of the education and care service.
- the Approved Provider must ensure that the documents referred to above in relation to a child enrolled at the Service are made available to a parent of the child on request. Accordingly, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.
- the record of compliance referred to above must be available for access on request by any person.

EVIDENCE OF PRESCRIBED INSURANCE: (Reg: 180)

A FDC educator must keep evidence of the educator's current public liability insurance at the FDC residence or FDC venue and make the evidence available for inspection by the Regulatory Authority or an authorised officer under the Law.

STORAGE OF RECORDS: (Reg: 183, 184)

Records made by our FDC Service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

Records related to an incident, illness, injury or trauma must be kept until the child is aged 25 years. If the record relates to the death of a child while being educated and cared for by the Service or as a result of an incident while being educated and cared for by the Service, the records must be kept for 7 years after the death.

In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the service.

All records required to maintain approval as listed in *Child Care Providers Handbook*, must be kept for **seven years**. Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded. (p. 56).

If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

CONFIDENTIALITY OF RECORDS (Reg: 177(4A), 181 and 182)

The approved provider, nominated supervisor, coordinator, educators, and educator assistants will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates
- a parent of the child to whom the information relates, except in the case of information kept in a staff record
- the Regulatory Authority or an authorised officer
- as expressly authorised, permitted or required to be given by or under any Act or law.
- with the written consent of the person who provided the information (reg 177(4C)).

PRESCRIBED INFORMATION TO BE DISPLAYED (Reg: 173A)

Details of the following information must be displayed at the main entrance of the FDC Office, FDC residence and approved venue:

- in relation to the provider approval:
 - the name of the approved provider
 - the provider approval number
 - any conditions on the provider approval
- in relation to the service approval:
 - the name of the education and care service
 - the service approval number
 - any conditions on the service approval
- the name of each nominated supervisor
- in relation to the rating of the service:
 - the current rating levels for each quality area stated in the National Quality Standard and
 - the overall rating of the service.
- in relation to any service waivers or temporary waivers held by the service, the details of the waivers including:
 - the elements of the NQS and the regulations that have been waived, and
 - the duration of the waiver, and
 - whether the waiver is a service waiver or a temporary waiver.
- the hours and days of operation of the FDC service office

- details to be displayed at the FDC residence or approved venue
 - hours and operation of the FDC residence or approved venue
 - for FDC residence: - diagram of the area or areas within the residence that are assessed, as part of an assessment conducted in accordance with Reg. 116, to be suitable for education and care provided to children
 - the diagram should include the existence of any water hazards, swimming pools or water features at or near the residence or venue
 - for FDC approved venue; a diagram of the venue
- the name and telephone number of the person at the education and care service to whom complaints may be addressed.
- the name and position of the responsible person in charge of the service at any given time
- the name of the educational leader at the service
- the contact details of the Regulatory Authority
- if applicable
 - a notice at the FDC approved residence or venue stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the FDC service approved venue and attends the FDC residence or venue
 - a notice stating that there has been an occurrence of an infectious disease at the FDC residence or FDC venue

THE SERVICE MUST ALSO DISPLAY:

- information relating to the educational program (Regulation 75)
- the weekly menu is displayed (Regulation 80)
- emergency and evacuation floor plans and instructions are displayed (Regulation 97 (4))
- the certificate issued by the regulatory authority displaying the current rating levels of the National Quality Standards and the overall rating of the service. If applicable display the certificate stating the highest rating level (ie excellent rating). (Regulation 173 (3))

ADDITIONAL RECORDS TO BE KEPT FOR FAMILY ASSISTANCE LAW: (if applicable)

The approved provider and FDC educators will ensure all required records are maintained and kept as outlined within the Childcare Provider Handbook (page 55).

- a Complying Written Agreement (CWA) for all enrolments registered to claim Child Care Subsidy (CCS). Updated CWAs must be signed if there are changes to the original enrolment conditions.
- documentation relating to an Additional Child Care Subsidy (ACCS) claim

- records will be kept documenting care provided to children who are relatives of the FDC educator, including a log to ensure care provided to children of a relative is less than 50% of children cared for across the fortnight
- a *Register of Care* record documenting care provided for another FDC educators child will be kept as required including details as outlined within the CCS Provider Handbook.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Record Keeping and Retention Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Record Keeping Audit	Record Keeping and Retention Checklist
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Appendix 1: Family Assistance Law

Family Assistance Law is a broad term that encompasses the following legislation:

[A New Tax System \(Family Assistance\) Act 1999](#)

[A New Tax System \(Family Assistance\) \(Administration\) Act 1999](#)

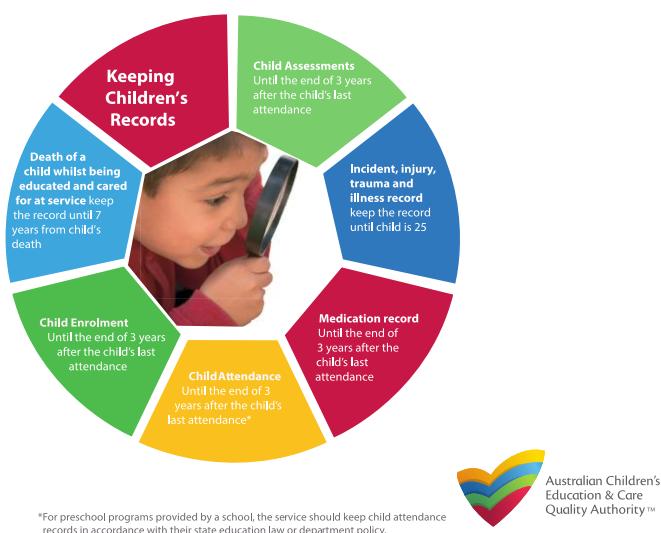
[Child Care Subsidy Minister's Rules 2017](#) (Minister's Rules)

[Child Care Subsidy Secretary's Rules 2017](#) (Secretary's Rules)

Any other instruments (including regulations) made under the [A New Tax System \(Family Assistance\) Act 1999](#) and the [A New Tax System \(Family Assistance\) \(Administration\) Act 1999](#)

Schedules 5 and 6 to the [A New Tax System \(Family Assistance and Related Measures\) Act 2000](#).

Appendix 2: ACECQA graphic image



<https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/Record keeping A4.pdf>

SOURCES

Australian Children's Education & Care Quality Authority. (2023). FDC Guidance NQF Review 2019. [Record Keeping in Family Day Care](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Protection of Personal Information](#).

Australian Children's Education & Care Quality Authority. (2023). [Updating Record Keeping Requirements to Support Child Protection](#).

Australian Government Department of Education [Child Care Provider Handbook](#) (October 2024)

Australian Government Department of the Officer of the Privacy Commissioner: www.privacy.gov.au

Australian Legal Information Institute: www.austlii.edu.au

Australian Taxation Office: www.ato.gov.au

Child Care Subsidy Secretary's Rules 2017.

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care National Regulations. (2011). (Amended 2023).

NSW Government Department of Community Services: www.community.nsw.gov.au

[NSW Office of the Children's Guardian](#)

Privacy Act 1988.

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	DECEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	DECEMBER 2024
VERSION	V02.12.24		
MODIFICATIONS	<ul style="list-style-type: none">• minor formatting edits within text• hyperlinks checked and repaired as required• links within sources updated		
POLICY REVIEWED	DECEMBER/JUNE 2023	NEXT REVIEW DATE	DECEMBER 2024
VERSION	V10.12.23		
MODIFICATIONS	<p>DECEMBER</p> <ul style="list-style-type: none">• annual policy review• additional information added re: NQF review changes for record keeping• sources updated as required <p>JUNE</p> <ul style="list-style-type: none">• minor formatting edits within text• hyperlinks checked and repaired as required• links within sources updated to• Policy updated in accordance with regulations 274A, 289A, 298A, 325B, 345A, 359A, 373A• Continuous Improvement/Reflection section added		

	<ul style="list-style-type: none"> Childcare Centre Desktop Resource section added 	
POLICY REVIEWED	PREVIOUS MODIFICATION	NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> Update of Department name from Department of Education, Skills, and Employment to Department of Education Additional regulation information included (Reg. 31, 55, 56, 185) policy maintenance minor formatting edits within text hyperlinks checked and repaired as required link to Western Australian Education and Care Services National Regulations added in 'Sources' 	DECEMBER 2023
DECEMBER 2021	<ul style="list-style-type: none"> Additional authorisations for transportation added- Reg 160 Additional section Health Information in enrolment record Deleted requirement for birth certificate Additional information to be displayed added ACECQA graphic added Sources checked 	DECEMBER 2022
AUGUST 2020	<ul style="list-style-type: none"> Update of Related Legislation Update of Related Policies Update of sources used within policy 	DECEMBER 2021
OCT-DEC 2020	<ul style="list-style-type: none"> additions in relation to enrolment records (Reg. 160) additional information related to police checks/ PRODA RA number evidence of prescribed insurance added (Reg. 180) 	DECEMBER 2020
MARCH 2020	<p>Inclusion of related Family Law regulations</p> <p>Additional records to be kept for Family Law and Child Care Subsidy</p> <p>Length of time records to be kept added</p> <p>Appendix added in relation to Family Law legislation</p>	DECEMBER 2020
DECEMBER 2019	<p>Added Related policies</p> <p>Records to be kept following death of a child in a Service</p>	DECEMBER 2020

	<p>Regulations added to sub sections</p> <p>Added heading: Records to be kept in relation to visitors</p>	
DECEMBER 2018	<p>Added FDC-specific regulations.</p> <p>Order of sections changed to reflect Regulation numbers.</p> <p>Added heading: <i>Prescribed records to be kept by approved provider</i></p> <p>Added regulation numbers to the <i>prescribed records</i> section.</p> <p>Deleted 'archive' definition at end.</p> <p>Sources/references corrected, updated, and alphabetised.</p> <p>Websites added to sources.</p> <p>Relevant CCS laws & reference added.</p>	DECEMBER 2019
SEPTEMBER 2017	New Policy for Family Day Care drafted	DECEMBER 2018

FRAUD PREVENTION POLICY

Child Care Subsidy (CCS) is intended to support families to meet the genuine cost of care provided for children. Most services and families adhere to their legal obligations; however, some individuals choose to engage in non-compliant, fraudulent or criminal behaviour. Family Assistance Law contains offence and civil penalty provisions for breaches of conditions of service approval. This policy is to be read in conjunction with the *Fraud and/or Corruption Prevention Procedure*.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
197	Modifications about financial matters
206	Modifications about financial matters
220	Modifications about financial matters

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) Act 1999
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES AND PROCEDURES

CCS Account Policy	Cyber Safety Policy
CCS Notifications Policy	Enrolment Policy
CCS Governance Policy	Fraud and Corruption Prevention Procedure
CCS Personnel Policy	Governance Policy
	Payment of Fees Policy

PURPOSE

Our Family Day Care (FDC) Service aims to comply with the Child Care Subsidy obligations outlined under Family Assistance Law and National Law to prevent fraud and corruption from occurring within the Service.

SCOPE

This policy applies to families, family day care educators, coordinators, staff, management and Approved Provider, Nominated Supervisor and visitors (including contractors) of the FDC Service.

DEFINITIONS

Corruption and fraud can be distinguished as unethical behaviour. The following definitions are based on those contained in the *Australian Standard for Fraud and Corruption Control*.

CORRUPTION

Dishonest activity in which a director, executive, manager, employee, contractor, volunteer or work experience student acts contrary to the interests of the FDC service and abuses his/her position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity.

FRAUD

An intentional act by one or more individuals involved in deception to obtain an unjust or illegal advantage.

IMPLEMENTATION

Our FDC Service is approved to administer Child Care Subsidy on behalf of eligible families. We take compliance with the law seriously and aim to meet the required conditions for continued approval to administer child care funding. We will work in collaboration with engaged family day care educators to maintain compliance with our legal obligations and conditions for continued approval.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:

- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Fraud Prevention Policy*

- ensure there is an effective fraud and corruption risk management procedure
- review and update the Service's *Fraud Prevention Policy* each year to ensure an awareness of fraud and corruption prevention strategies
- ensure employees and FDC educators follow service policies and procedures including the *Fraud and/or Corruption Prevention Procedure*
- ensure a clear understanding of the ramifications for fraudulent activity
- reinforce the commitment shared with the Department of Education to adhere to the Child Care Subsidy requirements
- ensure the appropriate administration of CCS payments
- provide parents with a Statement of Entitlement for CCS each fortnight including details for the sessions of care provided and the resulting fee reduction amounts
- articulate clear standards and procedures to encourage the prevention of fraud and corruption within the Service
- provide regular training to educators to assist in the identification of fraud and corruption
- reinforce the requirements for all employees to refrain from corrupt and fraudulent conduct
- ensure all CCS and ACCS payments are passed onto families as a fee reduction
- ensure any 3rd party payments are administered according to the CCS Provider Handbook
- ensure accurate records are kept regarding ACCS (Child Wellbeing) payments
- ensure all employees and FDC educators are fit and proper, and remain fit and proper, regarding matters involved in fraud, dishonesty, financial management and compliance with Family Assistance Law
- notify the Department of Education within 7 days regarding changes Persons with Management or Control, employees or FDC educators who are not deemed fit and proper to be involved in the administration of Child Care Subsidy (see *CCS Notification Policy*)
- notify the Department of Education within 7 days if a Person with Management or Control obtains an interest or where a conflict of interest might be reasonably be perceived to exist
- at all times act honestly with integrity
- report any individual or service that is not operating in a law-abiding way to the Department of Education (see details below)
- adhere to the correct procedure to ensure that all suspected fraudulent and corrupt activity is handled appropriately
- ensure staff and educators are not placed in a potentially difficult or compromising position
- provide notification to the Department of Education within seven days that
 - information in an enrolment notice has become incorrect, or

- information has become available that should have been included in the enrolment notice
- ensure variations to a Complying Written Arrangement (CWA) are in writing if that information becomes incorrect
- ensure the Department of Education is notified within the correct time frames when an enrolment for care at the Service ends
- keep and maintain records and submit information relating to the administration of CCS via CCS Software, including:
 - accurate enrolment records as per the *Enrolment Policy*
 - accurate session reports and attendance records to the Department of Education via CCS Software, within 14 days of the child's attendance indicating the session start and finish times, child's actual in and out attendance times, actual fees charged and amount the parent was liable to pay for the session of care
 - any variations to session reports up until 28 days after the start of the week to which the report relates to
 - notification of absences
 - records for additional absences, including keeping evidence of additional absences
 - vacancy information for the following week to the Department of Education through the CCS Software
 - payment of gap fee payments as collected by families (adjust to suit your service context)
 - any changes to service operating hours or closure periods
 - complaints relating to compliance with Family Assistance Law
- provide regular monitoring of FDC educators, including physical visits to the service, as per the *Monitoring, support and supervision of FDC educators and assistants Policy*
- ensure that all staff and FDC educators comply with their legal obligations and conditions for continued approval which includes:
 - ensuring the Approved Provider, FDC educators and relevant personnel are fit and proper, and remain fit and proper, persons to have a role in the receiving and passing on of Child Care Subsidy payments
 - ensuring background checks, including Working With Children Checks/Clearances (WWCC) and National Criminal Checks are carried out for all staff and FDC educators
 - ensuring relevant key personnel and FDC educators who are involved in administering Child Care Subsidy to families are registered with PRODA

- ensuring notification of any changes to relevant key personnel or Persons with Management or Control are submitted to the Department of Education within 7 days
- ensure the Department of Education has current and up to date details of the FDC service
- payments made by families are recorded promptly and receipts issued as per *Payment of Fees Policy*
- ensure all FDC educators are aware of service policies relating to caring for their own child/ren and child/ren of relatives, including:
 - ensuring care for child/ren of relatives do not exceed more than 50% of care provided across the week
 - ensuring CCS is not claimed for FDC educator child/ren by another FDC educator unless exemptions apply and records kept as required
 - maintaining records to determine care provided for relative's child/ren

FAMILY DAY CARE EDUCATORS WILL:

- assist with the review of the Service's *Fraud Prevention Policy* each year to ensure an awareness of fraud and corruption prevention strategies
- ensure service policies and procedures are followed at all times including the Fraud and/or Corruption Prevention Procedure
- at all times act honestly with integrity
- attend regular training to assist in the identification of fraud and corruption
- report any individual or service that is not operating in a law-abiding way or any suspicious activity relating to fraudulent activity to the Approved provider and/or Department of Education (see details below)
- ensure correct procedures are adhered to, to ensure that all suspected fraudulent and corrupt activity is reported appropriately
- keep accurate records and report the following information to the FDC Coordination Unit:
 - accurate session reports including session start and finish times and children's actual in and out attendance times
 - absences, including evidence of additional absences provided by families
 - any changes or variations to session reports
 - anticipated vacancy reports
 - any changes to operational hours or service closure periods
 - any complaints related to compliance with Family Assistance Law

- record all payments received from families, provide receipts for payments and reconcile payments within the CCS Software
- ensure a Working with Children Check/Clearance is maintained and advise the Approved Provider of any changes which may affect their WWCC status
- ensure policies and procedures are followed regarding caring for their own child/ren, including ensuring CCS is not claimed for their own child/ren and ensuring accurate records are maintained
- ensure policies and procedures are followed regarding caring for children who may be deemed relatives of the FDC educator, including ensuring relative children do not make up more than 50% of children cared for across the week
- ensure CCS is not claimed for other FDC educator children, unless exemptions apply and records are kept as required
- participate in monitoring visits conducted by the FDC Coordination Unit

FAMILIES WILL

- provide accurate documentation about their child upon enrolment at the FDC Service including:
 - birth certificate/ identity document
 - current immunisation statement from the Australian Immunisation Register
 - details of any court orders, parenting orders or parenting plans
- not provide false or misleading information related to claiming Additional Child Care Subsidy through Centrelink
- inform Centrelink of any changes to their or their partner's personal circumstances and check their information is up to date
- check their Statement of Entitlement provided by the Service to ensure correct information has been submitted on the sessions of care provided for their child, absence days, fees charged and how their CCS has offset those charges
- ensure invoices and receipts issued by the Service for payment of fees are correct
- check their notice of determinations of entitlement each quarter as provided by Centrelink
- notify the FDC Service if the child is related to the FDC educator, including niece or nephew, cousin or grandchild (including a great-grandchild)
- notify the FDC service if they are intending to operate as a FDC educator, note CCS cannot be claimed for FDC educator children on the same day the FDC educator (Parent of the child) also

provides care for a FDC service. Exceptions to this rule may apply and records must be kept according to the Childcare Provider Handbook.

FRAUD PREVENTION AND DETECTION IN RELATION TO CCS DATA

The Approved Provider and Nominated Supervisor will ensure all employees who administer CCS as a fee reduction to families are aware of Fraud Prevention strategies as outlined in the *Fraud and/or Corruption Prevention Procedure*. Our FDC Service and FDC educators accept the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law.

An internal audit regarding CCS payments will be completed by the Approved Provider each month to ensure payments received by the Australian Government recorded in the service bank account reconciles with the payments recorded in the CCS Software system.

Any Fraudulent activity relating to CCS is to be reported to the Approved Provider or directly to CCS via the CCS Tip-Off Line. The *Fraud Prevention and Corruption Procedure* outlines the details required when submitting concerns around the fraudulent use of CCS payments within our service. Payment for gap fee payments are collected from families and receipts are issued as per *Payment of Fees Policy*

Our FDC Service will follow the guidelines within the CCS handbook to ensure compliance of CCS payments and to ensure funding is processed and administered correctly. Our FDC Service will ensure all obligations under the *Family Assistance Law and A New Tax System (Family Assistance) (Administration) Act 1999* are met regarding setting of fees, ensuring the following:

- an individual is not charged more than the usual CCS hourly session fee, when the individual may be eligible for ACCS or who receives a prescribed payment
- families are not charged additional fees during a particular event or circumstance (for example during Covid or a service closure).

INTERNAL CONTROLS TO PREVENT FRAUD

Our FDC Service will use Harmony to ensure compliance of CCS payments to families.

CCS Software will be monitored by the Approved Provider to ensure data integrity and security is maintained by all staff who process CCS payments to families. The *CCS Compliance checklist* will be completed each month by the Approved Provider together with staff who use the CCS software to administer CCS payments to families. The *CCS Compliance Checklist* is an internal check used as a tool to identify incorrect data submissions and facilitate fraud prevention and detection within our FDC Service.

A Risk Assessment will be completed to identify any risk of fraud and corruption in line with processes

and procedures indicated within the *Fraud Prevention Policy* and the *Fraud and/or Corruption Prevention Procedure*. An action plan will be developed to put into place strategies and controls to minimise risk of Fraud and Corruption.

FDC educators are required to submit timesheets to the FDC Service each week, through the CCS Software. FDC educators must ensure that sessions reported are true and accurate records and match the attendance records. Session reports must reflect care provided. Any changes or variations to session reports are immediately reported by the FDC educator to the FDC Coordination Unit via email. The Approved Provider will submit any changes or variations to session reports within 28 days after the start of the week to which the report relates.

The following data will be checked to monitor for any anomalies when applying CCS as a fee reduction to families (as per CCS Compliance Checklist):

ENROLMENTS
All children have a completed enrolment form
An appropriate enrolment type is created for each enrolment
A Complying Written Agreement (CWA) has been signed by the family for each child claiming CCS.
The CWA states whether the enrolment pattern is Routine, Casual or Routine and Casual
An updated CWA is signed when changes have been made to fees or days of attendance
CWA has been documented in the child's enrolment file (either in hard copy or electronic form)
Enrolment notices have been submitted within 7 days of the child starting care
Enrolment end dates are submitted when a child ends care
A review of Enrolment Status has been conducted for each CWA enrolment and discussions held with families if applicable
ATTENDANCES
Session reports (Attendances) have been submitted within 14 days
Any adjustments regarding variation or withdrawal of attendances are completed within 28 days
A reason for any resubmits submitted after 28 days has been provided
Actual times of attendance has been submitted for each attendance
Families confirm absences through CCS Software (not mandatory)
Additional absences which met the criteria have been submitted and evidence held on file

Vacancies are submitted by 8pm Friday for the following week
Attendance records report care provided where the family incurred a genuine fee liability
Session reports submitted to CCS are cross referenced to attendance records
CCS PAYMENTS
Any discounts have been applied to full fees before CCS has been calculated
Any 3 rd Party Payment agreements have been arranged between the relevant 3 rd Party and have been invoiced accordingly
ISS Claims have been submitted within 60 days
CCS Payments have been cross referenced to CCS Software and/or PEP remittance reports
Invoices have been emailed directly to families each fortnight
A Statement of Entitlement has been emailed directly to families each fortnight
PERSONNEL
All staff who are undertaking actions relating to the administration of the CCS funding are registered with PRODA, including submission of enrolment notices, attendances and vacancies
Specified Personnel have been nominated for the service, are registered with PRODA and linked with the service
Any changes to Specified Personnel have been updated in the CCS Software and PRODA, including withdrawal of Provider Personnel no longer working at the service or new Provider Personnel working at the service
Any changes to Service Personnel have been updated in the CCS Software and PRODA, including withdrawal of Service Personnel no longer working at the service or new Service Personnel working at the service
The PRODA Device is reactivated every 6 months
Any changes to a person's Working with Children Check/Clearance status will be notified to the Department of Education within 7 days
A review of Specified or Service Personnel will be conducted on a regular basis to ensure the person continues to be a fit and proper person
RECORD KEEPING and NOTIFICATIONS
Records are kept for any complaints, including complaints relating to fees or CCS payments
Records are kept for evidence of Additional Absences

Records of invoices and Statement of Entitlements are kept
Records relating to a notice regarding a child at risk and ACCS applications are kept
CCS Application records are kept
Records relating to Provider and Service Personnel are kept, including police checks and working with children checks
Register of care for FDC Educators are kept
Any changes to Provider or Service Personnel are communicated to the Department of Education within 7 days
Any changes to service operations are communicated to the Department of Education within 14 days
The Department of Education has been notified of the cessation of operations no later than 42 days' notice or within 24 hours ceasing if circumstances are beyond the providers control
Changes to service contact information have been communicated to the Department of Education no later than 30 days
The Department of Education has been notified within 24 hours if the service enters administration or liquidation
THIRD PARTY SOFTWARE SECURITY
Each staff member and educator who is submitting data to CCS through CCMS Software has their own username and password linked to their PRODA account.
Usernames and Passwords used for CCMS Software have not been shared or compromised
Users Log out of CCMS Software each time to ensure security of information
Users of the CCMS Software are encouraged to change their password every 6 months
The Approved Provider will review staff log ins on a monthly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS.
The Approved Provider will review the privacy policy of the CCS software on a yearly basis or as required
The Approved Provider will review any potential threats to software security on a monthly basis.

ACTIONS USED TO DETECT AND IDENTIFY FRAUD

The Approved Provider will ensure the Nominated Supervisor, Coordinators, employees and FDC educators follow the *Fraud and/or Corruption Prevention Procedure*. The procedure will be used in conjunction with this policy to prevent, control and investigate any fraudulent activity which is in

breach of this policy and Family Assistance Law. The Approved Provider and all employees and FDC educators have a responsibility for the mitigation of fraud and/or corruption within the FDC Service.

TIP-OFF LINE

Information about any potential breach of Child Care Subsidy can be provided anonymously by contacting the Department of Education tip-off line on: 1800 664 231 or in writing through tipoffline@education.gov.au

REPORTING A BREACH OF REPORTABLE MATTER

Our FDC Service aims to foster a culture of transparency and accountability while supporting employees and educators to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the service to management including, but not limited to:

- breaches of the service code of conduct or service policies
- breaches of Education and Care Services National Law or Regulations
- breaches of legislation or law
- criminal activity
- corruption
- improper or misleading financial practices

Our FDC service will implement protective practices to ensure employees or educators identity is not compromised or disclosed, where applicable, following a report of a reportable matter including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation.

- if employees or educators become aware of a serious crime committed by another employee or educator, they are required to report it to management
- as mandatory reporters, all employees and educators must report possible risk of harm to children or young persons to management and/or Child Protection authority
- employees or educators will report any concerns they may have about inappropriate actions of any other employee or educator that involves children or young people to management
- management will report any allegations or child related misconduct as per their legislative requirements (this may include reporting the matter to the Police

<https://services-dffh.vic.gov.au/reporting-child-abuse>

DISCIPLINARY SYSTEMS

Where allegations of fraud are substantiated, the Approved Provider may be subject to penalties including recovering overpaid funds, cancelling the service approval, or pursuing a criminal fraud prosecution.

Employees and FDC educators may also be held responsible for certain breaches of the law including deception or by giving false or misleading information.

Consequences for committing or attempting fraud and/or corruption include:

- dismissal
- warnings
- repayment of misappropriation of funds

- referral to prosecution agencies

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Fraud Prevention Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Fraud and/or Corruption and Prevention Procedure

SOURCES

Australian Standard for Fraud and Corruption Control, AS 8001-2008

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education <https://www.education.gov.au/early-childhood>

Australian Government Department of Education. CCS Provider Handbook

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

Australian Government Department of Education Child Care Financial Integrity Strategy. (2019).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	OCTOBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	OCTOBER 2024
VERSION NUMBER	V07.10.24		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy review no major edits to policy sources updated as required 		
POLICY REVIEWED	JUNE/ OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V9.10.23		
MODIFICATIONS	<p>JUNE</p> <ul style="list-style-type: none"> Removal of Fraud Prevention Procedure information Additional section added regarding information of FDC educator responsibilities Additional information added regarding monitoring of FDC educators 		

	<ul style="list-style-type: none"> Additional information added regarding educator own children and children who are relatives of educators <p>OCTOBER</p> <ul style="list-style-type: none"> Additional information related to reporting a breach of a reportable matter Third Party Software information added to internal controls to prevent fraud section continuous improvement section added Childcare Centre Desktop Resource section added 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> Update of Department name from DESE to Department of Education Additional information added regarding Risk Assessments and processes/procedures for detecting fraud Additional information added regarding Action Plans to control and minimise risks and vulnerability minor formatting edits within text hyperlinks checked and repaired as required link to Western Australian Education and Care Services National Regulations added in 'Sources' 	OCTOBER 2023
JANUARY 2022	<ul style="list-style-type: none"> updated information re: submitting time sheets to FDC Service principal office for CCS 	OCTOBER 2022
NOVEMBER 2021	<ul style="list-style-type: none"> Updated any reference to Department to DESE 	OCTOBER 2022
AUGUST 2021	<ul style="list-style-type: none"> Update of Related Legislation Update of Related Policies Update of links within policy 	OCTOBER 2022
JUNE 2021	<ul style="list-style-type: none"> Information added and terminology amended to more closely align with CCS application recommendations (Pages 4 & 5) 	OCTOBER 2021
DECEMBER 2020	<ul style="list-style-type: none"> Fraud prevention and detection to CCS data added Internal Controls to Prevent Fraud added 	OCTOBER 2021
OCTOBER 2020	Fraud Prevention Policy for FDC drafted	OCTOBER 2021

ENROLMENT POLICY

Enrolment and orientation are an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Family Day Care Service and engaged Family Day Care educators. Such partnerships enable the Family Day Care Service, FDC educators and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Family Day Care Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases

90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care
173	Prescribed information is to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
181	Confidentiality of records kept by approved provider
182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
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Disability Discrimination Act 1992	A New Tax System (Family Assistance) Act 1999
Child Care Subsidy Minister's Rules 2017	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Family Communication Policy
Additional Needs Policy	Immunisation Policy
CCS Governance Policy	Incident, Injury, Trauma and Illness Policy
Children's Belongings Policy	Interactions with Children, Family and Staff policy
Children in the Workplace Policy	Medical Conditions Policy
Dealing with Infectious Diseases Policy	Orientation of Families Policy
Dealing with Complaints Policy	Payment of Fees Policy
Delivery of children to and collection from Education and Care Service Premises Policy	Privacy and Confidentiality Policy
Excursions/Incursion Policy	Record Keeping and Retention Policy
Emergency Evacuation Policy	Safe Transportation Policy
	Sun Safety Policy
	Withdrawal of a Child Policy

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Family Day Care Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the Family Day Care Service.

ENROLMENT

According to the Child Care Provider Handbook (May 2023) '*enrolling children is a requirement under Family Assistance Law for all children who attend childcare (or have an arrangement for care) regardless of their parent's or guardian's eligibility for Child Care Subsidy...An enrolment links the child, the individual claiming the subsidy and the childcare service.*' An enrolment notice is required for each child attending the service. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.

IMPLEMENTATION

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for enrolment and orientation (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Our FDC Service accepts enrolments of children aged between 6 weeks-12 years of age.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity for each family day care educator engaged
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained.

The Family Day Care Service recognises the educator as an agent for the Service in relation to the enrolment of children into the Service as permitted by National Education and Care Services Regulations and provide an efficient enrolment procedure that is clear and unambiguous to Family Day Care educators and families.

PRIORITY OF ACCESS

Our FDC Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- At risk of serious abuse or neglect
- A child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to prioritise children). CCS Handbook p.35

ENROLMENT

When a family has indicated their interest in enrolling their child in our Family Day Care Service, we will organise an enrolment meeting to share information and build relationships.

- Families will be provided with a range of information about our Family Day Care Service which may include:
 - the service philosophy, inclusion, programming methods, incursions, excursions, fees, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for Victoria, signing in and out procedure, the Early Years Learning Framework (EYLF), the National Quality Framework, FDC educator qualifications, educator and parent communication strategies.
- Enrolment interviews with families will be conducted by the coordination team
- Families will be provided with information and referral to FDC educators who may be available for their care needs
- A mutually convenient time will be organised to visit the FDC residence for an enrolment interview (Families may be encouraged to meet with several educators in their area who have current vacancies).
- Any matters that are of a sensitive nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the coordination team. Families will be required to bring any documents required in relation to court orders, medical needs or plans.
- Families will complete the enrolment form informing the coordination team of their child's interests, strengths and individual needs- (e.g.: settling strategies for young children; before and after school needs)

- Families are required to pay an enrolment fee and two-week bond which is calculated at full fee to secure the position. Failure to pay the upfront fees will lead to the child not being accepted. When 2 weeks' notice of withdrawal is given, the bond will be refunded if all accounts are up to date.
- Families are invited to ask questions and seek any further information they require
- Families will be provided with a Family Handbook
- Families will be provided with vacancies, a start date and a suitable time for the child to be orientated to the FDC educator's residence/venue
- If a family or child uses English as a second language or speak another language at home, we request that at this time families provide us with some key words in the language/s the child speaks so that the FDC educator can learn the words
- Families who wish to receive CCS as reduced fees must apply for CCS through the myGov website/app, this includes completing the Child Care Subsidy activity test.
- Information about gap fees and absences will be discussed.
- It is a legal requirement that prior to the child starting at the FDC Service we have all required documents including
 - the completed enrolment form
 - medical management plans (if relevant) completed by the child's general practitioner
 - a current Immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date with immunisations for their age *and*
 - details of any court orders, parenting orders or parenting plans
- It is a requirement of the Family Assistance Office that immunisation information held by the FDC Service is kept current. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare subsidy.
- Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). Some exemptions apply; however families are advised that vaccination conscientious objection is not a valid exemption.
- Parents must notify the Service if their child is not up to date with their immunisations for their age via the enrolment form and attach the required documentation on their AIR immunisation history statement
- National and state legislation in relation to immunisation for childcare
- (Victoria) To have an enrolment confirmed for a child in long day care, kindergarten, family day care or occasional care, parents/carers have to provide the service with a current immunisation history statement to show the child is up to date with all vaccinations that are due for their age.
- Unborn children may be placed on the waiting list to avoid the unfair allocation of places that may occur if children can only be placed on the list after birth. If an unborn child is placed on the waiting list, the family must advise the Service of the expected birth date. It is the responsibility of the parent to inform the coordination team of the name and date of birth of the child within three months after the expected birth date. If this information is not provided, then the child and family details will be removed from the list.
- It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.

ENROLMENT PACK

Families will be provided with an enrolment pack which consists of:

- Family Handbook which outlines the FDC Service's operation and philosophy

- current fee structure and payment details
- Child Care Subsidy information
- Information on the National Quality Framework, National Quality Standard and the approved frameworks- Early Years Learning Framework and My Time, Our Place
- ECA Code of Ethics brochure
- Lunchbox and Snack ideas
- Munch and Move Fact Sheets

FAMILIES WILL BE ASKED TO PROVIDE THE FOLLOWING INFORMATION FOR ENROLMENT OF THEIR CHILD:

1. Full name/s of parent/s (or the person legally responsible for the care of the child) residential address and contact telephone number
2. Each parent's occupation
3. The full name, residential address and contact telephone number of a person or persons, authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)
4. The full name, residential address and contact telephone number of any person authorised by the parent to collect the child from the FDC educator's residence (authorised nominee)
5. Full name of the child
6. Child's date of birth
7. Child's birth certificate or passport or identity document
8. Child's residency status
9. Child's address
10. Gender of the child
11. Cultural background of the child
12. Provision of care – if care will be a routine and/or casual etc.
13. Session start and end times
14. Complying Written Agreement including fee information
15. Immunisation History Statement
16. Any court orders or parenting agreements regarding the child
17. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language
18. Any special requirements of the family, including for example cultural or religious requirements
19. The individual needs of a child with a disability or with other additional needs
20. A statement/authorisation indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child
21. Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or FDC educator to seek:
 - medical treatment for the child from a registered practitioner, hospital or ambulance service
 - transportation of the child by an ambulance service
22. Child's Medicare number (if available)
23. Specific healthcare needs of the child, including allergies and intolerances

24. Any medical management plan for a specific severe healthcare need, medical condition, or allergy, such as an Anaphylaxis Emergency Management Plan or Risk Minimisation Plan.
25. Details of any dietary restrictions for the child
26. The name, address and telephone number of the child's doctor
27. Authorisation for regular occurring transportation and regular outings/excursions
28. CRN for child and claimant

ORIENTATION OF THE SERVICE

During parent interviews and orientation of the Family Day Care residence with their FDC Educator and Coordinator, families will:

- be provided with the enrolment form to be completed or shown how to complete this through an online platform
- have Child Care Subsidy (CCS) explained to families and assistance may be offered to assist with the application process.
- be provided with an outline of the Service policies which will include key policies such as: Payment of fees, Sun Safe, Incident, Injury, Trauma and Illness, Control of infectious diseases, Sick child policy and Administration of Medication
- be shown the signing in/out process at the FDC residence
- be advised of appropriate clothing for children to wear each day, including shoes, hats and sunscreen
- be informed about policies regarding children bringing in toys from home
- be introduced to the FDC educator assistant (if applicable)
- be taken on a tour around the residence or venue
- be asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)
- be informed of the daily report and how parents can view this or informed about the online platform/App the FDC service may use
- be introduced to the routine and educational program, including portfolios and the observation cycle
- be informed about communication strategies including meetings, interviews, newsletters, emails, etc.
- be given the opportunity to set goals for their child
- confirm preferred method of communication
- be advised that it is their responsibility to notify the FDC educator of any changes to their current details on enrolment forms (e.g.: new phone numbers)

THE APPROVED PROVIDER/MANAGEMENT/COORDINATION TEAM WILL ENSURE:

- enrolment form is completed accurately and, in its entirety
- document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct
- authorisations are signed by both parents/guardians
- the FDC Service complies with the *Disability Discrimination Act* and our enrolment policy and practices do not discriminate against children or others with disability

- barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in the Service [See: *Additional Needs Policy*]
- a child with medical needs does not begin at the service unless a medical management plan is received and medication is brought to the service each day
- the child's Medical Management Plan is recorded, and this information is shared/distributed to the FDC educator
- Action Plans are completed in full (if relevant)
- Administration of Medication forms are completed (if relevant)
- the Medical Conditions Policy is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at the Service
- Risk Minimisation Plans and Communication Plans are requested/completed with parents/guardians for children with medical needs
- FDC educator/educator Assistants are aware of the new child including any medical conditions, interests, developmental needs, and strengths
- immunisation history statement and birth certificate have been sighted and photocopied
- the child is added to the Observation cycle
- the enrolment is lodged through Harmony or PEP with Department of Education
- a file for the Child's information is created
- contact is made with families to share details on how the child is settling to care during the first few weeks
- families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process.

FAMILY DAY CARE EDUCATORS WILL:

- ensure an enrolment record is kept for each child which contains all the information set out in regulation 160 including all required authorisations relating to medical treatment, regular outings and transportation and health information
- keep prescribed enrolment and other documents including medication record and children's attendance records
- keep all records confidential

FAMILIES WILL:

- complete all documentation required by the FDC Service for enrolment
- provide required authorisations as indicated on enrolment form
- notify the FDC Service of any specific health care needs of the child, including medical conditions and allergies and provide a medical management plan for child if applicable
- ensure all information about the child and family is kept up to date

CHILD CARE SUBSIDY

Child Care Subsidy (CCS) offers assistance to families to help with the cost of childcare for children aged 0-13 years. There are three factors that determine a family's level of CCS. These are:

- Combined annual family income

- [Activity test](#) – the activity level of both parents
- [Service type](#) – type of child care service and whether the child attends school Documentation may be required such as Australian driver licence, Australian passport, Foreign passport, Australian birth certificate, Australian Marriage certificate, Australian citizenship certificate
- Families are provided with a Customer Reference Number (CRN)
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their childcare fees and pay the Service the difference between the fee charged and the subsidy amount- generally called the ‘gap fee’
- Families may also be eligible for [Additional Child Care Subsidy](#) depending upon their circumstance

FDC EDUCATORS PROVIDING CARE FOR THEIR OWN CHILD/REN OR CHILD/REN OF RELATIVES

There are rules around providing care for FDC educator’s own child or children and children of relatives including nieces, nephews, cousins and grandchildren (including great grandchildren).

- Our FDC Service will ensure an enrolment form is completed for FDC educator’s own child (best practice) or children of relatives
- The enrolment form and CWA will ask if the child is related to the FDC educator
- Attendance records will also be maintained for educator’s own child or children (if the child/ren is not cared for by another adult within the premises) and any child who is a relation of the FDC educator. Attendance records must be updated within 14 days after the end of each week in which care was provided.
- FDC educators are unable to claim CCS or ACCS for their own children or any siblings of the FDC educator. Limited exemptions to this rule apply see the Childcare Provider Handbook for further information.
- FDC educators must ensure care provided to children of a relative is less than 50% of children cared for across the fortnight
- Each FDC educator will sign an acknowledgement stating they are aware of the requirements and limitations around providing care to their own children or to relatives.
- FDC educators are to confirm on a regular basis that they are not in breach of the requirement
- The service will maintain and keep a register of care which details care provided by an educator within the FDC Service whose child or whose partners child is, on the same day, being provided care by another FDC educator, including where the other FDC educator works for the same or a different FDC service.
- This register is updated within 14 days after the end of each week in which care was provided

COMPLYING WRITTEN ARRANGEMENT

The Provider and Parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a *Complying Written Arrangement* (CWA) and is an agreement to provide care in return for fees.

- The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider.
- The CWA must include the following information:
 - the names and contact details of the provider and the individual(s)
 - the date the arrangement starts

- the name and date of birth of the child (or children)
 - if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur
 - the usual start and end times for these sessions of care
 - whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)
 - details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time.
- Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA.
- An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance.
- Once the provider submits an enrolment notice the family will be asked to confirm the enrolment through their myGov account.

ADDITIONAL CHILDCARE SUBSIDY PROCEDURE

Our Service will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)

- Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly
- The provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect
- Once a child has been identified as ‘at risk’ the FDC service will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)
- If the FDC Service deems the child is eligible for ACCS the FDC Service will submit an initial ACCS Certificate for a 6-week period.
- The FDC Service needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate
- If further ACCS (Child Wellbeing) is required following the initial 6-week certificate the service may apply for a Determination for a period of up to 13 weeks.
- Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency
- Following an application for an ACCS 12-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider’s view that the child continues to be ‘at risk’
- If the child continues to be ‘at risk; after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

ENROLMENT RECORD KEEPING

Our *Record Keeping Policy* outlines the information and authorisations that we will include in all child enrolment records.

ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist both parents and the child. Parents will be reassured that they are able to stay with their child for as long as they choose in the early days; speak to their child's FDC educator; contact the FDC educator during the day to 'check' in on their child and request help with separation if this is a problem for their child.

On the first day, the child and their family will be welcomed and shown where or how to sign their child in/out of the FDC educator's residence or approved venue

- The FDC educator will discuss what is happening during the day and show where the child's locker is located
- Information about collecting their child at the end of the day will be discussed
- the FDC educators will ensure information about the child's first day is shared with parents (through online APP or daybook)
- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

CONTINUOUS IMPROVEMENT

Our *Enrolment Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Enrolment letter to parents Enrolment form Enrolment checklist Notification of changes to enrolment	Enrolment Information Update Form Enrolment Procedure Enrolment Waitlist Letter Register of Care Related Children Termination of Enrolment Policy
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SOURCE

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2021). Policy and procedure guidelines. *Enrolment and Orientation*.

ACECQA. (2022). The Disability Discrimination Act: [What do Children's Education and Care Services Need to Know?](#)

Australian Government Department of Education.(2022) Child Care Provider handbook

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

Australian Government Department of Education. (2021) Guide to Additional Child Care Subsidy (child wellbeing)

<https://www.education.gov.au/child-care-package/resources/guide-accs-child-wellbeing> Australian Government

Services Australia <https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>

Australian Government Guide to Social Policy Law. Family Assistance Guide Immunisation- approved exemptions (FTB). <https://guides.dss.gov.au/family-assistance-guide/2/1/3/40>

Department of Human Services (Centrelink):

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Government of Western Australia. Department of Health. (2021). Western Australian Immunisation

Requirements. Guidelines for persons in charge of child care services, community kindergartens and schools.

National Centre for Immunisation Research and Surveillance. (2021). No Jab No Play, No Jab No Pay

<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

NSW Government Health. (2019). Questions and answers about vaccination requirements for child care:

https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

Revised National Quality Standard. (2018).

Victoria State Government. Requirements for all early childhood services.

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/requalservices.aspx>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V6.09.24		
MODIFICATIONS	<ul style="list-style-type: none">• A hyperlinks checked and repaired as required• Annual policy review• minor formatting edits within text		
POLICY REVIEWED	SEP/MARCH 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V15.09.23		
MODIFICATIONS	<p>SEP</p> <ul style="list-style-type: none">• Annual policy review• Update of related legislation <p>MARCH</p> <ul style="list-style-type: none">• Additional statement added to role of AP and Coordination unit re: children with disability and compliance with Disability Discrimination Act 1992• Legal requirement for families to provide birth certificate/passport deleted• Added that evidence such as birth certificate/passport will be sighted to verify child's enrolment details• Additional section added re: enrolment of FDC educator's own child or child/ren who are related to FDC educator• Child Care Centre Desktop related resources added• Continuous Improvement/Reflection section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

SETEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in ‘Sources’ • minor formatting edits within text • hyperlinks checked and repaired as required • update of name change from DESE to Department of Education • links within policy updated from DESE.gov.au to education.gov.au 	SETEMBER 2023
SETEMBER 2021	<ul style="list-style-type: none"> • Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(August 2021) • Additional information re: immunisation requirements for each state/territory. Services to delete information that is not relevant to their service. • Additional sections added for FDC educators and families • Further information regarding Additional Child Care Subsidy included • Checked and updated links used within policy • Updated Related Policies 	SETEMBER 2022
OCTOBER 2020	<ul style="list-style-type: none"> • Family Law inclusions • Additional section related to CWA and ACCS 	SETEMBER 2021
JUNE 2020	<p>resumption of CCS and ACCS from 13 July 2020</p> <ul style="list-style-type: none"> • additional information included about enrolment, CCS application process, Activity Test, Complying Written Arrangement (CWA), and immunisation requirements • rewording of some content • deleted sections that were repetitive • order changed for some items required for the enrolment of the child 	SETEMBER 2021
SETEMBER 2019	<ul style="list-style-type: none"> • Priority Access Guidelines removed- new information added • Sentences reworded/refined • Additional information added • Points re-ordered for better flow 	SETEMBER 2020

	<ul style="list-style-type: none"> • Sources/references corrected, updated, and alphabetised • References to 'conscientious objection' updated • New reference/source added • Related policies alphabetised 	
SEPTEMBER 2018	<ul style="list-style-type: none"> • Additional information added in regards to child care subsidy requirements 	SEPTEMBER 2019
MARCH 2018	<ul style="list-style-type: none"> • Modifications made to update information relating to Child Care Subsidy changes 	MARCH 2019
DECEMBER 2017	<ul style="list-style-type: none"> • Modifications made to comply with National Quality Standard and notice of change to child care rebate and benefits 	MARCH 2018
MARCH 2017	<ul style="list-style-type: none"> • Modifications made to adhere to Family Day Care Service 	MARCH 2018

ORIENTATION OF FAMILIES POLICY

Enrolment and orientation to a Family Day Care (FDC) Service is an exciting and sometimes, an emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families, the FDC Service, our Family Day educators, and importantly, trust with the child. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the FDC Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Code of Conduct Policy Delivery of Children to, and Collection from EEC Service Premises Policy	Incident, Injury, Trauma and Illness Policy Payment of Fees Policy Privacy and Confidentiality Policy Safe Arrival of Children Policy Photograph Policy Dealing with Complaints Policy
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PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the FDC Service positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the FDC Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, educators, educator assistants, management, approved provider, nominated supervisor and visitors of the FDC Service.

IMPLEMENTATION

Orientation is an important process for children, families, educators/educator assistants and the FDC Service to gain vital information about the individual child's needs, interests, and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit or visits assist the child to adjust to a new setting and helps to make the transition from home to the Family Day Care residence/or venue a smooth and positive experience.

ORIENTATION OF THE FAMILY DAY CARE SERVICE

Prior to an orientation visit, the FDC coordinator unit will discuss the following to gain a better understanding in supporting the family:

- the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- the family's needs in relation to work or other commitments

- the hours care will be required (including weekend or after hours care)
- the family's previous knowledge or experience of other children's services, including Family Day Care Services
- any additional needs of the child and/or their family
- any court orders or parenting orders that are applicable to the child
- information about the FDC Service philosophy and curriculum
- the child's interests
- family goals and expectations
- strategies to help settle into the Family Day Care Setting
- any allergies or dietary needs of the child
- emergency or health care plans for the child if relevant
- the Family Day Care Service routines

THE APPROVED PROVIDER/MANAGEMENT/COORDINATOR WILL:

- ensure educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Orientation of Families Policy*
- provide information about suitable FDC educators for their child to parents/family
- organise orientation visits to FDC educator's residence and provide information about:
 - the name of the FDC educator and educator assistant (if relevant)
 - directions to the service residence
 - where to park
 - suggested dates and time to visit
- follow up parents after orientation visit and proceed with the enrolment process OR offer alternative orientation visits to other FDC educators
- ensure the orientation process is well organised, flexible and informative
- provide opportunities for the child and family to visit the FDC residence/or venue and familiarise themselves with the environment. The child may be invited to participate in the activities and experiences if they feel comfortable.
- ensure the FDC educator creates a welcoming environment and interact positively with the child and family
- respect the child and family at all times, acknowledging the individuality of each parenting style
- encourage families to ring, email or visit the FDC educator or service as often as they like when their child has commenced care
- reassure families that if their child is distressed over a long period of time during orientation and transition to care, the FDC educator will contact them
- contact support agencies for children with additional needs to assist in transition
- encourage families to provide feedback about the orientation process
- ensure families are informed that critical information from their child's enrolment form is communicated with FDC educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant)
- provide families with a list of documents that will be required for enrolment- (birth certificates, immunisation records, relevant court orders, parenting orders etc).

EDUCATORS/EDUCATOR ASSISTANTS WILL:

- greet children and families upon arrival
- discuss with families the best transition process for their child
- reassure families that they will phone parents if the child remains distressed
- encourage families to stay as long as they need to in order to reassure their child
- seek information about the child and family throughout the orientation process
- discuss suggestions for developing a routine to say goodbye to their child each day
- create a welcoming and inviting environment
- invite families to FDC play-sessions and other opportunities to connect with a larger group of families with young children in their area

DURING THE PRE-ENROLMENT AND/OR ORIENTATION OF THE FAMILY DAY CARE SERVICE FAMILIES WILL BE:

- provided with an enrolment form to be completed (assistance to complete this form is available if required)
- provided with an outline of the FDC policies which will include fee payment, sun safety, incident, injury, trauma or illness and medical authorisation
- provided with information about Child Care Subsidy (CCS) and [myGov website](#)
- provided with a Family Handbook
- asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Record
- advised of the enrolment fee and bond
- shown the signing in/out process
- advised of appropriate clothing for the child to wear including appropriate shoes
- advised of what the child will be required to bring each day
- informed about policies regarding children bringing in toys from home
- informed about wearing sun safe hats and application of sunscreen.
- required to discuss medical management plan and allergies (if applicable)
- introduced to the routine and educational program. This includes portfolios (if applicable) and the observation cycle.
- informed about FDC Service communication methods including meetings, interviews, newsletters, emails etc. (Whats App groups & Harmony)
- able to set family goals for their child
- asked to confirm their preferred method of communication
- taken on a tour around the FDC residence
- invited to visit the FDC residence on other occasions to assist in the orientation process.

EVALUATION AND FOLLOW UP

Once the child has attended the FDC Service for a few days, the educator will ensure they:

- speak directly with the family to ask how their child and the family has settled into the routine of childcare
- welcome any questions or concerns the family may have
- provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.)

- request families to offer suggestions of how the FDC Service could improve the orientation process
- request families to complete the Orientation Satisfaction Survey for New Families

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Orientation of Families Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Family Conduct Guidelines Family Handbook	Orientation Satisfaction Survey for New Parents
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SOURCES

Australian Children's Education & Care Quality Authority. (2024). [*Guide to the National Quality Framework*](#)
 Australian Government Department of Education. [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. V2.0, 2022](#)

Australian Government Department of Education. [*My Time, Our Place- Framework for School Age Care in Australia*. V2.0, 2022](#)

The Australian parenting website Raising children

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

SOURCES

Australia Children's Education & Care Quality Authority. (2014).

Australia Children's Education & Care Quality Authority. (2023). [*Guide to the National Quality Framework*](#).

Australian Government Department of Education. [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. V2.0, 2022](#)

Australian Government Department of Education. [*My Time, Our Place- Framework for School Age Care in Australia*. V2.0, 2022](#)

Revised National Quality Standard (2018).

The Australian parenting website Raising children

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NOVEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	NOVEMBER 2024
VERSION NUMBER	V04.11.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional related policies added • sources checked for currency and updated as required 		

	added CCD related resources		
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V7.11.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • updated sources as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2022	<ul style="list-style-type: none"> • annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' • removed Orientation Survey from Appendix 		NOVEMBER 2023
NOVEMBER 2021	<ul style="list-style-type: none"> • Policy reviewed- no major changes • sources checked for currency 		NOVEMBER 2022
NOVEMBER 2020	<ul style="list-style-type: none"> • minor changes to policy to reflect procedure for orientation for FDC services • additional references included and sources checked • Orientation Survey added to policy as Appendix 		NOVEMBER 2021
NOVEMBER 2019	Related policies added Additional information added to points Evaluation and feedback information added Sources checked for currency and new information added		NOVEMBER 2020
NOVEMBER 2018	Additional information added to points. Rearranged the order of points for better flow Sources/references alphabetised		NOVEMBER 2019
SEPTEMBER 2018	New policy drafted		NOVEMBER 2019

WITHDRAWAL OF A CHILD POLICY

To enable our Family Day Care (FDC) Service to fill positions and maintain utilisation, families are required to provide notice when withdrawing their child from our Family Day Care Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
168	Education and care services must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Policy Enrolment Policy Governance Policy	Orientation of Families Policy Termination of Enrolment Policy
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PURPOSE

We aim to ensure families gain a clear understanding of the Family Day Care Service's requirements when withdrawing their child.

SCOPE

This policy applies to children, families, educators/educator assistants, approved provider, nominated supervisor, management and visitors of the FDC Service.

IMPLEMENTATION

Families are to be made aware during the enrolment and orientation process about the Family Day Care Service requirements should they wish to withdraw their child from the Service.

WITHDRAWING FROM THE FAMILY CARE SERVICE

- Families are required to provide management with two weeks written notice when withdrawing their child from the Family Day Care Service.
- The letter must state:
 - the date they are writing the withdrawal notice and
 - the child's last day of attendance.
- Written withdrawal notification can be emailed or handed to management.
- This letter will be placed into the child's file and archived once they have left the Family Day Care Service.
- All records related to a child's enrolment must be kept securely until the end of 3 years after the last day of the child's attendance.
- Management will add an end date into the Family Day Care Service software program to ensure compliance with the Family Assistance Office and Centrelink.
- Fees will be charged up to the end of the two weeks from the date at which notice was received in writing, whether or not the child has attended the Family Day Care Service during those two weeks.
- A final account is to be processed by administration and noted on the withdrawal form. The final account is to be issued immediately to the family advising of the balance (payment is due or no payment due as applicable).
- A copy of the final account and withdrawal form is to be kept in child's file.

- Families must ensure the account is paid prior to final attendance.
- If payment has not been received the debt recovery process is to start immediately.
- If the child does not attend during their **two weeks of notice**, Child Care Subsidy (CCS) will not be paid after their last day of attendance (including if the child does not attend on their last day) and full fees will be applicable (This is a policy of the Family Assistance Office in relation to Child Care Subsidy).
- At the end of the placement and if all criteria regarding fees and notice of withdrawal have been met, then the initial Bond payment made on enrolment will be refunded to the family within two weeks of the child's last day.
- If at any time during the child's enrolment it is felt that it is necessary to discuss the viability of the placement due to a concern regarding the duty of care to the child or other children in our care, the Family Day Care Service will immediately contact the Parent/Authorised Person/s to discuss all options. This may include the termination of the child's position (*See Termination of Enrolment Policy*).

CONTINUING ENROLMENT IN THE NEW YEAR

- Prior to the end of each year, families will be provided with a letter to confirm their child's continuing enrolment for the New Year.
- Failure to return this letter may result in their child not being considered for a future position.
- Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year, adding an end date to their child's care.
- Families who require care in the New Year until the school year starts, will need to advise management in writing on the re-enrolment form, stating their child's last date of attendance at the Family Day Care Service. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.
- The Complying Written Arrangement will be updated
- Families who require changes to their hours of care for school age children must indicate new times, days etc on the re-enrolment form.
- Families eligible for CCS are responsible for ensuring that all information requested by Centrelink is provided to them in order to ensure no interruption to CCS payments.

WITHDRAWAL PRIOR TO COMMENCEMENT OF CARE

If a family has accepted the offer of a placement, then decides to withdraw from the Family Day Care Service before the agreed commencement date, the written notice period applies. If less than the written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to the Family Day Care Service and is non-refundable.

14 WEEK RULE (CCS)

An enrolment will end for Child Care Subsidy purposes if a child does not attend a session of care at our Family Day Care Service for 14 continuous weeks. This is a rule set by CCS and the Department of Education. For further information see the CCS Handbook.

UPDATING AND ENDING ARRANGEMENTS AND ENROLMENT

Enrolment notices must be updated in the following circumstances:

- The family disagrees with details of an enrolment and the service agrees an update is required
- The care arrangement between the service and family changes
- The service notices information on the enrolment is incorrect
- The enrolment ends

Our FDC Service will update the enrolment notice with our CCS Software (or PEP) with 7 days of any of the events above occurring.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Withdrawal of a Child Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Notification of Changes to Enrolment	Termination of Enrolment Form
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SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education (2023) Child Care Provider handbook

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

Australian Government Services Australia Child Care Subsidy

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NOVEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	NOVEMBER 2024
VERSION NUMBER	V13.11.24		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text 		
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V7.11.23		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance • '<i>Educators with children at the FDC Service</i>' section deleted- not applicable to FDC services/educators • added information re: 14 week rule and updating/ending arrangements and enrolment • sources updated • additional CCD Related Resources added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		NOVEMBER 2023
NOVEMBER 2021	<ul style="list-style-type: none"> • Updated reference to Department of Education, Skills and Employment and Family Law in policy • Updated sources/links to DESE • minor edits 		NOVEMBER 2022
NOVEMBER 2020	<ul style="list-style-type: none"> • addition of Family Law legislation • minor additions to policy re: 14-week rule • policy reviewed and sources checked for currency 		NOVEMBER 2021

PAYMENT OF FEES POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Quality early education and care provides the foundation for children's development and social engagement whilst supporting workforce participation of parents and carers. Our Family Day Care (FDC) Service is committed to supporting our approved educators provide quality education and care to all children at affordable fees for families.

As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Fees are based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Accounts Policy	Fraud Prevention Policy
CCS Governance Policy	Governance Policy
Dealing with Complaints Policy	Orientation of Families Policy
Delivery of Children to, and Collection from and Education and Care Service Premises	Privacy and Confidentiality Policy
Enrolment Policy	Record Keeping and Retention Policy
	Termination of Enrolment Policy

PURPOSE

For parents to gain a clear understanding of all fees including educator fee structures and administration fees and Child Care Subsidy benefits prior to enrolment. This policy explains process of fee payment and the necessity of ensuring children's fees are paid on time and consequences for failure to pay fees on time. Bright Beginning Family Day Care Centre acknowledge that approved educators operate in a contractual arrangement with our Service and provide a fee schedule to families upon enrolment.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, families, students and volunteers and visitors of the Family Day Care Service.

IMPLEMENTATION

Our FDC Service aims to ensure families understand the fee schedules and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy legislative requirements. We have effective compliance systems in place to ensure childcare funding is administered appropriately and our approved educators adhere to their responsibilities as '*fit and proper persons*' under Family Assistance Law. Our FDC Service and educators ensure the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.

GENERAL FEES

Approved educators operate as self-employed small business owners and set their own fees, days of operation and minimum hours for provision of education and care under Bright Beginning Family Day Care Centre. Educators are advised they must meet their obligations under the *Family Assistance Law* and *A New Tax System (Family Assistance) (Administration) Act 1999* regarding setting of fees, ensuring the following:

- educators do not charge an individual more than the usual CCS hourly session fee who may be eligible for ACCS or who receives a prescribed payment
- educators do not change fees during a particular event or circumstance (for example during Covid or a service closure)

Families will be provided with a fee schedule for each session of care for individual educators at time of enrolment. Educator fees may vary due to educator qualifications, location, hours of care provided including casual and permanent fees, overnight fees, weekend rates and the age of the child. Some educators provide food, nappies and transport and these will be added to the hourly fees.

PARENT FEES

- The Child Care Subsidy is a child care ‘fee reduction’ made by the Federal Government to assist families with the cost of child care. Australian residents using child care provided by approved child care services may receive CCS. The amount you receive is capped at 80% and is dependent on your family’s income. CCS is also based on work/study activities which determines eligible hours.
- Families who are eligible for CCS must make a co-contribution to their child care fees. This is a requirement under [Family Assistance Law](#).
- CCS is paid directly to the FDC Service and is used as a fee reduction (visible on a family’s statement)
- The Parent then pays the difference between the provider’s fee and the CCS amount. This is known as the ‘Gap fee’. (For more information see Child Care Subsidy (CCS) below or follow this Link - [Payments and fees - Department of Education, Australian Government](#)).
- Families are required to pay their Gap fee through Harmony Web redPAY (part of Redbourne Group) a Direct Debit feature to BBFDCC.
- Fees are to be paid fortnightly.
- The Approved Provider will reconcile payments made by families within the CCS Software to ensure families pay the gap fee for each session
- A dishonour fee of \$9.57 (subject to change) will apply for direct debit transactions where there are insufficient funds to cover the fees by Red Pay.
- Fees and charges associated with Red Pay are outlined upon enrolment.
- Parents will be issued with an Invoice for the Administration fee by BBFDCC office which will be paid via direct debit through RedPay.

GENERAL INFORMATION

- Families will be issued with a *Statement of Entitlement* on a fortnightly basis in accordance with the fee payment and Regulatory requirements
- The *Statement of Entitlement* will include details of the sessions of care provided and the resulting fee reduction amounts through Harmony.
- The *Statement of Entitlement* is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation.
- A review of the child’s enrolment will occur where families are consistently late with fee Gap fee payments.
- Families are requested to contact the Service if their child is unable to attend a particular session.

- This includes pupil free days, sick days, and family holidays but excludes periods when the educator is closed. The FDC educator may close their service due to periods of local emergency such as bushfire or flood or pandemic or unforeseen circumstances.
- If a session of care falls on a public holiday, families are required to pay normal fees. CCS will be paid for sessions that fall on public holidays
- Casual days may be offered to families if available

CHILD CARE SUBSIDY (CCS)

- Parents/guardians are required to register for CCS through their [myGov](#) account linked to Centrelink and provide documentation to support the CCS payment
- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy. The child must:
 - be a 'Family Tax Benefit child' or 'regular care child' and
 - be 13 or under and not attending secondary school and
 - meet immunisation requirements

The person claiming the Child Care Subsidy, or their partner must:

- meet residency requirements and
- be liable to pay for care provided under a Complying Written Arrangement (their written agreement) with their child care provider
- Child care must be provided by an approved provider
- Families level of Child Care Subsidy will be determined by:
 - combined family income
 - activity test of parents
 - type of early learning and child care Service
- Child Care Subsidy will be provided directly to the Service and this amount deducted from the parent/family account
- Families must regularly check their details are correct and report a change in circumstance to Centrelink- (family income, activity levels, relationship changes or any other changes to their circumstances)
- Any disputes with CCS payments are the responsibility of the family. The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments
- Discounts will only be offered as outlined in the CCS Handbook.

EDUCATOR FEES

- BBFDCC will pay \$13.24 per hour, per child to the Educator (effective 26/08/2024)
- An administration levy of \$3.29 will be charged per child/per hour which covers Admin fees/resources provided by BBFDCC.

ABSENCES FROM FDC SERVICE

- Families are requested to contact the FDC Service/ FDC educator if their child is unable to attend a particular session
- Families must still pay the 'Gap' fee to the Service if their child is unable to attend
- Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year
- Allowable absences can be taken for any reason. Families do not have to provide evidence.

- Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law
- Records and evidence will be kept by the Service for each additional absence, where required
- Families can view their absence count through their Centrelink online account via [myGov](#)
- In a period of local emergency, such as bushfire or pandemic, and our Service is temporarily shut down on public health advice, families *may* be provided with additional absence days as per Family Assistance Law legislation
- In accordance with Family Assistance Law, educators cannot charge for, or record a session of care where provision of care is not available. Educators are not able to charge a different rate for the same type of care provision. Therefore, if the educator is unable to provide care due to illness or leave, they are unable to charge for that particular session of care

FINANCIAL DIFFICULTIES

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of Management
- Families can apply for Additional Child Care Subsidy (ACCS) through Centrelink if they are experiencing temporary financial hardship
- There are four different payments under Additional Child Care Subsidy:
 - Additional Child Care Subsidy (child wellbeing)—to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm
 - Additional Child Care Subsidy (grandparent)—to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment
 - Additional Child Care Subsidy (temporary financial hardship)—to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment
 - Additional Child Care Subsidy (transition to work)—to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

DEBT RECOVERY PROCEDURE

- If a family fails to make the required payment by the due date, Admin staff will contact the Educator and initiate a reset. If this second attempt is unsuccessful, bookings will be suspended until payment is received. Should payment still not be made, management will arrange a meeting to discuss the potential termination of enrolment.
- If families do not make an effort to resolve outstanding CCS gap fee invoices, the child/children's enrolment at BBFDCC will be terminated (a letter will be issued), and the matter will be referred to our third-party debt collection agency, Wotton + Kearney, to recover all payments.
- Costs of Recovery - The debtor/s shall pay for all costs actually incurred by Bright Beginnings Family Day Care Centre in the recovery of any monies owed under this Agreement. You agree to be liable for and indemnify Bright Beginnings Family Day Care Centre. These costs include recovery agent costs, repossession costs, location

search costs, process server costs and solicitor costs on a solicitor/client basis, debt collection commission and legal fees on an indemnity basis.

- At any time of the debt recovery process the family will be encouraged to enter a debt agreement with our FDC Service and educators to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to
- A child's position may be terminated if payment has not been made after three weeks, for which the family will receive a final letter terminating the child's position. At this time the FDC Service will initiate its debt collection process, following privacy and conditional requirements.
- Please refer to Parent Handbook

CHANGE OF FEES

- Fees are subject to change at any time provided a minimum of Two weeks written notice is given to all families
- CCS hourly rate caps may be increased by the [CPI](#) at the commencement of each financial year. Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

TERMINATION OF ENROLMENT

- Parents are to provide two weeks written notice of their intention to withdraw a child from care
- If termination from the FDC Service is required without notification, families can lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged
- In some circumstances CCS may not be paid for sessions if the child has not physically started care
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law

RESPONSIBILITY OF MANAGEMENT

The Approved Provider and Coordination Unit/Nominated Supervisor are responsible for:

- ensuring all families are aware of our *Payment of Fees Policy*
- providing families with educator fee schedules (these may be different for each educator due to education qualifications, hours and days of care provided, overnight fees etc.)
- ensuring enrolment information are submitted correctly with appropriate enrolment information
- providing families with regular statement of fees payable
- notifying families of any overdue fees
- providing families with reminder letters as required
- terminating enrolment of children should fees not be paid
- discussing fee payment with families if required
- providing at least 4 weeks written notice to families of any fee increases or changes to the way fees are collected

[Please note: Reg. 172 states a minimum of at least 14 days notice regarding changes to policies must be provided to families]

RESPONSIBILITY OF FAMILIES

- provide the FDC Service with the correct enrolment details to facilitate the CCS claim, if required, including:
 - Centrelink Reference Numbers for child and CCS claimant
 - Date of Birth for child and CCS claimant
- ensure payment of fees as per policy
- notify Centrelink of any changes that may affect their CCS entitlement
- confirm their child's enrolment through the parents myGov account.

THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for child care fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of child care fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

Our FDC Service will record all documentation regarding any third-party payments.

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the Coordination Unit/Nominated Supervisor in the first instance. The Coordination Unit/Nominated Supervisor will follow the steps as outlined in this policy, including advising the Approved Provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: tipoffline@education.gov.au

Resources and information for families

[Child Care Subsidy](#)

[Centrelink Customer Reference Number](#)

[Absences from childcare- Australian Government](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Payment of Fees Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Notifications of changes to Policies/Procedures form Overdue Fee Payment Procedure- including non-payment of fees letters to parents	Payment Plan Template
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SOURCE

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. *Payment of*

Service Fees and Provision of a Statement of Fees Charged by the Service.

Australian Government Department of Education. Child Care Provider Handbook

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

Australian Government Department of Education *Early Childhood and Care*

Australian Government Department of Education *Information for child care providers when a period of local emergency occurs*

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023).

Revised National Quality Standard. (2018)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	REVIEW APRIL 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V4.04.25		
MODIFICATIONS	<ul style="list-style-type: none">• Changes to Debt recovery procedure• Amended dishonour fee amount• Removed admin fee in parent fee section		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	AUGUST 2024
VERSION NUMBER	V09.08.24		
MODIFICATIONS	<ul style="list-style-type: none">• hourly rate changes• administration fee changes to policy• minor formatting edits within text• hyperlinks checked and repaired as required		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2024
VERSION NUMBER	V15.03.24		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance• minor formatting edits within text• additional administration fees added to parent fee• hyperlink added in parent fees• additional information added in debt recovery procedure		
POLICY REVIEWED	JULY/MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V15.07.23		

MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance • minor formatting edits within text • additional information added for setting of fees by FDC educators (July 23) • Change in payment of Gap Fees by EFT (effective 1 July 2023) • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • Update of Department name from Department of Education, Skills, and Employment to Department of Education • policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	MAY 2023
MAY 2022	<ul style="list-style-type: none"> • policy maintenance – name change of related policy • no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	MAY 2023
AUGUST 2021	<ul style="list-style-type: none"> • Update of Related Legislation • Policy revised to align with recommendations with ACECQA's policy guide (August 2021) • Updated Related Policies • Check of links used within policy 	MAY 2022
JANUARY 2021	<ul style="list-style-type: none"> • policy amended to reflect FDC educator schedule of fees • amendments to fee waive- DESE • links to DESE handbook updated 	MAY 2022
OCTOBER 2020	<ul style="list-style-type: none"> • Minor adjustments recorded • Additional information added- ACCS, absences, responsibility of families, CCS tip-off line and complaints 	OCTOBER 2021
MARCH 2020	<ul style="list-style-type: none"> • Policy statement added • Implementation information added • CCS section included • Absences section added • Responsibility for Management expanded • Resources and information section added 	

MAY 2019	<ul style="list-style-type: none"> • Deleted duplicate 'financial difficulties' section. • Inserted 'late fees' section. • Inserted page breaks for appendices. • Sources/references alphabetised. • Minor formatting for consistency throughout policy. • 'Related policies' alphabetised. 	MAY 2020
MARCH 2018	Changes made to comply with Regulations and changes to Child Care Subsidy	MAY 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Modifications made to adhere to Family Day Care Service.	MARCH 2018

DEALING WITH COMPLAINTS POLICY

Feedback from families, children, educators, staff and the wider community is fundamental in creating an evolving Family Day Care (FDC) Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our FDC Service's procedures for receiving and managing informal and formal complaints. Families, children, parents, visitors, students and members of the community can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS

7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S. 172	Offence to fail to display prescribed information
S. 174	Offence to fail to notify certain information to Regulatory Authority

S.174(A)	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
84	Awareness of child protection law
149	Volunteers and students
143(B)	Ongoing management of family day care educators
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
169	Additional policies and procedures- family day care
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
173(A)	Prescribed information to be displayed- family day care service
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Accounts Policy CCS Governance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (Staff) Enrolment Policy Family Communication Policy	Governance Policy Interactions with Children, Family and Staff Policy Payment of Fees Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed (Reg. 170).

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to our FDC Service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence

SCOPE

This policy applies to the approved provider, nominated supervisor, students, coordinator, staff, educators, educator assistants, volunteers, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Addressing them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. Our *Dealing with Complaints Policy* ensures that all persons are presented with procedures that:

- value the opportunity to be heard
- promote conflict resolution

- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly and
- are transparent and equitable.
- appropriately handle children exhibiting harmful sexual behaviours
- promote children's rights, safety and wellbeing
- consider a child's age, cultural, developmental and additional needs

Our Service is committed to the National Principles for Child Safe Organisations and adopts a child safe approach to complaints involving a child or young person. As a child safe organisation, we will respond promptly and systematically to any concerns, disclosers, allegations or suspicions while fostering an environment where children feel confident that their safety and wellbeing are paramount.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the FDC service, along with the outcomes. This register includes documents that must be kept in a secure file, accessible only to educators and the Regulatory Authority. The register can provide valuable information to the Approved Provider and Nominated Supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict to come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at the FDC service may have been compromised. Any complaint of this nature must be reported by the approved provider or nominated supervisor to the Regulatory Authority within 24 hours of the complaint being made (S. 174(2)(b), Reg. 176(2)(b)).

If the approved provider/ nominated supervisor or FDC educator are unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

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

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using [NQA ITS](#) (National Quality Agenda IT System).

Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Reg. 12).

The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC service.

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident.

The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Reg. 176(2)(a)).

These records are required to be retained for the periods specified in Reg. 183.

PRIVACY AND CONFIDENTIALITY

The approved provider and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issues, a government agency may/will need to be informed. (See: Reportable Conduct Scheme in our Child Protection Policy). [Responding to incidents, disclosures and suspicions of child abuse or harm NSW](#)

CONFLICT OF INTEREST

It is important for the complainant to feel confident in

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator.

Our FDC Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct must be adhered to.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/RESPONSIBLE PERSON

WILL:

- ensure that obligations under the Education and Care Services National Law and Regulations are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the FDC Service and each FDC service/residence or venue
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families, children, staff, educators, visitors and volunteers
- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint, including children
- ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to

disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)

- ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe
- conduct a review of policies and procedures, where required, following a complaint or grievance as part of our continuous improvement practices
- provide an induction program for new staff and educators that includes an overview of policies and procedures, including this *Dealing with Complaints Policy* and procedure
- ensure the approved provider is notified of all complaints and grievances
- acknowledge the complaint or grievance in writing within 2 working days of receipt
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- provide details of an outcome following an investigation if required.

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond
- permitting the accused person to have a support person present during the consultation (for example: Union Representative, HR Representative, lawyer, colleague, friend or family member. A support person may provide support by taking notes during the meeting, clarifying questions and allegations made, help formulate responses, engage in discussions and are more than a passive observer, aid in understanding processes, request breaks and be an emotional support. A support person cannot represent the employer, speak on their behalf or advocate for the organisation
- providing the employee with a clear written statement outlining the outcome of the investigation.
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - Management will provide a written response outlining the outcome and provide a copy to all parties involved
 - If a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution

- all written responses will need to cater for complainant to be able to understand such as spoken language and special needs regarding reading
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the FDC Service
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC service.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- ensure the name and contact number of the person to whom complaints can be made is clearly displayed at the FDC residence or approved venue
- report all complaints received to the nominated supervisors, and/or approved provider within required timeframes
- listen to the complainant's view of what has happened
- clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation
- encourage and support the complainant to seek a balanced understanding of the issue
- discuss possible resolutions available to the complainant. These would include external support options
- encourage and assist the complainant to determine a preferred way of solving the issue
- record the meeting, confirming the details with the family at the end of the meeting
- maintain confidentiality at all times
- refer complainant's (as necessary) to FDC Service policies that may assist in resolving the grievance or complaint
- be informed about the different ways children can express concerns or distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child

- be aware of child protection law and their individual responsibilities as mandatory reporters/notifiers
- ensure children know who to talk to if they are feeling unsafe and know the process that will happen to support them

If the grievance cannot be resolved, it is to be referred to the coordinator who will investigate further:

- if appropriate, collect relevant written evidence. This evidence will be treated in strict confidence and will be held in a secure place
- involve the approved provider or nominated supervisor in the conflict resolution as required
- should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts
- third parties providing evidence must also be made aware that the matter is to be kept confidential.

Should the grievance or complaint be lodged against another person(s), these persons will be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as a support person, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- both parties will be told of the decision and the reason for it
- immediate and appropriate steps will be taken to prevent the grievance from recurring
- if after investigation, it is concluded that the grievance is not substantiated both parties will be notified of the decision and the reason.
- the complainant will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Regulatory Authorities
- if the grievance or complaint is of a serious nature or there is a reasonable belief the complaint is any allegation of sexual or physical abuse the Approved Provider is responsible to inform the Regulatory Authorities within 24 hours <https://www.acecqa.gov.au>

COMPLAINANTS WILL:

- be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our FDC Service.

- Ensure children are able to express their concerns or allegations to either the management, educators, and/or families who are encouraged by management to complete the *Complaints Form* on the child's behalf
- attempt to discuss their grievances or complaints with the FDC educator as the first step to resolving the issue, unless it is a reportable offence to the Regulatory Authority is to be made within 24 hours of complaint
- communicate any concerns they may have in writing addressed to the approved provider or nominated supervisor [see: *Complaints/Grievance Form*]
- raise any unresolved concerns with the approved provider, nominated supervisor or coordinator
- always maintain confidentiality
- be provided with details of external agencies to contact should they feel our Service has not resolved their concerns (e.g., regulatory authority)

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in this policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#).

COMPLAINTS INVOLVING ALLEGATIONS OF A CHILD EXHIBITING SEXUAL BEHAVIOURS

'Providers and educators play an important role in making informed professional judgements regarding sexualised behaviours involving children. Not all sexual behaviour involving children poses a risk to their safety.' (ACEQA, 2024). The approved provider will ensure:

- FDC educators and other staff respond to any complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child
- FDC educators and other staff assess the need for urgent police and emergency services assistance and inform the approved provider/nominated supervisor
- the regulatory authority is notified within 24 hours of any complaint alleging that a serious incident has occurred whilst a child is educated and cared for or complaints alleging that the Law has been contravened (S.174 (2)(b)).

- FDC educators and other staff are aware of the process for responding to disclosures from children as per our *Child Protection Policy* (Reg.84)
- FDC educators and other staff are aware of their duty of care and mandatory reporting obligations to make a report to Department of Families, Fairness and housing (DFFH).
- FDC educators and other staff have a sound understanding of developmentally appropriate sexual development in children and sexual behaviour that may be concerning and requires a response
- FDC educators and other staff engage in professional learning to promote a consistent and appropriate approach to identifying and responding to sexual behaviours in children that may include:
 - age and developmental capacity of the child/children
 - reasons why a child may be behaving in sexually harmful ways
 - behavioural history of the child
 - how the behaviour impacts the behaviour of other children
 - risk the behaviour imposes on others
 - vulnerability of the child to be engaging in harmful sexual behaviour
- procedures for supporting all stakeholders during the complaint procedure are implemented including documenting discussions, ensuring confidentiality and providing information of the progress of the complaint and access to support agencies as required (See *Complaints / Grievance Procedure and Complaints / Grievance Investigation Guide and Form*)
- FDC educators and other staff follow guidance from the [Traffic Lights Framework](#) to manage the concern or complaint
 - RED- signals sexual behaviours which indicate immediate intervention and action
 - ORANGE- signals sexual behaviour which may be concerning and educators to take notice and gather information to assess appropriate action
 - GREEN- signals sexual behaviours that are ‘normal’ and age appropriate

[Traffic Lights Framework-Age-appropriate Sexual Play and Behaviour in Children]]

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our FDC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our FDC Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes. Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, children, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the approved provider/ nominated supervisor/ coordinator will:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the effectiveness of the FDC Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally.
- Consider feedback from staff, FDC educators and families, children and community regarding the policy and procedure.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints / Grievance Procedure Compliant / Grievance Investigation Guide and Form Complaints / Grievance Form	Complaints / Grievance Management Form Complaints / Grievance Register
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SOURCES

- Australian Children's Education & Care Quality Authority. (2014).
- Australia Children's Education & Care Quality Authority. (2024). [*Guide to the National Quality Framework*](#)
- Australian Children's Education & Care Quality Authority. (2023). [*Using Complaints to support continuous improvement.*](#)
- Australian Children's Education & Care Quality Authority. (2023). [*Sexualised behaviour involving children.*](#)
- Australian Government Department of Education. *Child Care Provider Handbook* (Amended 2023)
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
- Australian Human Rights Commission: <https://www.humanrights.gov.au>
- Child Speak. [*Traffic Lights Framework. Age Appropriate Sexual Play and Behaviour in Children.*](#)
- Education and Care Services National Law Act 2010. (Amended 2023).
[*Education and Care Services National Regulations.*](#) (Amended 2023).
- Fair Work Australia: <https://www.fairwork.gov.au/>
- Queensland Government- Guide for effective complaints management
<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NOVEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	NOVEMBER 2024
VERSION NUMBER	V13.11.24		
MODIFICATIONS	<p>NOVEMBER</p> <ul style="list-style-type: none"> • additional section added '<i>Complaints involving allegations of a child exhibiting sexual behaviours</i>' • additional sources added <p>AUGUST</p> <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • additional information added- support person • hyperlinks checked and repaired as required • updated sources 		
POLICY REVIEWED	NOVEMBER/AUGUST/ APRIL 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V11.11.23		
MODIFICATIONS	<p>NOVEMBER</p> <ul style="list-style-type: none"> • added information to ensure our complaint handling system is child focused and addresses complaints that alleges a child is exhibiting sexual behaviours • checked consistency of stakeholders throughout policy (complainant) • sources checked and links repaired as required <p>AUGUST</p> <ul style="list-style-type: none"> • updated related legislation • NQF changes effective 1 Oct 2023 <p>APRIL</p> <ul style="list-style-type: none"> • merged Dealing with Complaints Policy (General) with Dealing with Complaints Policy (Family) for ease of management of policies • sources checked • Childcare Centre Desktop Resources section added 		

ACCEPTANCE AND REFUSAL AUTHORISATION POLICY

Under the Education and Care Services National Law and Regulations, early childhood services are required to obtain written authorisation from parents/guardians for some circumstances, to ensure that the health, safety, wellbeing, and best interests of the child are met and upheld. An authorisation is given where a person who has legal responsibility for a child gives permission to another person to do something or to make a decision on that person's behalf. Authorisations are usually authenticated by a signature- either in written form or as an electronic signature. All authorisation and refusals are to be kept in the child's enrolment record.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Safety & Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 175	Offence relating to requirement to keep enrolment and other documents
92	Medication record
93	Administration of medication

94	Exception to authorisation requirement- anaphylaxis or asthma emergency
99	Children leaving the education and care service
102	Authorisation for excursions
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider
161	Authorisation to be kept in enrolment record
165	Record of visitors
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Protection Policy Child Safe Environment Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy	Epilepsy Management Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Orientation of Families Policy Record Keeping and Retention Policy Safe Arrival of Children Policy Safe Transportation Policy Sun Safety Policy Water Safety Policy
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PURPOSE

Our priority is ensuring the health, safety and wellbeing of children. Our Family Day Care (FDC) Service

aims to ensure that all FDC educators and educator assistants are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may lead to a refusal. Our governance and quality management processes are effective and transparent and meet all regulatory requirements. Decisions around refusing an authorisation will be made on a case-by-case basis in accordance with the nominated supervisor, co-ordinator, Police, regulatory authority or other authorities.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

The FDC Service will ensure we comply with the current *Education and Care Services National Regulations*, which require the approved provider to have policies and procedures in place relating to the acceptance and refusal of authorisations. Our FDC service requires parent or guardian authorisation to be provided in matters including:

- Administration of medication to children
- Self-administration of medication for children who are over preschool age
- Administration of medical treatment, dental treatment, and general first aid treatment
- Emergency Ambulance transportation
- Transportation- including regular outings and regular transportation
- Safe arrival of children to the FDC service
- Excursions including regular outings
- Incursion attendance
- Taking of photographs by people other than educators
- Water based activities
- Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment, to collect children from the FDC service, or trips outside the service premises
- Children leaving the premises in the care of someone other than a parent or guardian

THE APPROVED PROVIDER / NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- the *Acceptance and Refusal Authorisation Policy* is reviewed and maintained by FDC Service management and adhered to at all times by educators and educator assistants
- policies and procedures are readily accessible to nominated supervisors, coordinators, FDC educators and staff and available for inspection
- all FDC educators, educator assistants and staff follow the policies and procedures of our Service
- parent/guardians are provided with a copy of relevant policies for our FDC Service or are aware of how they can be accessed
- an enrolment record is kept for each child that includes authorisations signed by a parent or a person authorised
 - to consent to seek medical treatment from a registered medical practitioner, hospital or ambulance service
 - transportation by an ambulance service

- to authorise the education and care service to transport the child or arrange regular outings for the child
- documentation relating to authorisations contains:
 - the name of the child enrolled in the service
 - date
 - signature of the child's parent/guardian and authorised nominee as named on the enrolment form all FDC educators and educator assistants understand circumstances that may lead to refusal of an authorisation
- all FDC educators and educator assistants understand circumstances that may lead to refusal of an authorisation
- all parents/guardians have completed the authorised person's section of their child's enrolment form including authorised nominees (refer to *Enrolment Policy*), and that the form is signed and dated before the child commences at the FDC Service
- attendance records are maintained for all children attending the FDC Service
- a written record of all visitors to the FDC residence/venue, including time of arrival and departure and reasons for visit is documented (Reg. 165)
- FDC educators/educator assistants do not administer medication without the authorisation of parent/guardian or authorised nominee except in the case of an emergency, including an asthma or anaphylaxis emergency (refer to *Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Asthma Management Policy, Anaphylaxis Management Policy, Diabetes Management Policy, and Epilepsy Management Policy*)
- where a child requires medication to be administered by educators/staff, that an *Administration of Medication Record* is completed, and authorisation provided by the parent/guardian or authorised nominee and included with the child's record (Refer to *Administration of Medication Policy*)
- where a child over preschool age, and is authorised by the parent or guardian to self-administer medication, this is recorded in the Medication Record
- consult with parents/guardians, the child's health practitioner and FDC educator to determine the circumstances that the child could self-administer their medication as per their ASCIA Action Plan for Anaphylaxis or Asthma Foundation Action Plan for Asthma
- determine where self-administered medication should be stored by the FDC service (asthma, anaphylaxis or diabetes medication must be stored in an easily accessible location)
- FDC educators and educator assistants only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record
- FDC educators and educator assistants allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record is received and documented prior to the excursion (refer to *Excursion Policy and Safe Transportation Policy*)
- FDC educators/educator assistants allow a child to depart the Service only:
 - with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
 - with a person authorised by a parent or authorised nominee; or
 - in accordance with the written authorisation of the parent; or authorised nominee; or
 - on an excursion; or

- in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*)
- there are procedures in place if an inappropriate person or a person who does not appear to be fit to care for the child attempts to collect the child from the FDC service or poses a risk to the children of educator (for example, an intoxicated person) (refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy*).
- notify families at least 14 days before changing the policy or procedures (Reg. 172)

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- follow the policies and procedures of the FDC Service
- ensure documentation relating to authorisations contains:
 - the name of the child enrolled in the service
 - date
 - signature of the child's parent/guardian and authorised nominee as named on the enrolment form
- only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record
- ensure that parents/guardians sign and date permission/authorisation forms for excursions prior to the excursion being implemented
- allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee
- check that parents/guardians or authorised nominees sign the attendance record as their child arrives and departs from the FDC residence or approved venue
- ensure a written record of all visitors to the FDC residence or approved venue, including time of arrival and departure and reasons for visit is documented
- administer medication only with the written authorisation of a parent/guardian or authorised nominee as per the *Administration of Medication Record*, except in the case of an emergency, including asthma or anaphylaxis emergency
- waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. In accordance with National Regulations (R.93) the FDC educator can administer medication in these circumstances without authorisation. If these situations occur approved provider/management will be required to contact the parent/guardian as soon as practicable after the medication has been administered and emergency services. Notification to the Regulatory Authority is required within 24 hours of a serious incident
- allow a child over pre-school age to self-administer medication under the following circumstances:
 - a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication.
 - medication is stored safely by the FDC educator, who will provide it to the child when required
 - supervision is provided by the FDC educator whilst the child is self-administering.
 - a recording is made in the medication record for the child that the medication has been self-administered
- allow a child to depart from the FDC Service only:

- with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
 - a person authorised by a parent or authorised nominee; or
 - in accordance with the written authorisation of the parent/guardian; or authorised nominee; or
 - on an excursion; or
 - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- follow procedures if an inappropriate person attempts to collect a child from the Service and poses a risk to the safety of the children or educator (for example, an intoxicated person) (Reg.99)
- exercise the right of refusal if written or verbal authorisations do not comply with National Regulations or Child Protection Legislation. If an authorisation is refused by the FDC Service, it is best practice to document:
 - the details of the authorisation
 - why the authorisation was refused, and
 - actions taken by the service. For example: if the service refused an authorised nominee named in the child's enrolment record to collect the child from the service as they were under the influence of alcohol, the action taken to ensure that the child was collected (Refer to *Refusal of Authorisation Record*).
- inform the family and approved provider when a written authorisation does not meet the requirements outlined in Service's policies.

FAMILIES WILL:

- read and comply with the policies and procedures of the FDC Service
- complete and sign the authorised person section of their child's enrolment form before their child commences at the FDC Service
- ensure that changes to nominated authorised persons are provided to the FDC Service in a timely manner
- advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from the FDC residence/venue
- sign and date permission/ authorisation forms for regular transportation and regular outings
- sign and date permission/ authorisation forms for excursions
- sign the attendance record as their child arrives and departs from the FDC residence/venue
- provide written authorisation on the *Administration of Medication Form* when their child requires medication to be administered by an educator, including signing and dating it for inclusion in the child's medication records
- provide a medical management plan and/or ASCIA Action Plan from their child's health practitioner regarding circumstances by which the child could self-administer their medication (e.g.: Asthma inhaler)
- be familiar with circumstances where authorisations may be refused/not applicable.

REFUSAL OF AUTHORISATIONS

All authorisations which are incomplete or incorrectly recorded are to be returned to the parent or

guardian for required adjustments. Written or verbal authorisation may be refused if the authorisation does not comply with National Regulations or Child Protection Legislation. The approved provider or nominated supervisor will inform the parent or guardian the reason why the written or verbal authorisation does not meet National Regulations or policy procedures.

The parent or guardian will be provided a copy of this *Acceptance and Refusal of Authorisation Policy* and procedure. Management will discuss an alternative arrangement with the family following the refusal of authorisation. If an authorisation is refused by the Service, it is best practice to document details surrounding the refusal (See *Refusal of Authorisation Record*).

Examples when an authorisation may be refused include:

- requests relating to dietary restrictions that are not related to medical reasons
- an authorised person collecting the child appears to be under the influence of drugs or alcohol
- the authorisation breaches a parenting order
- the authorisation breaches a service policy (person under the age of 18 collecting a child)
- medication to be provided to a child that is not in original container or prescribed to the child or other breach of *Administration of Medication Policy*
- a breach of *Excursion/Incursion Policy* where the person providing consent for the excursion is not listed as a parent/guardian or authorised nominee on the enrolment form

AUTHORISATION REQUIREMENTS

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

Administration of medication	<ul style="list-style-type: none">• Name of the child• <i>Administration of Medication Record</i> is signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication• Authorisation is provided by a parent or guardian for the child to self-administer medication as per their Action Plan• Name of the medication to be administered• Clearly indicate time and date medication was last administered• Clearly indicate the time and date the medication is to be administered• Dosage of the medication to be administered• Method of dosage (e.g.: oral or inhaled)• Whether the medication is to be self-administered (asthma, diabetes)• Period of authorisation (actual days and dates: from and to)• Parent/Carer name and signature• Date the authorisation is signed• Medication must be in its original container and bearing the correct child's name• Medication is not past its expiry or use-by date• Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner• A second person checks the signed <i>Administration of Medication Record</i>, checks the dosage of the medication, and witnesses its administration• The educator administering medication and witness must write their full name and sign the medication record
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	<ul style="list-style-type: none"> • Details of the administration must be recorded in the medication record • Supervision is provided by an educator whilst a child is self-administering medication • A recording is made in the medication record for the child that the medication has been self-administered
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<p>Medical treatment of the child including transportation by an ambulance service</p> <p>(Included and authorised initially as part of the child's enrolment record)</p>	<ul style="list-style-type: none"> • Name of the child • Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service • Authorisation for the transportation of the child by an ambulance service • Name, address and telephone number of the child's registered medical practitioner or medical service • Child's Medicare number • Name of the parent or guardian providing authorisation
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<p>Emergency Medical Treatment</p> <p>(included and authorised initially as part of the child's enrolment record or as updates during enrolment)</p>	<ul style="list-style-type: none"> • The Service is able to seek emergency medical assistance for a child as required (i.e. medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian in the case of an emergency, including for emergencies relating to medical conditions noted on the enrolment form.
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<p>Collection of children</p> <p>(Included and authorised initially as part of the child's enrolment record or as updated during enrolment)</p>	<ul style="list-style-type: none"> • Name of the child • Name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation • Name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises • Signature of the person providing authorisation and date of authorisation
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<p>Transportation</p> <p>(other than as part of an</p>	<p>If the transportation is 'regular transportation' the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:</p> <ul style="list-style-type: none"> • name of the child • the reason the child is to be transported
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excursion)	<ul style="list-style-type: none"> if the authorisation is for regular transportation, a description of when the child is to be transported and the date the child is to be transported a description of the proposed pick-up location and destination the means of transport the period of time during which the child is to be transported the anticipated number of children likely to be transported the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported that a risk assessment has been prepared and is available at the education and care service that written policies and procedures for transporting children are available at the education and care service
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Excursions	<p>The authorisation must state:</p> <ul style="list-style-type: none"> name of the child date of the excursion (unless for a regular outing) reason for the excursion proposed destination for the excursion method of transport to be used route to be taken to and from the excursion any requirements for seatbelts or safety restraints period of time away from premise- include time leaving premise and time returning to premise proposed activities to be undertaken by the child during the excursion anticipated number of children likely to be attending the excursion anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion number of FDC educators, educator assistants and any other adults who will accompany and supervise the children on the excursion (including parents, students, volunteers) statement that a risk assessment has been prepared and is available at the service name of the parent or guardian-providing authorisation relationship to the child signature of the person providing authorisation and date of authorisation details of any water hazards and risks associated with water-based activities (to be included in risk assessment) items that should be taken on the excursion
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Regular outing	<p>A regular outing means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program and where the circumstances relevant to the risk assessment are the same on each outing. Written authorisation only needs to be given once in a specified 12-month</p>
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	<p>period for a regular outing. (Reg. 102(5)). If the conditions of the regular outing change, a new authorisation is required. The written authorisation must include:</p> <ul style="list-style-type: none"> • name of the child • a description of when the child is to be taken on the regular outings • a description of the proposed destination • method of transportation (including walking) • any requirements for seatbelts or safety restraints • proposed activities to be undertaken • proposed time the child will be away from the premises • anticipated ratio of educators to the anticipated number of children • that a risk assessment has been prepared and is available at the FDC Service
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Sunscreen and Insect Repellent application (Permission to apply sunscreen is included on enrolment form)	<ul style="list-style-type: none"> • Name of child • Permission authorised for staff to apply SPF 50+ or higher broad-spectrum, water-resistant sunscreen supplied by the service or • Permission authorised for staff to apply SPF 50+ or higher broad-spectrum water-resistant sunscreen supplied by parent/guardian (for children who may have allergies) • Parent signature and date • Safety Data Sheet required for all products • Permission authorised for staff to apply insect repellent supplied by the service or • Permission authorised for staff to apply insect repellent supplied by the parent/guardian [adjust for your own service requirements] <p>Note: the use of sunscreen on babies under 6 months is not recommended due to their sensitive skin. Should parents not provide permission for educators to apply sunscreen to their child, the child will be required to play in an area protected from the sun (e.g. under shade, veranda or indoors)</p>
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Confirmation of Authorisation	<ul style="list-style-type: none"> All authorisation forms received (including the initial enrolment form) are to be checked for completion. All authorisations (excluding the initial enrolment form) are checked to ensure that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form. If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction. Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed.
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CONTINUOUS IMPROVEMENT/REFLECTION

The *Acceptance and Refusal Authorisation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Authorisation to Collect Form Enrolment Form Enrolment Form Information Update	Enrolment Form Information Update Refusal of Authorisation Procedure Refusal of Authorisation Record
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SOURCES

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. [Acceptance and refusal of authorisations](#).

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
Cancer Council. Preventing cancer: Sun protections: <https://www.cancer.org.au/preventing-cancer/sun-protection/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2023).

REVIEW

NEXT REVIEW DATE		[REVIEWED BY]	JUNE 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2025
VERSION NUMBER	V24.06.25		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy maintenance sources updated and checked for currency 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V7.06.25		

MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text sources checked and repaired as required some wording refined/reworded 		
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V12.01.24		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy maintenance small edits within policy additional related policies added new section added- Refusal of Authorisations additional points added to authorisation inclusions sources updated and checked for currency 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	<ul style="list-style-type: none"> annual policy maintenance re-arranged some points in the Approved Provider/Nominated Supervisor section for better flow (grouping authorisations into appropriate situations) hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources' 		JANUARY 2024
JANUARY 2022	<ul style="list-style-type: none"> Policy reviewed as part of review cycle See below for edits (September 2021) 		JANUARY 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(June 2021) Regular outing authorisation information added insect repellent authorisation- optional and service specific 		JANUARY 2022
JANUARY 2021	<ul style="list-style-type: none"> additional information added for Safe Transportation of children written authorisation requirements for regular outings and regular transportation- new section added 		JANUARY 2022

	<ul style="list-style-type: none"> sources checked for currency 	
JUNE 2020	<ul style="list-style-type: none"> small edits to align with <i>Arrival and Departure Policy</i> additional information for refusals of authorisation- Child Protection Legislation addition of regulations regarding asthma and anaphylaxis and access for parents and self-administration of medication additional points added for self-administration of medication additional related policies added 	JANUARY 2021
JANUARY 2020	<ul style="list-style-type: none"> Small edits to wording as indicated removal of 'excluding Paracetamol' from administration of medication Permission for sunscreen and insect repellent guidance added sources checked for currency 	JANUARY 2021
JANUARY 2019	<ul style="list-style-type: none"> Additional information added to points. 'Related policies' added as per those referenced in the document. Rearranged the order of points for better flow Points added (Highlighted). Sources/references corrected, updated, and alphabetised. 	JANUARY 2020
JANUARY 2018	<ul style="list-style-type: none"> Minor changes made to comply with changes to the Education and Care National Regulations. Added related policy section 	JANUARY 2019
DECEMBER 2017	<ul style="list-style-type: none"> Updated policy to comply with new National Quality Standard and Education and Care Regulations 	NOVEMBER 2018
MAY 2017	<ul style="list-style-type: none"> Modifications made to adhere to Family Day Care Service 	TBA

ASSESSMENT, APPROVAL & RE-ASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCE AND/OR VENUE POLICY

Under the Children (Education and Care Services) National Law and the Education and Care Services National Regulations, the Approved Provider of a Family Day Care service must conduct an assessment (including a risk assessment) of each approved family day care residence and proposed venue before education and care is provided to children at the residence or venue. Following approval, an annual assessment must be conducted, including a risk assessment, of each family day care residence and/or approved venue to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected. Records of all assessments must be maintained.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 50A	Approval of a place as a family day care venue
Sec. 54(1A), (8A)	Amendment of service approval on application

Sec.103A	Offence relating to places where education and care is provided
Sec. 167	Precautions to be taken to protect children from harm or hazards
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec. 174A	Family day care educator to notify certain information to approved provider
26	Application for service approval – family day care service
63	Assessing approved education and care services
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
97	Emergency and Evacuation procedures
98	Telephone or other communication equipment
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Suitable and sufficient furniture, materials and developmentally appropriate equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
110	Ventilation and natural light
116	Assessments of family day care residences and approved family day care venues
116 (2)	The suitability of nappy change arrangements- Water hazards- Risk posed by animals
116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
117	Glass

163 (1), (2)	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care service must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures
173A	Prescribed information to be displayed- family day care service
176A	Prescribed information to be notified to approved provider by family day care educator
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Engagement and Registrations of FDC Educators Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Engagement or Registration of FDC Educator Assistants Policy	Professional Development Policy
Health and Safety Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Keeping a Register of Family Day Care Educators Policy	Visitors to the Family Day care Residences Policy Water Safety Policy

PURPOSE

We aim to ensure the Family Day Care residence and/or venue protects children's health, safety and wellbeing. By conducting comprehensive assessments, including risk assessments, potential hazards that may cause injury or harm to children being cared for at a residence or venue are identified and actions to minimise potential risk are clearly documented and action taken to ensure compliance.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistance, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care (FDC) Service must ensure that policies and procedures are in place for assessing proposed FDC residences and venues and reassessing approved FDC residences and venues. They must also take reasonable steps to ensure policies and procedures are followed. The Approved Provider of a Family Day Care Service will conduct assessments (including a risk assessment) of each approved family day care residence and approved family day care venue *before* education and care is provided to children and then at least once a year. The FDC service must additionally conduct *monthly* inspection of any water hazards, water feature or swimming pool or spa and fencing at each FDC residence or approved venue. The purpose of the assessment is to ensure the health, safety and wellbeing of children is protected at all times. The Approved Provider will maintain a record of assessments undertaken and provide a copy to the FDC educator for their records.

The Education and Care Services National Law requires all services to '*ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury*' (Section 167). Risk assessments are to be conducted to identify any potential hazards that may cause injury or harm to children being cared for, assess the risk of harm or potential harm and eliminate or minimise the risk by using control measures. Risk assessments are to be evaluated, reviewed and continually monitored. This may include conducting regular daily safety checks, regular WHS inspections and regular spot checks conducted by the Coordinator of the Family Day Care Service.

The Approved Provider is responsible for ensuring all approved FDC residences and venues are compliant to the National Regulations and understand that penalties apply for non-compliance including record keeping requirements. In addition, any premises proposed as a FDC venue must comply with relevant planning and development requirements under local government authority.

THE APPROVED PROVIDER WILL:

- advise potential FDC educators of the requirement of conducting an assessment, including a risk assessment, of the proposed residence or FDC venue as suitable, to comply with legislated regulations in order for approval to operate family day care.
- advise potential FDC educators of consequences of non-compliance – suspension or cancellation of engagement
- develop an assessment procedure/checklist to be used when assessing each FDC residence or venue

- develop a re-assessment procedure/checklist to use when re-assessing each FDC residence or venue
- develop a risk assessment procedure for FDC educators to implement to identify potential hazards and manage risks
- ensure the risk assessment includes a diagram showing the areas of the residence or venue that has been assessed by the approved provider and deemed suitable for education and care
- ensure this diagram clearly shows the existence of any water hazard, swimming pool or spa
- display the diagram at the entry of the FDC residence or venue clearly visible for families to view
- provide continuous and ongoing monitoring of the environment through regular home visits by the coordinator to observe the environment and if necessary, make recommendations to ensure compliance and safety for children at all times
- conduct a comprehensive annual assessment of each approved family day care residence and/or approved venue at least annually
- ensure families using the residence or venue are informed about the findings of annual assessments and specific areas to which it relates or the finding made by the approved provider
- conduct an annual assessment of the family day care educator and educator assistant and any person over the age of 18 who resides or frequently visits the family day care residence while education and care is provided, as a ‘fit and proper person’. The approved provider must also consider each person to have
 - a Working with Children Check
 - a criminal history record check [Police Check] issued not more than 6 months before it is considered
 - a current teacher registration [VIT]
- provide a copy of the assessment and re-assessment to the FDC educator for their own records
- ensure educators and educator assistants maintain current approved first aid and approved anaphylaxis and asthma management training and annual cardio-pulmonary resuscitation. Copies of valid certification must be recorded at the principal office of the FDC Service
- notify families at least 14 days before changing policies and procedure that
 - affect the fees charged or the way they are collected
 - significantly impact the service’s education and care of children or;
 - significantly impact the family’s ability to utilise the service
- conduct and record monthly inspections of water hazards, swimming pools, water features, spas or other potential water hazard and surrounds (including fences/gardens) for FDC service residence and approved venues

- ensure any water safety inspection reports which contain potential risks to the health, safety and wellbeing of children must be notified to the Approved Provider within 24 hours- See: [Water Hazard Safety Inspections](#)
- request compliance certificates for any barriers or fencing surrounding swimming pools, spas or water hazards to ensure compliance with Australian Standards, including requirements as per legislation and council requirements (See *Water Safety Policy*)
- ensure educators provide notification to the Approved Provider of any proposed renovations and/or changes to the residence or venue that will affect the education and care provided to children at the service (at least two weeks' notice)
- ensure educators provide notification to the Approved Provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding).

ASSESSMENTS OF FAMILY DAY CARE RESIDENCES AND /OR VENUES MAY INCLUDE ENSURING:

- suitability of the residence according to the number, ages and ability of children attending or likely to attend
- for services in a multi-storey building shared with other occupants, consideration as to whether, for each storey there is direct egress to an assembly area to allow the safe evacuation of all children attending the residence or venue, including non-ambulatory children
- for services in a multi-storey building, details regarding the number of storeys within the building, which storey the residence/venue will be located, and the ages of children who will attend on each storey (if the residence/venue covers more than 1 storey)
- existence of any water hazards, water features or swimming pool at or near the residence
- identifying any risks or potential hazards for purposes of sleep and rest
- the risk posed by any animals at the residence or venue
- children are provided with a safe, secure education and care environment that poses minimal risks
- children have access to sufficient furniture, materials and developmentally appropriate equipment
- all equipment and furniture used in providing education and care are safe, clean and in good repair
- the service has enough seats and developmentally appropriate utensils for children to use at mealtimes
- there are adequate facilities for safe handling, preparation, storage and disposal of food and beverages
- the location and design of toilets and hand washing facilities enable safe and convenient access by the children

- adequate supervision is provided for children when using toilet facilities
- adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided
- hot water taps have temperature controls or safety guards to reduce risk of being scalded
- the suitability of nappy change facilities for children attending or likely to attend the service (including ensuring the educator is able to maintain hand on contact with a child during nappy changes)
- hygienic procedures are followed for cleaning the nappy change area between changes of children-including replacing paper on the change table, handwashing and use of gloves
- suitability of nappy change arrangements for children attending, or likely to attend
- nappy change facilities are located in an area that prevents unsupervised access by children
- laundry facilities are adequate and appropriate for educators to deal with soiled clothing, nappies and linen
- laundry facilities are located and maintained in a way that does not pose a risk to children
- the residence/venue is well ventilated and has adequate natural lighting
- all FDC residences and venues (except those in WA- 1m minimum standard applies) must comply with the 0.75m height requirement for safety glass (Regulation 117). Any glass that is accessible to children that is lower than the height requirement must have additional glazing or safety film over the glass. (Regulation 117)
- prescribed information is displayed within the FDC residence/venue in accordance with regulation 173A
- sliding doors have decals/transfers positioned at various eye levels of children
- the premises are maintained in accordance with all regulations and building standards
- sleep/rest environment and sleep equipment are fit for purpose
- consideration of evacuation procedures of infants and toddlers if their sleeping arrangements are located upstairs. (See specific risk assessments).
- any equipment with a fall height over 500mm has Australian Standard playground surfacing/soft fall to prevent serious head injuries
- fencing of the outdoor space used by children at the service is enclosed and is of a height and design that prevents preschool age children or under from getting beneath, through or over
- any items that children may use to assist them to scale a fence (play equipment, branches of a tree) are either removed or moved away from the fence
- all fences and gates are appropriately maintained to ensure the safety of children
- indoor spaces are kept at a temperature that ensures the safety and wellbeing of children

- existing water safety hazards, including water features and swimming pools at/or near the residence and/or venue are considered as part of the risk assessment and subject to monthly future inspections
- the risk posed by animals at the residence or venue are carefully considered within the risk assessment
- all internal or external stairways, ramps, corridors, hallways or balconies are enclosed in such a way as to prevent a child being trapped or falling through or climbing over it
- power points are fitted with approved safety options or with an earth leakage circuit breaker
- safety plugs are installed when electrical points
- electrical appliances are kept out of reach of all children
- sandpits are covered at night and raked regularly to dispose of any animal faeces
- outside area is checked to prevent any pests or vermin (snakes, rats, mice, spiders)
- garden sheds/garages are kept locked
- firearms and ammunition are inaccessible to children at all times and are stored securely and separately in a locked cupboard at all times
- firearms licences of registered persons are provided to the approved provider
- for FDC venues only, the premises must have at least 3.25 square metres of unencumbered indoor space (Reg. 107) and 7 square metres of unencumbered outdoor space (Reg.108).

**IN THE CASE OF NON-COMPLIANCE OF NATIONAL REGULATIONS, THE APPROVED PROVIDER
WILL:**

- notify the regulatory authority of matters in accordance with the notification requirements in sections 173-174 of the National Law and regulations 173-176
- conduct a meeting with the FDC educator to develop an action plan to ensure areas assessed as non-compliant are rectified within a specific time frame
- ensure ongoing monitoring and assessment of the FDC residence and educator's action plan by the coordinator

If there are other issues preventing compliance, the Approved Provider may take further action to suspend or cancel the approval of the residence as part of the FDC Service/Scheme and terminate the employment of the FDC educator.

THE FDC EDUCATOR WILL:

- keep up to date with any changes to the Assessment and reassessment of residences and venues for FDC policy and procedures

- advise the approved provider of the areas of the residence they wish to use for the operation of their service
 - ensure family members are reminded of the areas that have been assessed for use
 - ensure notification has been made to the approved provider of any proposed renovations and/or changes to the FDC residence or approved venue which may pose a risk to the health, safety and wellbeing of children attending or likely to attend
 - ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding)
 - provide a child safe environment, meeting all regulatory standards by completing daily safety checks and regular risk assessments which monitor the suitability and safety of the education and care environment and identify any risks
 - discuss any suspicions or disclosures from children and follow appropriate reporting if you believe a child may be at risk of harm
 - ensure the residence is set up to facilitate adequate supervision of children
 - ensure the environment is free from tobacco smoke, alcohol and illicit drugs at all times
 - ensure Working with Children Check (WWCC) is current at all times
 - ensure any person residing in the residence over the age of 18 has a current WWCC
 - participate in annual assessments of their residence or more regularly if necessary
 - ensure a diagram showing the areas of the residence or venue used to provide education and care is displayed at the entry of the FDC residence or venue
 - ensure their residence meets all regulatory requirements including ensuring that the premises, furniture and all equipment and toys are safe, clean and in good repair
 - ensure quiet, well-ventilated and comfortable sleeping spaces are provided for children's sleep and rest
 - remove ladders from any bunk beds or make the top level of the bunk inaccessible to children under 8 years
 - ensure all cots meet Australian Standards and are in good repair
 - ensure all glazed areas of the residence or venue complies with glass Regulation 117. All FDC residences and venues (except those in WA- 1m minimum standard applies) must comply with the 0.75m height requirement for safety glass (NQF Review). Any glass that is accessible to children that is lower than the height requirement must have additional glazing or safety film over the glass.
- The glazed area must be-
- a) glazed with safety glass if the Building Code of Australia requires this; or

- b) in any other case
 - treated with a product to prevent shattering if hit
 - or guarded by barriers to prevent a child from striking or falling against the glass.
- ensure that all equipment used complies with Australian Standards (cots, bedding, toys, electrical equipment)
- ensure floor coverings are secure and free from tripping hazards
- follow safety advice from recognised authorities and manufacturers
- ensure any play equipment or building structures are not placed near fences where children could gain a foothold and climb over a fence
- ensure gates and doors have childproof catches that prevent access to hazards including dams, roads, water features, spas or swimming pools
- complete [FDC pool, water hazards/water features safety check](#) (if applicable)
- complete and assist in record keeping of monthly inspections of swimming pools, spas and water feature
- ensure dogs and animals that may cause injury to children are housed in areas with secure fencing or area
- comply with the outcomes of the residence pre-assessment and annual assessment in a timely manner (as per action plan if required)

RECOMMENDED CHECKLISTS/AUDITS FOR FAMILY DAY CARE RESIDENCE ASSESSMENT

(Any checklist or audit sheet developed to be used for assessment must be shared with FDC educators)

- Opening and closing checklist
- Information and display checklist
- Daily safety checklist- indoor/outdoor (checking fencing, gates, locks, play equipment, sandpit, water hazards, risks posed by pets)
- Medication Audit
- First Aid Kit Audit
- Chemical and hazardous materials - including safety data sheets
- Bathroom checklist including suitability of nappy changing arrangements
- Laundry and hygiene facilities
- Children's toys safety checklist
- Furniture and equipment safety checklist

- Home Safety Risk Assessment FDC - Premises assessment checklist including- glass, ventilation and natural light, suitable and sufficient furniture and materials and developmentally appropriate equipment and suitability of the residence
- Transportation pickup/drop off checklist
- Safe sleep audit
- Work, Health and Safety Audit
- Visitor register
- Risk Assessment Audit
- Emergency Evacuation Audit- (fire equipment, smoke alarms)
- FDC Pool/Water Hazards/Water features Safety checklist

CONTINUOUS IMPROVEMENT

Our *Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

Australian Children's Education & Care Authority. (2014).

ACECQA. (2023). Policy and procedure Guidelines. [Assessment and Re-assessment of Residences and Venues for family day care](#)

ACECQA. (2023). [Assessments of family day care residences and venues](#)

ACECQA. (2023). [Family Day Care Pool/Water Hazards/Water Features Safety Check](#)

ACECQA. (2023). [Water Hazard Safety.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

Kidsafe NSW. [Kidsafe Family Day Care Safety Guidelines](#). 7th Edition. (2020).

[National Quality Framework Review \(NQF\) 2019.](#)

Queensland Government. (2019). [Approving family day care residences and approved family day care venues](#)

Queensland Government. (2019). [Assessments of Family Day care residences](#)

Queensland Government. (2019). [Fencing Requirements for family day care residence](#)

Queensland Government. (2018). [Guidance for approved providers- early childhood education and care services operating in multi-storey buildings](#)

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

Western Australia Government. [Department of Communities. Improving safety at family day care residences or venues with swimming pools, spas and water features in Western Australia.](#) (2023).

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V6.09.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • hyperlinks checked and repaired as required • removed checklists that do not apply to FDC • regulations not relevant to the state of Victoria removed 		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V9.9.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • re-arranged content- moved Assessment of FDC residence/venue • changes in regulations from 2019 NQF Review Decision Regulations included in policy • added ACECQA water safety checklists/report information • updates to requirements for services in WA related to pool safety • sources updated 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • Additional information added regarding changes to regulations for WA services around swimming pools, spas and water features 		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> • Additional regulations added as suggested by AECEQA Policy and procedures guidelines (June 2021) • consideration of sleep and rest facilities added • notification to regulatory authority added • notifying families of change to policies and procedures added • additional sources added 		SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> • major rewrite of policy to meet regulatory requirements • list of areas to be assessed added 		SEPTEMBER 2021

	<ul style="list-style-type: none"> • recommendations of checklists/audits added • additions to source documents- national regulations and national law 	
SEPTEMBER 2019	<p>changes/editing to wording</p> <p>review of policy to ensure compliance of education and care national regulations</p>	SEPTEMBER 2020
DECEMBER 2017	updated policy to comply with new national quality standard and education and care regulations	NOVEMBER 2018
DECEMBER 2017	New policy developed to adhere to National Regulations.	TBA

ASSESSMENT OF FAMILY DAY CARE EDUCATORS, ASSISTANTS AND PERSONS RESIDING AT FAMILY DAY CARE RESIDENCES POLICY

Our Family Day Care (FDC) Service has the responsibility of ensuring Family Day Care educators, educator assistants and all persons over the age of 18 residing at the family day care residence are fit and proper persons to be involved in the provision of education and care to young children. Our Service closely monitors Family Day Care educators and educator assistants to ensure the fitness and propriety of all adults. Co-ordinators provide FDC educators and educator assistants with ongoing professional support, assistance and supervision and maintain accurate records to safeguard children's safety and wellbeing.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.

2.2.3	Child protection	Management, educators and staff area aware of their roles and responsibilities to identify and respond to every child at risk of abuse and neglect.
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QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development

QUALITY AREA 7: LEADERSHIP AND MANAGEMENT		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW ACT (2010)	
Section 3 (2)(a); 173	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	

84	Awareness of child protection law
119	Family Day Care Educator and Family Day Care Educator assistants to be at least 18 years of age
127	Family Day Care Educator Qualifications
136	First Aid Qualifications
143A	Minimum requirements for a family day care educator
144	Family Day care Educator Assistants
153	Register of family day care Educators, coordinators and Educator Assistants
154	Record of staff, family day care coordinators and family day care Educator Assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy	Keeping a Register of Family Day Care Educators Policy
Child Safe Environment Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Engagement and Registrations of FDC Educators Policy	Recruitment Policy
Engagement or Registration of FDC Educator Assistants Policy	Visitors to the Family Day care Residences Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999
A New Tax System (Family Assistance) (Administration) Act 1999
Child Care Subsidy Minister's Rules 2017
Child Care Subsidy Secretary's Rules 2017
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Family Law Act 1975
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook

PURPOSE

Our FDC Service adheres to the Education and Care Services National Regulations and conducts assessments of educators, educator assistants and all persons over the age of 18 who reside at the Family Day Care residence to ensure they are fit and proper persons, are suitably qualified and hold the relevant emergency care qualifications.

SCOPE

This policy applies to approved provider, nominated supervisor, coordinator, educators and educator assistants of the Family Day Care Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care (FDC) service must ensure that policies and procedures are in place to assess FDC educators, educator assistants and persons residing at FDC residences. They must also take reasonable steps to ensure policies and procedures are followed. To ensure the ongoing health, safety and wellbeing of children, the Approved Provider is responsible for assessing a person's suitability as an educator or educator assistant and must ensure that all persons who work or reside in the premises of an approved FDC residence are considered to be '*fit and proper persons*'.

Our FDC Service is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

We achieve this by:

- comprehensively screening all applicants for educators and educator assistants before the commencement of providing education and care
- ensuring all applicants who are working or residing with children have the required clearances (WWCC, criminal history checks)
- annually assess the FDC residence or more frequently in the case of new persons residing at the residence or in the case of an incident or accident.

THE APPROVED PROVIDER WILL ENSURE THAT:

- an assessment process is developed and conducted for all educators and educator assistants to ensure they are considered to be fit and proper persons to care for children prior to engaging or registering them in the service and as a rigorous and ongoing assessment process annually (or as required) Reg. 163
- all FDC educators and educator assistants and coordinators are over the age of 18 years of age
- nominated supervisors, coordinators, FDC educators and assistants and volunteers are aware of their individual responsibilities for child protection and maintain up to date knowledge of child protection law
- coordinators, FDC educators and educator assistants have completed approved child protection training
- background checks are made for each person who has management or control for the provider including FDC educators
- a record is kept of expiry dates of criminal history check and WWCC checks

- the Department of Education is contacted if the status of a person's check changes
- FDC educators and educator assistants provide relevant documentation demonstrating they are a fit and proper person. This includes educators and educator assistants to:
 - provide proof of age
 - have a criminal history check issued in the previous six months
 - hold a current and verified Working with Children Check (WWCC)
- FDC educators and educator assistants:
 - hold current first aid qualifications undertaken within the previous three years-
 - approved first aid qualification (except in the case of CPR which must be completed every year)
 - approved anaphylaxis management training
 - approved emergency asthma management training
 - hold a current Driver's License if applicable
 - provide a declaration that all proposed educators are fit and proper persons having regard to any prior actions involving fraud or dishonesty and their capacity to comply with the family assistance law- [See information below for CCS]
 - hold PRODA registration, and individual RA number as a FDC Educator
 - provide documentation of current public liability insurance
- a register of family day care educators, educator assistants and residents over 18 years of age is maintained Reg. 153
- FDC educators hold an approved Certificate III level (or higher) qualification prior to commencing their role in a FDC service (effective 1 July 2023)
- existing FDC educators currently engaged by the FDC service have until 1 July 2024 to complete an approved qualification
- FDC educators maintains adequate knowledge and understanding of the provision of education and care to children
- all educators, educator assistants, coordinators and other staff engaged by the Service are not only approved to work with children through the WWCC but are those who have the right personal qualities, skills and experiences to provide high quality supervision and care to children
- any person residing at the FDC residence is assessed as, and remain, fit and proper for the service to operate
- a child being educated and cared for by the Family Day Care Service is never left alone with a resident, visitor or student (including contract workers)

- address or mitigate as part of their risk assessment any notification of a change in circumstance that has been identified that poses a risk to the health, safety or wellbeing of children of the service
- any person over 18 years of age residing at the Family Day Care residence holds a current Working with Children Check (WWCC)
- for services operating less than 12 months, the minimum of 1 full time equivalent (FTE) coordinator is required for every 15 FDC educators (1:15)
- educators new to the FDC Service are provided with initial support and monitoring during the first month of operation
- for services operating more than 12 months, a minimum of 1 full time equivalent (FTE) FDC coordinator is required for a maximum of 25 FDC educators (1:25) after the first 12 months of operation)
- written consent is provided by parents of each child being educated and cared for by the educator to the use of the FDC educator assistant in each specific circumstance
- a record of nominated supervisors, co-coordinators, educators, and educator assistants engaged in the Service is maintained and kept up to date
- implementing the grievance procedure or taking disciplinary action in the event of a breach of ‘Code of Conduct’
- respond to any allegations to the [NSW Office of Children’s Guardian](#) as per the Reportable Conduct Scheme <https://ccyp.vic.gov.au/reportable-conduct-scheme/>
- re-allocating children if a person or persons residing in the FDC residence do NOT meet the ‘fit and proper’ assessment
- FDC educators adhere to the requirements set out in the Child Care Provider Handbook
- clear expectations about commitment to child safety (Child Safe Standards) are communicated to FDC educators and educator assistants

THE FAMILY DAY CARE COORDINATOR WILL PROVIDE ONGOING ASSESSMENT OF THE EDUCATOR AND EDUCATOR ASSISTANT THROUGH MONITORING AND REGULAR VISITS TO EDUCATOR’S HOMES.

THE COORDINATORS WILL:

- provide ongoing support and advice to FDC educators and educator assistants when education and care is being provided
- monitor and supervise FDC educators and educator assistants through a range of methods including:

- scheduled face-to-face visits to educator's home, sufficient in number and frequency to ensure quality of care is maintained
 - telephone conversations
 - emails and text messages
 - Zoom calls
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the Family Day Care service
- provide evidence of adequate monitoring and support including:
 - dates and times of any visits
 - purpose of the visit- monitoring or support
 - dates and times of any telephone calls
 - details of any correspondence or written materials provided to the educators for the purpose of monitoring or support
 - acknowledging and reporting any areas of concern and processes put in place to rectify these areas
 - report quality care issues in relation to the NQS to Approved Provider
- ensure compliance of National Regulations including:
 - health, hygiene and safe food practices
 - child safe environment
 - safe transportation of children
 - risk assessments
 - first aid kits
 - enrolment and other documents to be kept by FDC educator
 - smoke, alcohol and drug free environment
 - fencing regulations
 - dangerous and hazardous chemicals, medications and substances
 - ensuring unauthorised people, volunteers and visitors are not left alone with children.
- ensure an accurate register of each FDC educator, coordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an educator, coordinator or educator assistant ceases to be registered at the service)
- inform the nominated supervisor/responsible person or approved provider of new residents at a FDC residence

THE FAMILY DAY CARE EDUCATOR AND EDUCATOR ASSISTANT WILL:

- be aware of all regulatory and Family Assistance Law requirements
- ensure all documentation demonstrating they are a fit and proper person as per Regulation 163 and Family Assistance Law (CCS) is provided to the Family Day Care service and kept up to date (National Police Check, WWCC)
- provide evidence of completion of approved qualification by 1 July 2024
- notify the approved provider of any new person aged 18 years or over who resides or intends to reside at the family day care residence (including overseas or interstate visitors)
- notify the service provider of any children residing or intending to reside in the FDC residence who are turning 18 years of age within 30 days prior to them turning 18 (providing enough notice to complete necessary checks)
- notify the approved provider immediately if they are aware of any circumstance relating to any person who resides, or intends to reside at the educator's FDC residence that may affect whether the person is a fit and proper person to be in the company of children.
- keep a detailed record of all visitors to the family day care residence, including their name, signature, date, time of the visitor's arrival and departure
- ensure a child being educated and cared for by the Family Day Care Service is never left alone with a resident, visitor or student (including contract workers)
- provide a risk management plan to ensure the safety and wellbeing of children attending the service if required
- submit all documentation required to the Approved Provider as requested
- embed the National Child Safe Principles
- provision of home insurances, rental agreements, and any other documentation for approval of place of residence to operate a family day care service

DETERMINING WHETHER A PERSON IS FIT AND PROPER

Our FDC Service will adhere to *Family Assistance Law* to determine if a person is deemed fit and proper to be involved in the administration of the Child Care Subsidy, matters involving fraud, dishonesty, financial management, compliance with the law and administration of funds are all relevant considerations. The *CCS Personnel Policy FDC* provides further information regarding requirements to ensure FDC Educators are fit and proper including registration with Provider Digital Access Portal (PRODA).

Our FDC Service will adhere to National Regulations regulation 164 (effective October 2023) to ensure

all persons residing at the FDC residence are determined as fit and proper. The FDC educator must notify the Approved Provider, as soon as possible, if they become aware of any circumstance or situation which may affect the fit and proper status of any individual residing or intending to reside at the FDC residence. Circumstances or situations which may affect an individuals fit and proper status may include:

- charged with or convicted of
 - an offence of sexual nature
 - an offence of violent nature
 - an offence involving drugs
 - an offence involving a weapon
- the individuals Working with Children Check/Clearance application being rejected, revoked or suspended
- if the individual has been prohibited from working with children

CONTINUOUS IMPROVEMENT

Our *Assessment of Family Day Care Educators and Persons Residing at FDC Residences Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Notification of Changes to FDC Residents FDC Household Members Register FDC	Notification of Renovations or Modifications FDC
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RESOURCES

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2023). [Policy and procedure Guidelines. Assessment of family day care educators, family day care educator assistants and persons residing at FDC residences](#)

ACECQA. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)

ACECQA. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)

ACECQA (April 2023). [Family Day Care Compliance Guide](#)

Australian Government Department of Education *Child Care Provider Handbook*. (2022)

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

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (

Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Revised National Quality Standard. (2018)

[Western Australian Education and Care Services National Regulations](#)

<https://ccyp.vic.gov.au/reportable-conduct-scheme/>

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V6.09.24		
MODIFICATION	<ul style="list-style-type: none"> • annual policy review • minor formatting edits within text • hyperlinks checked and repaired as required 		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V7.09.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • update of legislative requirements for FDC educators (notification of fit and proper person; first aid requirements; minimum educator qualifications) • removal of mandatory COVID vaccinations • Updated sources • Information added relating to individuals fit and proper status • Childcare Centre Desktop resources section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • links within policy updated from DESE.gov.au to education.gov.au 		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> • Related Legislation added to align to ACECQA Policy and procedure guidelines (June 2021) • Review of sources • Addition of CCS handbook source • Addition of CCS requirements- <i>Fit and Proper Person</i> • Additional of mandatory COVID-19 vaccinations (check state/territory) 		SEPTEMBER 2022
SEPTEMBER 2020	<p>additional NQS added</p> <p>implementation section modified</p> <p>information related to outline processes for assessment added for Approved Provider,</p>		SEPTEMBER 2021

	<p>Coordinator</p> <p>responsibilities of educator extended</p> <p>additional sources added</p>	
FEBRUARY 2020	<p>Included introduction to policy purpose</p> <p>Added related policy section</p> <p>addition of specific state regulations (SA, Vic)</p> <p>Additional content and responsibilities added</p> <p>Sources checked and updated</p>	FEBRUARY 2021
DECEMBER 2017	Updated policy to comply with new National Quality Standard	NOVEMBER 2018
MAY 2017	Policy developed to adhere to Family Day Care Service	DECEMBER 2017

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATORS' POLICY

Family Day Care (FDC) educators provide early education and care for babies and children up to 13 years of age in a natural and flexible home learning environment. Educators are early childhood education and care professionals who hold a Certificate III level (or higher) qualification. Our Family Day Care Service aims to engage and register educators who are appropriately qualified, are passionate early childhood educators and are committed to ongoing training and professional learning with the support of our coordinators and management team.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 103A	Offence relating to places where education and care is provided
Sec. 239	Register of family day care educators, coordinators and assistants
10	Meaning of actively working towards a qualification
30	Condition on service approval- family day care educator
84	Awareness of child protection law
119	Family day care Educator and family day care Educator Assistant to be at least 18 years old
124	Number of children who can be educated and care for – family day care educator
127	Family Day Care Educator Qualifications
136	First Aid Qualifications
143 (A)	Minimum requirements for a family day care educator

143 (B)	Ongoing management of family day care educators
153	Register of family day care educators, coordinators and educator assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
176A	Prescribed information to be notified to the approved provider by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy	Keeping a Register of Family Day Care Educators Policy
Child Safe Environment Policy	Medical Conditions Policy
Child Protection Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Emergency and Evacuation Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Engagement and Registrations of FDC Educators Assistant Policy	Recruitment Policy
Excursion/Incursion Policy	Safe Transportation Policy
Governance Policy	Sleep and Rest Policy
Incident, Injury, Trauma and Illness Policy	Staffing Arrangements Policy
Interactions with Children, Family and Staff Policy	Visitors to the Family Day Care Residences Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999

A New Tax System (Family Assistance) (Administration) Act 1999

Child Care Subsidy Minister's Rules 2017

Child Care Subsidy Secretary's Rules 2017

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Family Law Act 1975

Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

PURPOSE

We aim to create and maintain a positive, professional and transparent approach to recruit, register and engage family day care educators to our Family Day Care Service and ensure that our FDC educators are fit and proper, suitably qualified and passionate early childhood educators. The safety, health, and wellbeing of children is paramount, and we ensure our systems and documentation for engaging and registering FDC educators are kept up-to-date and reviewed regularly.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care service must ensure that policies and procedures are in place for the engagement or registration of FDC educators. They must also take reasonable steps to ensure those policies and procedures are followed.

The FDC Service will have a consistent process in the registration or engagement of Family Day Care educators. Educators will come from a variety of backgrounds and life experiences, to reflect the diversity within our community, whilst adhering to all current Education and Care Services National Regulations, National Quality Standards and Family Assistance Law.

Our FDC Service will use a variety of advertising methods to attract and recruit Family Day Care educators, which may include paper based, electronic/social media and word of mouth. All potential educators are required to submit a written application stating relevant qualifications, interest, suitability and availability. We encourage opportunities to discuss our processes of recruiting, training and engagement of potential educators. All FDC educators will register with the Department of Education through the Provider Digital Access Portal (PRODA) and maintain registration as part of their employment by our service to provide care for children and record attendance information for Child Care Subsidy purposes.

Our FDC Service is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

THE APPROVED PROVIDER WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- ensure robust and proper checks take place prior to registration of FDC educators, including a declaration of fitness and history of compliance with the National Law and Regulations completed by the educator
- review the educator's knowledge and understanding of the provision of education and care to children, taking into consideration the educator's history of compliance with the National Law and regulations (Reg 143A)
- ensure FDC are at least 18 years of age, are suitably qualified, hold at least an approved certificate III level (or higher) qualification (transitional arrangements apply for existing FDC educators to complete qualifications)
- ensure potential educators hold a current Working with Children Check (WWCC) and Australian National Police Criminal history record check (or Police Check) obtained from the relevant state or territory police service, or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application
- have procedures in place to notify the regulatory authority of any circumstance that may pose a risk to the health, safety or wellbeing of children, including fitness of propriety issues related to any individual residing in the FDC residence

- ensure FDC educators notify the approved provider of any new resident over 18 years of age at the FDC residence and any circumstances relating to a person at the FDC residence that may affect whether they are a fit and proper to be in the company of children (including if the person has been charged or convicted of an offence of a sexual or violent nature or an offence involving drugs or a weapon, the person's working with children or vulnerable people check, registration or card is rejected, revoked or suspended or the person is prohibited from working with children)
- maintain a register of FDC educators, coordinators, educator assistants
- ensure quality practices in our recruitment process, induction, retention and wellbeing
- embed National child safe principles into the service's philosophy, practices and culture
- ensure copies of all policies and procedures are readily accessible to nominated supervisors, coordinators, educators, families, volunteers, students and visitors
- ensure a diagram is displayed and visible from the main entrance showing the FDC venue and areas of the FDC residence assessed as suitable for providing education and care to children and identifying any swimming pool, water feature or spa
- ensure any swimming pool at the FDC residence or approved venue is fenced according to relevant state laws

TO BE ENGAGED OR REGISTERED AS A FAMILY DAY CARE EDUCATOR, THE APPLICANT MUST:

- be aware of regulatory requirements
- ensure the approved provider is notified of any circumstance that may pose a risk to the health, safety or wellbeing of children attending or likely to attend the family day care residence (Reg. 176A)
- be at least 18 years of age
- hold a current Working with Children Check (WWCC) and Australian National Police Criminal history record check (or Police Check) obtained from the relevant state or territory police service, or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application
- complete a declaration that all proposed educators are fit and proper persons having regard to any prior actions involving fraud or dishonesty and their capacity to comply with the family assistance law
- maintain current approved first aid qualification and approved anaphylaxis and asthma management training
- renew cardio-pulmonary resuscitation every 12 months

- hold at least an approved Certificate III level of an early childhood education qualification. (Existing FDC educators who are engaged prior to July 1 2023 have until July 1 2024 to complete an approved qualification hold insurance against public liability with a minimum cover of \$10,000,000)
- be considered a '*fit and proper person*' to be providing education and care to children
- be a responsive and effective communicator
- maintain and extend their knowledge and understanding of the provision of education and care to children and implement the approved learning frameworks- *Belonging, Being and Becoming*: The Early Years Learning Framework for Australia (V2.0) *and Our Time Our Place*: Framework for School Aged Care in Australia (V2.0)
- hold PRODA registration, and individual RA number as a FDC educator
- notify the approved provider of any residents at the FDC residence or venue, including intention to have residents at the residence or venue
- notify the approved provider of any circumstances relating to a person who resides at the residence or intends to reside that may affect whether the person is fit or proper to be in the company of children

EDUCATORS SHOULD BE EXPECTED TO:

- complete a written application to the Family Day Care Service
- participate in an interview with the Approved Provider or nominated person (coordinator, educational leader)
- provide requested documentation
- display a diagram at the main entrance showing the areas of the FDC residence or approved venue assessed as suitable for education and care provided to children
- ensure this diagram clearly shows the existence of any water hazard, swimming pool or spa
- display prescribed information clearly visible for families at the entrance of the FDC residence or venue
- have adequate knowledge and understanding of the provision of education and care to children
- have knowledge and competence in ensuring the safety, health and wellbeing of all children being educated and cared for in their residence or approved venue
- have knowledge of child protection law and understand their responsibilities as mandatory reporters
- have knowledge and commitment to embedding the National Child Safe Principles
- maintain current approved first aid and approved anaphylaxis and asthma management training and renew cardio-pulmonary resuscitation every 12 months

- ensure their public liability insurance is kept current
- have the proposed residence or venue assessed and approved by the approved provider prior to commencement of providing education and care to children
- notify the approved provider of all family members residing in their residence including their names and dates of birth
- notify the approved provider of any residents at the FDC residence or venue; if any person is over 18 years of age provide a WWCC clearance check
- notify the approved provider of any circumstance relating to a person who resides or intends to reside at the residence that may affect whether the person is a fit and proper person to be in the company of children
- ensure to provide a smoke, drug and alcohol-free environment
- be prepared to allow coordinators to regularly visit their residence to assess safety and compliance and review the educational program
- have policies and procedures available at the residence or approved venue and be readily accessible by all educators, educator assistants, coordinators, volunteers and families and regulatory officers
- be prepared to self-assess their performance in delivering care and education to children in their care and plan for future improvements in their Quality Improvement Plan
- implement the FDC Services' policies and procedures
- abide by the Code of Conduct at all times
- complete a minimum of 4 training sessions annually with our FDC Service
- comply with the requirements set out in the Child Care Provider Handbook
- provide evidence of mandatory immunisation requirements as set by current Public Health Orders

POTENTIAL FAMILY DAY CARE EDUCATORS MAY BE:

- required to gain a medical clearance from a qualified medical practitioner, stating he/she is physically and/or mentally capable of the duties and requirements for work in family day care
- required to examine their own immunisation status in order to protect themselves and the children and families they work with
- required to have their vehicle checked by an authorised restraint fitter to check condition of seat belts, child restraints, tyres etc.

APPROVAL OF ENGAGEMENT OR REGISTRATION WITH THE FAMILY DAY CARE SERVICE

The approved provider will review all information submitted by the applicant and assess whether they meet the assessment to be a ‘fit and proper’ person to provide education and care to children.

If the applicant is successful, they will receive a letter of offer to be registered or engaged by the service.

The educator will be provided with an extensive induction and orientation training.

Induction will provide information on:

- Legal requirements and obligations under the National Quality Framework
- Family Day Care administration requirements
 - service policies and procedures
 - legislation and guidelines
 - applying knowledge of Commonwealth and jurisdictional administrative requirements
 - CCS and ACCS – fees
 - legal requirements of record keeping- attendance records, visitor records, written authorisations
 - Statement of Philosophy
 - Family Day Care Service Handbook
 - insurances
 - information on small business management (including taxation requirements)
 - employment terms and conditions, including the contractor payment arrangements
 - schedule of fees and fee collection methods
 - record keeping requirements
 - process of assessing the suitability of the residence and ongoing assessment
 - Working with Children Checks/criminal history checks
- National Quality Framework-
 - Education and Care Services National Law and Regulations
 - National Quality Standards
 - Assessment and Rating
- Early Childhood Australia Code of Ethics
- Provision of quality education and care to children
 - Early Years Learning Framework and My Time, Our Place Framework
 - Importance of play
 - educational program

- observing and documenting children's development
 - caring for children
 - inclusive environments
 - behaviour guidance
 - managing children's health and safety
- Code of Conduct
- Child Safe Standards
- Methods of communicating with families
- Process of dealing with grievances and complaints
- Work Health and Safety
- Privacy and Confidentiality

Prior to any child being enrolled with the FDC educator, an assessment of the proposed residence must be completed to ensure it meets the service requirements.

We aim to build successful and professional partnerships between our FDC Service and educators.

If potential family day care educators are dissatisfied with the engagement and registration process, they will be encouraged to use the grievance procedure.

[See: *Engagement and Registration of Family Day Care Educators Procedure*]

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Engagement or Registrations of FDC Educators Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Engagement or Registration of FDC Educators Procedure

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2023). Policy and procedure guidelines. [*Engagement or registration of family day care educator*](#)

ACECQA. (2023). [*Legislative Requirements for Family Day Care Providers: from 2023*](#)

ACECQA. (2023). [*Legislative Requirements for Family Day Care Educators: From 2023*](#)

ACECQA (April 2023). [*Family Day Care Compliance Guide*](#)

Australian Government Department of Education. *Child Care Provider Handbook* (2023).

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

Education and Care Services National Law Act 2010. (Amended 2023).

[*Education and Care Services National Regulations*](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

National Quality Standard. (2018).

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION	V9.09.24		
MODIFICATIONS	<ul style="list-style-type: none"> • hyperlinks checked and repaired as required • annual policy review 		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V7.09.23		
MODIFICATION	<ul style="list-style-type: none"> • annual policy review • inclusion of key NQF legislative changes for FDC services (effective July and October 2023) • approved provider section added • additional points added to FDC educator section • Continuous Improvement/Reflection section added • Childcare Centre Desktop Resource section added • removal of Procedure at end of document, new procedure developed as a separate file 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • links within policy updated from DESE.gov.au to education.gov.au 		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> • Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(June 2021) • Review of source links within policy • Additional related policies • Addition of CCS requirement information • Addition of CCS handbook source • Reformat of Procedure at end of document • Additional information added re: mandatory COVID-19 vaccinations 		SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> • additional regulations added 		SEPTEMBER 2021

	<ul style="list-style-type: none"> • approval and registration section added • suggestions for induction/orientation added • additional sources 	
SEPTEMBER 2019	<p>Word edits and changes</p> <p>Additional inclusions to comply with Regulations</p>	SEPTEMBER 2020
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
FEBRUARY 2017	Policy developed to adhere to Family Day Care Service	FEBRUARY 2018

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY

Under specific circumstances, a Family Day Care (FDC) educator assistant, may assist the FDC educator in providing education and care to children as part of a Family Day Care Service. The FDC educator assistant must be approved and engaged by or registered by the approved provider and meet all relevant requirements of the *Early Education and Care Services National Law and Regulations*.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 103A	Offence relating to places where education and care is provided as part of a family day care service
Sec. 164A	Offence relating to the education and care of children by family day care service
Sec. 269	Register of family day care educators, coordinators and assistants
84	Awareness of child protection law
119	Family day care educators and family day care educator assistant to be at least 18 years of age
124	Number of children who can be educated and care for – family day care educator
136	First aid qualifications
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants

163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy	Keeping a Register of Family Day Care Educators Policy
Child Safe Environment Policy	Medical Conditions Policy
Child Protection Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Dealing with Infectious Diseases Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Emergency and Evacuation Policy	Recruitment Policy
Engagement and Registrations of FDC Educators Policy	Safe Transportation Policy
Excursion/Incursion Policy	Sleep and Rest Policy
Governance Policy	Staffing Arrangements Policy
Incident, Injury, Trauma and Illness Policy	Visitors to the Family Day Care Residences Policy
Interactions with Children, Family and Staff Policy	

PURPOSE

The Family Day Care Service aims to establish and maintain a constructive and professional approach in the engagement and registration of educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the Approved Provider of a Family Day Care (FDC) Service must ensure that policies and procedures are in place for the engagement or registration of FDC educator assistants. They must also take reasonable steps to ensure those policies and procedures are followed.

A Family Day Care educator assistant may be engaged by or registered by the service, to assist Family Day Care educators in providing education and care to children and assisting with other areas of support. This may include the transportation of children, emergency situations and when the FDC educator needs to attend an appointment. Educator assistants must maintain the standards expected by the service, the National Quality Framework, families and the community.

Our FDC Service is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

<https://www.bing.com/ck/a?!&&p=b04d01dd175aac5ajmltdHM9MTcxODE1MDQwMCZpZ3VpZD0xNDc2NDMwMi01NWY4LTYzZTQtMzgzOS01MjdINTRODYyOTkmaW5zaWQ9NTIxMw&ptn=3&ver=2&hsh=3&fclid=14764302-55f8-63e4-3839-527e54e86299&psq=child+safe+standards+victoria&u=a1aHR0cHM6Ly9jY3lwLnZpYy5nb3YuYXUvY2hpbGQtc2FmZS1zdGFuZGFyZHMv&ntb=1>

THE APPROVED PROVIDER OF THE FAMILY DAY CARE SERVICE WILL ENSURE:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, management, staff, educators and educator assistants comply with this policy
- the applicant is approved as an educator assistant as part of a Family Day Care Service in the circumstances set out in National Regulations
- the FDC educator assistant engaged at the FDC service is at least 18 years old
- there is a clear and equitable registration process when engaging educator assistants
- reference checks are conducted prior to registering the applicant
- educator assistants are provided with information about the service including employment requirements

- the educator assistant has been deemed a ‘fit and proper person’ to be in the company of children, and holds a valid Working With Children Check/Clearance
- a register containing prescribed information about each educator assistant engaged by or registered with the service is maintained to ensure compliance with National Regulations
- clear expectations about commitment to child safety (National Child Safe Standards) are communicated to FDC educators and educator assistants
- educator assistants are provided with a comprehensive induction and training to ensure clear and concise understanding about their role and responsibilities at the FDC service including: -
 - knowledge of the Service’s Child Safe Policies and Procedures including Child Safe Environment Policy, Child Protection, Sleep and Rest, Emergency Evacuation, Administration of First Aid and Code of Conduct Policy and Child Safety and Wellbeing Policy (Vic Services)
 - Reportable Conduct Scheme
 - safe transportation requirements
 - Work Health and Safety guidelines
 - behaviour guidance
 - service routines
 - human resource documentation
 - physical environment
 - communication with families’ processes
 - Family Assistance Law and Child Care Subsidy
- educator assistants know how to install and use child car restraints according to manufacturer’s instructions
- educator assistants have been provided with the Service’s policies and procedures in order to maintain compliance and quality standards
- educator assistants are aware of individual children’s details including allergies, routines, contact details of parents and carers and emergency details
- educator assistants have completed all required paperwork, including evidence of their personal details, copy of their current First Aid qualification; copy of current anaphylaxis and asthma management training and copy of their valid Working with Children Check
- consideration is given to each FDC educator’s specific context and location when registering educator assistants (in particular, educators located in remote areas)
- written consent is received from each child’s parent for FDC educator assistants to assist the FDC educator in circumstances detailed in regulation 144

THE FAMILY DAY CARE SERVICE WILL MAINTAIN A REGISTER OF FDC EDUCATOR ASSISTANTS APPROVED BY THE SERVICE CLEARLY RECORDING:

- full name, address and date of birth of the approved FDC educator they will be assisting
- full name, address and date of birth of the educator assistant
- statement included about family day care service being a venue or a residence
- a record of the identifying number of the Working with Children Check and date that the check was sighted by the approved provider or nominated supervisor and expiry date
- evidence the FDC educator assistant has completed:
 - current approved first aid qualification
 - current approved anaphylaxis and asthma management training
 - completion of emergency life support and cardio pulmonary resuscitation training
 - current child protection training
- evidence of any relevant qualifications held by the FDC educator assistant
- details of current driver's licence (with 3rd party compulsory insurance if transporting children)

FAMILY DAY CARE EDUCATOR ASSISTANT SPECIFIC CIRCUMSTANCES (REGULATION 144)

An educator assistant must be approved and engaged by or registered by the approved provider to assist a family day care educator under specific circumstances (including transporting or escorting children)

- written consent must be provided by parents of each child being educated and cared for by the educator to the use of the family day care educator assistant in each specific circumstance
- written consent must be provided to the approved provider
- in the event of an emergency, parents of each child must be notified as soon as possible by the family day care Educator, Educator Assistant or service representative.

SPECIFIC CIRCUMSTANCES INCLUDE:

- assisting the family day care educator as part of the Family Day Care service
- in the absence of the family day care educator, transporting a child between a residence or approved venue and school or another educator and care service or children's service or the child's home
- providing education and care to a child in emergency situations, including when the family day care educator may require urgent medical care or treatment
- escort (by walking) a child between the FDC residence or venue and:
 - a school
 - another education and care service or children's service
 - the child's home

- providing education and care to a child while the family day care educator attends an appointment provided:
 - the absence is less than four hours
 - the approved provider has approved that absence and
 - parents have been provided notice of the absence

THE FAMILY DAY CARE EDUCATOR WILL:

- notify families of their intention to use an educator assistant and request written authorisation/consent
- seek approval from the approved provider on each occasion to utilise educator assistant
- ensure the educator assistant is provided with a comprehensive induction to the residence
- ensure the educator assistant is made aware of any changes to children's medical needs or authorised persons to collect them- authorised nominees
- ensure the educator assistant is aware of:
 - displaying prescribed information including diagram of the FDC service indicated areas of the residence/approved venue approved to provide education and care
 - location of policies and procedures
 - enrolment information (including authorised nominees)
 - child safe standards including mandatory reporting obligations
 - location of first aid kit
 - location of emergency fire equipment
 - location of exits and evacuation plan
 - emergency phone numbers
 - emergency contact details of all children
 - individual children's medical management plans and emergency action plans
 - individual children's routines
 - procedures for the safe arrival and collection of children from the FDC service
 - children's personal belongings- hats, backpacks, special toy
 - administration procedures for collection of fees, absences, communication with families
 - privacy and confidentiality (including use of own mobile phone)
 - safe transportation of children policy and procedures

CONTINUOUS IMPROVEMENT

Our *Engagement or Registration of Family Day Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2023). Policy and procedure guidelines. [Engagement or registration of family day care educator assistant](#)

ACECQA. (2023). [Family Day Care Compliance Guide](#).

ACECQA. (2023). [Family Day Care Compliance Guide. Nominated supervisor](#).

Australian Government Department of Education. *Child Care Provider Handbook* (2023).

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Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V6.09.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy review• hyperlinks checked and repaired as required		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V7.09.23		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy review• merged information into Approved Provider section (repeated information)• added required information to the register of educator assistants• added further role approved for educator assistant- (escorting children via walking)• continuous improvement/ reflection section added• updated sources to include Key NQF legislative changes for FDC services (effective July and October 2023)		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

SEPTEMBER 2022	<ul style="list-style-type: none"> regular policy maintenance link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required links within policy updated from DESE.gov.au to education.gov.au 	SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(June 2021) additional related policies added Review of source links within policy Additional information re: mandatory COVID-19 immunisation in some state/territories 	SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> additional regulations reordering of some points for approval of educator assistant additional information added for requirements for educator assistant in relation to child protection additional section added for educator role additional sources added 	SEPTEMBER 2021
SEPTEMBER 2019	<p>Wording changes (deletions and additions)</p> <p>Inclusion of information to ensure compliance to Educational and Care Services National Regulations</p>	SEPTEMBER 2020
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Policy developed to adhere to Family Day Care Service	

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS' POLICY

Under the Education and Care Services National Regulations, Family Day Care Services are required to maintain an accurate register of any Family Day Care (FDC) educators, coordinators and educator assistants engaged by or registered with the service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 269	Register of family day care educators, coordinators and assistants
10	Meaning of working towards a qualification
124	Number of children who can be educated and cared for- family day care educator
153	Register of family day care educators, coordinators and educator assistants
168	Education and care service must have policies and procedures
169	Additional policies and procedures-family day care services
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy
Child Safe Environment Policy
Engagement or Registration of FDC educator assistants Policy
Engagement or Registration of FDC educators Policy

Governance Policy

Monitoring Support and Supervision of FDC educators and educator assistants Policy

Staffing Arrangement Policy

PURPOSE

The Family Day Care Service aims to act in an equitable and transparent manner by ensuring an accurate register that includes all the information prescribed in the Education and Care Services National Regulations.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider of the Family Day Care (FDC) Service must ensure that a register of family day care educators, coordinators and educator assistants employed or engaged by, or registered with the service is developed and maintained. The Approved Provider must also take reasonable steps to ensure that those policies and procedures are followed.

Record keeping is an integral part of the management of a service. To support quality education and care, as well as ensuring the safety and wellbeing of children we ensure our register of all FDC educators, coordinators and educator assistants is accurate and kept up-to-date.

WHERE IS THE REGISTER KEPT?

- The register will be kept at the principal office of the approved Family Day Care Service
- Coordinators will be responsible for recording evidence in the register of visits, phone calls and other support provided to family day care educators
- The register will be made available to authorised officers of a regulatory authority and parents on request within 24 hours. The register will be kept in a secure place and treated confidentially
- Information must be held for three years after the date an educator, coordinator or educator assistant ceases to be employed or engaged by or registered with the Family Day Care service.

THE APPROVED PROVIDER WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- include the prescribed information in the register about the FDC educators, coordinators and educator assistants
- take reasonable steps to ensure the information in the register is accurate
- provide any information in the register (and any changes) to the regulatory authority upon request within 24 hours of the request
- ensure copies of the policy and procedures are readily available and accessible to FDC educators, coordinators, educator assistants and other staff, and families

- notify families at least 14 days of any changes to policy or procedures- as per regulations
- provide induction training to new educators and other staff
- provide ongoing training and information to coordinators, nominated supervisors, educators and educator assistants to ensure they can fulfil their roles and provide a child safe environment for all children and young people
- keep copies of the register until the end of 3 years after the FDC educator, coordinator or educator assistant ceases to be employed or engaged by or registered with the FDC service.

THE REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND ASSISTANTS MUST INCLUDE:

- full name of educator, coordinator/s and educator assistant
- date of birth (minimum of 18 years of age) of each person
- contact details (including address) of each person
- the address of the residence or approved Family Day Care service to confirm where the educator will be providing education and care to children as part of the service
- the date that each educator, coordinator and educator assistant was engaged by or registered with the Family Day Care Service
- the date the educator, coordinator and educator assistant ceased to be engaged by or registered with the service (if applicable)
- the full name of the educator to be assisted by the educator assistant
- the days and hours the educator will usually be providing education and care to children as part of the service
- if the educator or educator assistant is an Approved Provider, the number of the provider approval and the date the approval was granted
- the name and date of birth of people who normally reside at the FDC residence and a record of any working with children clearance (WWCC or teacher registration) as per state legislation. The record must include the date sighted by the approved provider/nominated supervisor and the expiry date
- evidence of any relevant qualifications held by the educator, coordinator or educator assistant or if applicable that the educator, coordinator or educator assistant is actively working towards that qualification as provided under Regulation 10 (Note: existing FDC educators have until 1 July 2024 to complete an approved qualification. New FDC educators must hold an approved certificate III or higher prior to commencing their role in the FDC service).
- evidence of any other training completed by the educator, coordinator or educator assistant
- evidence that each FDC educator is receiving adequate monitoring and support from a FDC coordinator including:
 - dates and times of any visits by the co-ordinator to the family day care residence or venue
 - purpose of visit- monitoring or support
 - dates and times of any telephone calls between the co-ordinator and the FDC educator for the purpose of monitoring and support
 - details of any correspondence or written materials provided to the educator for the purpose of monitoring and support (include dates and times of correspondence)
- evidence that the educator and educator assistant have completed:
 - an ACECQA approved First Aid certificate- including yearly cardio-pulmonary resuscitation training

- an ACECQA approved anaphylaxis management training and
 - an ACECQA approved emergency asthma management training
- if the coordinator will be providing education and care to children, evidence that the co-ordinator has completed-
 - an ACECQA approved First Aid certificate- including yearly cardio-pulmonary resuscitation training
 - an ACECQA approved anaphylaxis management training and
 - an ACECQA approved emergency asthma management training
 - child protection training
- a record of the identifying number and expiry date of a current Working with Children Check, Working with Children Card, Working with Vulnerable People Check, Criminal History Record Check or proof of current teacher registration under an education law of a participating jurisdiction and date of expiry.
- a record identifying the date the check or registration of the above was sighted by the approved provider or a nominated supervisor of the service
- for each child educated and cared for by the educator as part of the Family Day Care service, the child's name and date of birth and the days and hours that the educator usually provides education and care to that child
- if regulation 124(5) applies, a record of the approved granted in relation for the FDC educator operating with more than 7 children, or more than 4 children under preschool age, due to exceptional circumstances
- if the education and care is provided in a residence, the full names and dates of birth of all persons who normally reside at the FDC residence and a record of any working with children clearance, such as WWCC or teacher registration

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- notify the approved provider of any changes to the information recorded in the register
- update information related to qualifications, mandated training, working with children clearance/check, details of monitoring support provided by the FDC coordinator

CONTINUOUS IMPROVEMENT

Our *Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Educator Register FDC	Monitoring Record FDC
Team Coordinator Register FDC	

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2023). Policies and procedures guidelines. [Keeping a register of family day care educators, coordinators and educator assistants.](#)

ACECQA. (2023). [Family Day Care Compliance Guide. Educator.](#)

ACECQA. (2023). [Family Day Care Compliance Guide](#).
 ACECQA. (2023). [Record Keeping in Family Day Care Services](#).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Guide to the National Quality Framework. (Amended 2023).
 National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION	V3.09.24		
MODIFICATIONS	<ul style="list-style-type: none"> • regular policy maintenance • hyperlinks checked and repaired as required 		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION	V6.09.23		
MODIFICATIONS	<ul style="list-style-type: none"> • regular policy maintenance • minor formatting edits within text • additional regulations added • additional points added for compliance with July/October changes to legislative requirements- NQF review • compliance guides for FDC updated to October 2023 • hyperlinks checked and repaired as required • continuous improvement section added • Childcare Centre Desktop resources section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required 		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> • Related Legislation added to align to ACECQA Policy and procedure guidelines (June 2021) • Additional section related to role of approved provider • Review of sources 		SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> • Information added to include: who is responsible for register, location of register • additional sources added 		SEPTEMBER 2020

SEPTEMBER 2019	Modifications and inclusions to ensure compliance with National Regulations	SEPTEMBER 2020
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standards	MARCH 2018
MARCH 2017	Policy developed to adhere to Family Day Care Service	MARCH 2018

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANT'S POLICY

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS		
S.51	Conditions of service approval	
S. 163	Offence relating to appointment or engagement of family day care co-ordinators	
S. 164	Offence relating to assistance to family day care educators	
S. 164A	Offence relating to the education and care of children by family day care service	
S. 167	Offence relating to protection of children from harm and hazards	
S. 168	Offence relating to required programs	
S. 169	Offence relating to staffing arrangements	
55	Quality improvement plans	
73	Educational program	
74	Documenting of child assessments or evaluations for delivery of educational program	
75	Information about education program to be kept available	
76	Information about educational program to be given to parents	
82	Tobacco, drug and alcohol-free environment	
83	Staff members and family day care educators not to be affected by alcohol and drugs	
84	Awareness of child protection law	

84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
116	Assessments of family day care residences and approved family day care venues
116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
118	Educational leader
123A	Family day care coordinator to educator ratios-family day care services
124	Number of children who can be educated and cared for- family day care services
127	Family day care educator qualifications
128	Family day care coordinator qualifications
143B	Ongoing management of family day cay educators
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff engaged or employed by family day care service
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures-family day care service
169(2)(d)	Monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations
170	Policies and procedures to be followed

172	Notification of change to policies and procedures
173A	Prescribed information to be displayed-family day care service
175	Prescribed information to be notified to regulatory authority
176A	Prescribed information to be notified to approved provider by family day care educator
180	Evidence of prescribed insurance

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy
 Assessment of Family Day Care Educators, Assistants and Persons residing at the Family Day Care Residence Policy
 Child Safe Environment Policy
 Educational Program Policy
 Engagement or Registration of FDC Educators Policy
 Engagement or Registration of FDC Educator Assistants Policy
 Governance Policy
 Keeping a Register of Family Day Care Educators Policy
 Professional Development Policy
 Provision of Information Assistance Training to Family Day Care Educators Policy
 Visitors to the Family Day care Residences Policy

PURPOSE

The Family Day Care Service aims to maintain a high quality of education and care to children by supporting and monitoring family day care educators and educator assistants. Coordinators ensure the safety, health and wellbeing of the children being educated and cared for within the Service and support educators to ensure the educational and developmental needs of all children are met. We promote the continual improvement of practices within the Service through monitoring, supporting and supervising Family Day Care educators and educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

Under the *Education and Care Services National Law*, the Approved Provider of a Family Day Care (FDC) service must ensure that each FDC educator engaged by, or registered with, the service is adequately monitored and supported by a FDC coordinator. The Approved Provider will appoint a coordinator/s to support, monitor and supervise FDC educators and educator assistants to ensure compliance and to be invested to continuously improve the service.

Under the Education and Care Services National Regulations, the Approved Provider must ensure that policies and procedures are in place for monitoring, support and supervision of FDC educators,

including those located in remote areas.

They must also take reasonable steps to ensure policies and procedures are followed.

THE APPROVED PROVIDER WILL:

- keep evidence of the current prescribed insurance at the principal office of the FDC service (public liability insurance with a minimum cover of \$10 000 000- Reg 30)
- ensure ratio requirements are met and regularly monitored
- ensure coordinators hold an approved diploma level education and care qualification
- ensure all coordinators have successfully completed child protection training
- ensure coordinators provide ongoing support and advice to educators and educator assistants at all times education and care is being provided
- ensure coordinators are equipped with mobile phones, laptop computers and/or other devices to ensure communication with educators, wherever they are located, is seamless and personal
- be aware of existing ratios of coordinators to educators as a condition of approval from the regulatory authority
 - ensure the minimum coordinator to educator ratio is applied to all new Family Day Care services-operating less than 12 months- 1 full time equivalent (FTE) FDC coordinator for every 15 FDC educators
 - for services operating more than 12 months- a minimum of 1 full time equivalent FDC coordinator is required for a maximum of 25 FDC educators (1:25)
- ensure an accurate register of each FDC educator, co-ordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an educator, co-ordinator or educator assistant ceases to be registered at the service)
- ensure details of when FDC educators are approved to educate more than seven children, or more than four children who are preschool age or under, at any one time, due to exceptional circumstances, are kept on the register of FDC educators
- ensure record of assessments of family day care residence and approved venues are kept up to date
- ensure risk assessments are conducted for FDC residence or approved venue located in a multistorey building shared with other occupants for safe evacuation of children including non-ambulatory children
- ensure record of service's compliance with the National Law and Regulations is kept and is readily available for the regulatory authority to sight
- provide professional development opportunities for staff and educators
- ensure policies and procedures are readily accessible
- ensure clear expectations about commitment to child safety and embedding the National Child Safe Principles, are communicated to FDC educators and educator assistants
- notify families at least 14 days before changing the policy or procedures (as per regulations)
- ensure monthly inspections of swimming pools, water features and spas for FDC residence and approved venues are conducted and recorded (note: inspections must be in conducted in person)
- ensure a diagram is displayed at each residence or approved venue showing areas of the residence or venue suitable for the provision of education and care. Additionally, the diagram must show the existence of any water hazards, water features or swimming pools at or near the residence or venue

- request educators notify the approved provider of any circumstances that arise at the approved residence or venue that may pose a risk to the health, safety and wellbeing of children attending or likely to attend the FDC service
- request educators notify the approved provider of any renovations, infectious disease outbreaks, bushfire, flood or other natural disasters which may affect the approved residence or venue

THE EDUCATIONAL LEADER WILL:

- oversee the development and implementation of the educational programs across the FDC service/scheme and ensure they are linked to the relevant approved learning frameworks- EYLF, MTOP with FDC educators – the Approved national frameworks EYLF V2.0 and MTOP V2.0 are to be implemented from 2024
- ensure required documentation is developed and shared with families

THE COORDINATOR OR COORDINATION TEAM WILL:

- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the service maintain adequate knowledge and understanding of the provision of education and care to children
- monitor and supervise family day care educators and educator assistants in all locations through a range of methods including:
 - conducting regular scheduled visits to educator's homes
 - engaging in regular telephone conversations, emails and text messages
 - utilising Skype® or Zoom to communicate with educators who are remotely located
 - organising team meetings through online platforms to
 - encourage collegiality and
 - providing targeted professional learning
 - share resources, ideas
 - provide opportunities for other educators to 'see' how educators program for children
- provide additional and flexible support to services located in remote locations including visits in person when possible
- be contactable by telephone AT ALL TIMES whilst children are in attendance at a service to respond to educator's requests for assistance and support including weekends and overnight stays
- respond to educator emails within 24 hours
- provide feedback to ensure practices meet service policies and National Quality Framework, EYLF and MTOP framework, National Law and Education and Care Services National Regulations
- be responsive to FDC educator and educator assistant's requests for assistance and/or mentoring
- support educators to reflect critically on their practice
- provide assistance with the service's self-assessment, identifying areas that need improvement and promote continuous improvement to be documented in their Quality Improvement Plan (QIP)
- promote and plan for social outings, playgroups and other meetings to support educators
- ensure policies and procedures are in place at the service including safe sleep and rest practices
- take reasonable steps to ensure that any serious incident or complaint is adequately and promptly addressed by the regulatory authority
- report issues/concerns where children's needs are not being met or a child/ren is at risk

- ensure educators and educator assistants are aware of the Service's Child Safe Policies and Procedures including Child Safe Environment Policy, Code of Conduct and Child Safety and Wellbeing Policy.

THE EDUCATIONAL PROGRAM

- maintain an up-to-date educational program displayed at the service that is accessible to families
- ensure the educational program is delivered in accordance with an approved learning framework (*Belonging, Being & Becoming: The Early Years Learning Framework; My Time Our Place: Framework for School Age Care in Australia*)
- monitor and support the developmental needs, interests and experiences of each individual child at the service
- provide relevant support and assistance to educators assisting them to identify the individual needs of each child in care and plan relevant inclusive experiences
- assist educators to observe and monitor development
- monitor documentation in order to meet the requirements outlined in the Regulations and National Quality Standard
- support educators and educator assistants to respond to requests from families about their child promptly and respectfully
- ensure educators and educator assistants adhere to the Australian Code of Ethics, forming positive and respectful relationships with families and children.

EDUCATOR'S QUALIFICATIONS AND PROFESSIONAL LEARNING

- maintain a register of education qualifications for FDC educators and educator assistants
- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the service maintain adequate knowledge and understanding of the provision of education and care to children
- support and monitor FDC educators who are '*actively working towards*' their early childhood qualifications, working in accordance with training requirements and timelines for completing an approved qualification- (existing FDC educators must complete qualification by July 1 2024)
- collaborate with FDC educators to discuss and reflect on individual children and families
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the family day care service to enhance their skills and professional development
- professional develop may include, but is not limited to:
 - familiarisation of updated approved learning frameworks- EYLF V2.0, MTOP V2.0
 - behaviour guidance strategies
 - intentional teaching strategies
 - risk assessment- transporting children for regular outings, planning excursions, physical environment
 - reflective practice
 - cultural competency
 - Child Safe Standards and child protection
 - assessment and rating

PHYSICAL ENVIRONMENT

- ensure the FDC residence and/or venue, including equipment and resources, are in a clean and safe condition
- support FDC educators to conduct risk assessments to develop and maintain a child safe environment for all children
- provide a range of checklists for educators to use to ensure any safety risks or issues are identified (including daily water hazard check; indoor/outdoor areas)
- provide opportunities for critical reflection on policies and practices that help prevent, detect and respond to child abuse and neglect using the Child Safe Standards as a framework
- support FDC educators to support children and young people who are culturally and linguistically diverse
- conduct annual assessments of the FDC approved residence and/or venue using checklists as indicated in our *Assessment, Re-Assessment of FDC Residence Policy*
- conduct physical monthly inspections of swimming pools, water features or spas and fencing using checklists as indicated in our *Assessment, Approval and Re-Assessment of FDC Residence Policy*
- support FDC educators to provide many opportunities for play within their program by offering a range of materials and experiences to children of different ages (toy library, sharing specific art equipment)
- monitor any modifications required to the environment to ensure compliance
- monitor and support educators in providing a physical environment that is safe, appropriate, culturally diverse and inclusive for all children.

CONTINUOUS IMPROVEMENT

Our *Monitoring Support and Supervision of Educators and Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Home Safety Risk Assessment FDC FDC Pool/Water Hazards/Water features Safety checklist	Monitoring Record FDC
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SOURCE

- Australian Children's Education & Care Quality Authority. (2014)
- ACECQA. (2023). Policy and procedure guidelines. [*Monitoring, support and supervision of family day care educators, including how the service will manage those in remote locations*](#)
- ACECQA. (2023). [*Legislative Requirements for Family Day Care Providers: from 1 July 2023*](#)
- ACECQA. (2023). [*Family Day Care Compliance Guide*](#).
- ACECQA. (2023). [*Family Day Care Compliance Guide. Educator*](#).
- Australian Government Department of Education. *Child Care Provider Handbook* (2023). <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
- Education and Care Services National Law Act 2010. (Amended 2023). [*Education and Care Services National Regulations*](#). (Amended 2023)
- Guide to the National Quality Framework. (2017). (Amended 2023).
- Government of Western Australia. Department of Communities. [*Family day care residences or venues with swimming pools, spas and water features in Western Australia*](#)
- National Quality Standard. (2018)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V04.09.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required 		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V7.09.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • inclusion of key NQF legislative changes for FDC services (effective July and October 2023) • hyperlinks checked and repaired as required • Compliance guides for FDC updated to October 2023 • Childcare Centre Desktop Resources section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required 		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> • Related Legislation added to align to ACECQA Policy and procedure guidelines (June 2021) • additional related policies • Inclusion of training for Child Safe Standards and child safe culture • Review of sources 		SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> • additional regulations and law included • roles of coordinator/s clearly outlined • additional wording to ensure coordinators are available to support educators at all times education and care is provided • suggestions for monitoring educators in remote areas included • ideas for professional learning added 		SEPTEMBER 2021
SEPTEMBER 2019	Additions and modifications to policy Co-ordinator to educator ratio updated		SEPTEMBER 2020

MARCH 2017	Modifications made to comply with changes to the National Quality Standards	TBA
MARCH 2017	Policy developed to adhere to Family Day Care Service	SEPTEMBER 2019

THE PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS' POLICY

Providing initial and ongoing contact, support and professional learning is critical to ensure educators within our Family Day Care (FDC) Service deepen their understanding of early childhood education and care and develop and maintain professional satisfaction in their role as educator. We aim to develop a professional and trusting partnership with educators to support them provide a safe, stimulating and inclusive learning environment for children in their care. Collaboration and networking are critical to ensure educators in this unique education and care setting do not feel isolated or overwhelmed in their role.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
136	First aid qualifications
143B	Ongoing management of family day care educators
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173A	Prescribed information to be displayed- family day care service
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Child Safe Environment Policy Engagement or Registrations of FDC Educators Policy Engagement or Registration of FDC Educator Assistants Policy	Keeping a Register of Family Day Care Educators Policy Monitoring Support and Supervision of FDC Educators and Assistants Policy Professional Development Policy Visitors to the Family Day care Residences Policy
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PURPOSE

The Family Day Care Service is committed to supporting educators deliver quality education and care. We will ensure that all educators are provided and supported with opportunities for appropriate training and development to enhance their skills and knowledge in education and care.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators and educator assistants of the FDC Service.

IMPLEMENTATION

The *Education and Care Services National Regulations* required approved providers to ensure their services have policies and procedures in place in relation to providing information, assistance and training to FDC educators. To improve current practices, knowledge and skills in educating and caring for children, our FDC Service ensures all educators receive ongoing support and professional development. We ensure that all educators have an approved Certificate III level of education and care qualification and support educators to continue to access appropriate professional learning as part of commitment for quality improvement.

INDUCTION TO THE FAMILY DAY CARE SERVICE

The Approved Provider, educational leader/and or coordinator will ensure all educators engaged or registered with the Family Day Care Service are provided with an extensive induction training (orientation) training. This may be presented through online modules or small group training.

Induction will cover a range of critical areas to ensure educators understand:

- their legal requirements and obligations under the National Quality Framework (NQF) including prescribed information to be notified to the approved provider
- mandatory training requirements including:
 - approved ACECQA First Aid qualification
 - approved ACECQA anaphylaxis management training
 - approved ACECQA emergency asthma management training
 - CPR training (every 12 months)

- child protection training
- reporting requirements under National Law and Regulations
- approved certificate III level (or higher) qualification for FDC educators

Family Day Care administration requirements

- service policies and procedures
- legislation and guidelines
- applying knowledge of Commonwealth and jurisdictional administrative requirements
- CCS and ACCS – fees
- legal requirements of record keeping- attendance records, visitor records, written authorisations
- Statement of Philosophy
- Family Day Care Service Handbook
- insurances
- information on small business management (including taxation requirements)
- employment terms and conditions, including the contractor payment arrangements
- schedule of fees and fee collection methods
- process of assessing the suitability of the residence and ongoing assessment
- Working with Children Checks/criminal history checks

National Quality Framework

- Education and Care Services National Law and Regulations
- National Quality Standards
- Assessment and Rating

Early Childhood Australia Code of Ethics

Provision of quality education and care to children

- Early Years Learning Framework, EYLF, V2.0 and My Time, Our Time Our Place Framework, MTOP, V2.0
- importance of play
- educational program
- observing and documenting children's development
- caring for children
- inclusive environments
- child safe environment
- behaviour guidance
- managing children's health and safety
- risk assessments
- safe transportation of children

Code of Conduct

National Principles for Child Safe Organisations

Methods of communicating with families

Process of dealing with grievances and complaints

Work Health and Safety

Privacy and Confidentiality

ONGOING PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES

Ongoing professional learning contributes significantly to positive learning outcomes for children. Our Family Day Care Service aims to provide access to relevant professional learning opportunities and ongoing support to meet the needs of each FDC educator.

FDC EDUCATORS ARE REQUIRED TO:

- undertake all required training
- actively participate in the FDC service's professional development program
- set goals for their *professional development plan*

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR WILL:

- provide initial and ongoing professional development to educators
- ensure all educators have a professional development plan as part of continuous improvement
- encourage educators to pursue further education to develop their skills in the education and care of children
- ensure educators have access to significant training supporting the implementation of the revised approved learning frameworks V2.0 2022- *Belonging, Being and Becoming: The Early Years Framework for Australia* for Australia and *My Time Our Place Framework for School Age Care in Australia*
- ensure educators embed the Child Safe Standards and promote a culture of child safety and wellbeing
- ensure educator and educator assistants are aware of the FDC Service's Child Safe policies and procedures including *Child Safe Environment, Child Protection, Code of Conduct and Child Safety and Wellbeing Policy* (Vic Services)
- provide guidance in the development and implementation of educational programs in collaboration with the Educational Leader
- ensure educators are aware of current training that is available for face-to-face learning or through online modules with a range of providers
- ensure educators remain up to date with changes to the National Law, National Regulations and National Quality Standard requirements
- ensure educators display prescribed information (Reg. 173A) in the main entrance of the FDC residence or venue and this must be clearly visible and accessible to families (e.g., near children's sign in records). This must also include:
 - the FDC service's rating certificate
 - name and telephone number of the person at the education and care service to whom complaints can be made
 - a diagram showing areas of the FDC residence or venue indicating areas of the residence or venue suitable for the provision of education and care
 - the existence of any water feature, spa or swimming pool at or near the residence or venue
- promote a professional learning community and foster a positive culture within the FDC Service
- provide additional resources and equipment to educators as required (toys library, books, professional resources)

- facilitate regular playgroup sessions for educators and children
- provide educators with essential training requirements working in accordance with the National Regulations
- assist educators develop risk assessments for excursions, transportation and emergency evacuation procedures
- align professional development with our Service philosophy
- provide regular home face-to-face visits by coordinators to support educators
- provide clear expectations about commitment to child safety (Child Safe Standards) to FDC educators and educator assistants

PREScribed RECORDS TO BE KEPT BY FAMILY DAY CARE EDUCATOR

Our ongoing support will ensure educators have been provided with information and support to develop processes for the effective maintenance, disposal and storage/display of prescribed records including:

- insurance documents (including public liability)
- Working with Children Check/criminal history record
- educator and assistant current first aid certificate (including CPR)
- educator and assistant current approved anaphylaxis management training
- educator and assistant current approved asthma management training
- incident, injury/accident, trauma and illness records
- medication record
- children's attendance records
- child enrolment records
- court orders
- written authorisations for transportation, regular outings, excursions
- record of visitors to the FDC residence or approved FDC venue
- documentation of child assessments or evaluations for delivery of educational program
- copies of all risk assessments
- monthly safety inspection of any water hazards, water features or swimming pool at the FDC residence or approved venue (if applicable)
- FDC service approval and rating
- service operation information

As best practice, Family Day Care educators should also keep copies of:

- assessment of educators, assistants and other persons residing at the FDC approved residence
- register of educators, educator assistant
- education qualifications of educator and educator assistant
- health and safety, including attendance of a child at risk of anaphylaxis or the occurrence of an infectious disease

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Provision of Information Assistance and Training to Family Day Care Educators Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)
Australian Children's Education & Care Quality Authority (2021). Policy and procedure Guidelines. *Provision of information assistance and training to family day care educators.*
Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)
Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)
Australian Children's Education & Care Quality Authority (2023). [Family Day Care Compliance Guide](#)
Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V5.09.24		
MODIFICATION	<ul style="list-style-type: none">• annual policy review• minor edits• sources checked for currency and repaired if required		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V6.09.23		
MODIFICATION	<ul style="list-style-type: none">• annual policy review• updating record keeping requirements for FDC educators (NQF review- educational requirements; mandatory training; inspections of water features, spas or swimming pools; display of prescribed information)• additional sources added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none">• regular policy maintenance• link to Western Australian Education and Care Services National Regulations added in 'Sources'• minor formatting edits within text• hyperlinks checked and repaired as required		SEPTEMBER 2023

SEPTEMBER 2021	<ul style="list-style-type: none"> • Related Legislation added to align to ACECQA Policy and procedure guidelines (August 2021) • Additional related policies- child safe environment • Review of sources 	SEPTEMBER 2022
SEPTEMBER 2020	<p>Major re-write of policy- additional sections added:</p> <ul style="list-style-type: none"> - Induction - Ongoing Professional Learning and Support - Prescribed Records to be kept 	SEPTEMBER 2021
September 2019	Wording changes/additions and edits	September 2020
December 2017	Modifications made to comply with changes to the National Quality Standard	March 2018
March 2017	Policy developed to adhere to Family Day Care Service	March 2018

ACKNOWLEDGEMENT OF TRADITIONAL LAND OWNERS.

Bright Beginnings Family Day Care Centre would like to acknowledge the traditional custodians of this land, the Wurundjeri people. We respect their spiritual relationship with their country and pay our respects to elders past, present and future, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander Australians.

INTRODUCTION– Who we are?

Bright Beginnings Family Day Care is a network of trained and registered educators who provide affordable care for other people's children in their homes. Our service (Main office is located in Broadmeadows) can provide flexible care, including all-day care, part-time, casual, before and after school care as well as care during school holidays. Educators have been carefully selected, supervised and operate under the Education and Care Services National Regulations and receive regular compliance checks.

Bright Beginnings family day care aims to provide care for children and young people from 6 weeks to 13 years of age. The service may cater for children over 13 years of age in 'regulatory specified circumstances (e.g. disabilities, family's individual needs etc.), however this is not a common practice of the service.

We provide a diverse program that reflects both group and individual needs of children and families. Through ongoing observations on children and critical reflection on children, we aim to provide enriching experiences that encourage and promote learning and development. Our program which is provided by our educators not only covers the areas of language, cognitive, social/emotional, fine motor and gross motor development, but also provides for the universal child.

Families are encouraged to share their culture, language and home experiences with our team at Bright Beginning Family Day Care Centre. We value partnerships with families and the local community and constantly encourage family input and feedback.

It is our mission to continuously provide a loving, caring, nurturing environment that promotes each child's learning and development, self-esteem and individuality.

THE NATIONAL QUALITY FRAMEWORK

The National Quality Framework was the result of an agreement between all Australian governments to work together to provide better Educational and developmental outcomes for children.

The National Quality Framework Aims to raise quality and drive continuous improvements and consistency in children's education and care services through:

- The National Law and Regulations
- The National Quality Standards
- An assessment and Quality Rating process
- National approved learning frameworks
- A regulatory authority in each state and territory responsible for the approval. Monitoring and quality assessment of services in their state or territory
- A national body – ACECQA, which guides the implementation of the NQF and works with regulatory authorities

The delivery of the NQF is guided by a set of objectives and guidelines to ensure consistent and effective function.

Some objectives of the NQF are to:

- Ensure the health, safety and wellbeing of children attending an education and care service
- Improve the education and developmental outcomes for children
- Promote continues improvement
- participating jurisdictions and the commonwealth in the administration of the National Quality Framework
- Improve public knowledge, and access to information about the quality of Education and Care services
- Reduce the regulatory and administrivia burden for education and care services by enabling information

APPROVED LEARNING FRAMEWORKS

NQS (National Quality Standards) is linked to the approved Learning Frameworks that recognise children learn from birth:

1. Victorian Early Years learning and Development Framework (VEYLDF) for children from birth to 8 years
2. Belonging, Being, Becoming (EYLF V2.0) for children from birth to 5 years
3. My Time, Our place Framework for school age children in Australia

BBFDCC Educational program is based of the above mentioned frameworks.

All children will experience learning that is engaging and builds a successful foundation in a safe, nurturing and inclusive environment.

Fundamental element to the Framework is a view of children's lives as characterised by *Belonging, Being and Becoming*. From before birth, children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators.

All Frameworks convey the highest expectations for all children's learning from birth through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

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

The Preschool age Framework provides broad direction for early childhood educators in early childhood settings to facilitate children's learning. The program is heavily play based. It underpins the implementation of more specific curriculum relevant to each local community and early childhood setting.

The school age Framework acknowledges the importance of play and leisure in children's learning and development and that their learning is not limited to any particular place or time.

OUR PHILOSOPHY

What we believe

At Bright Beginnings Family Day Care Centre, we are committed to the empowerment of children. We're here to deliver preschools and school aged children with a heavily play based educational program that depicts the NQF and reflects child's unique choices and culture while valuing family and community ties. We recognise that children learn best through play and we'll teach through strategies your child will respond to.

We believe children and young people react and respond better in situations when they form meaningful relationships with those around them. When a child feels secure and has a sense of belonging, they will flourish within environments they are exposed to. We will treat children and young people's opinions as valuable and we will ensure our care environment is always child safe and inclusive. We cater for the emotional, social and physical developmental needs of children, children with additional needs and young people. We accept the rich culture of Aboriginal and Torres Strait Islanders and recognize that they are the traditional owners of the land and this will also be reflected upon within our program planning.

Our Educational program is led by our Educational Leader that is equipped with extensive experience and academics in the child care sector. Our educators are all professionally trained with experience and understanding within the Childcare area. As the world evolves around us, so will our knowledge and teaching strategies around your children. Our monitored and supported Educators will gain as much information and professional development as needed to assist in equipping children and young people with a strong foundation of life skills and knowledge.

We recognise exchanging information with families is important to the health and wellbeing of children, families and educators. Bright Beginnings Family Day Care Centre will always value parent input when decision making and implementing policies and programs. We want all children to receive the right specified care for their continuous developmental needs. We endeavor to work closely with external health services because we believe early intervention will ensure each child receives a holistic approach to fully participate within our program and thrive while they do so.

"Before you achieve, you must believe"- Jake Huard. We believe in children's rights as outlined in the UN convention on the Rights of a child and equipping children with lifelong adaptability skills through respect, recognition, praise and encouragement. We believe all children have greater potential and require direction in a warm and nurturing environment.

Our indoor, outdoor and online environments embrace children's holistic nature of exploration in a safe and monitored space. We cater for the whole child and will respect their evolving identities.

Family Day Care Office Location

Bright Beginnings Family Dare care

Head Office

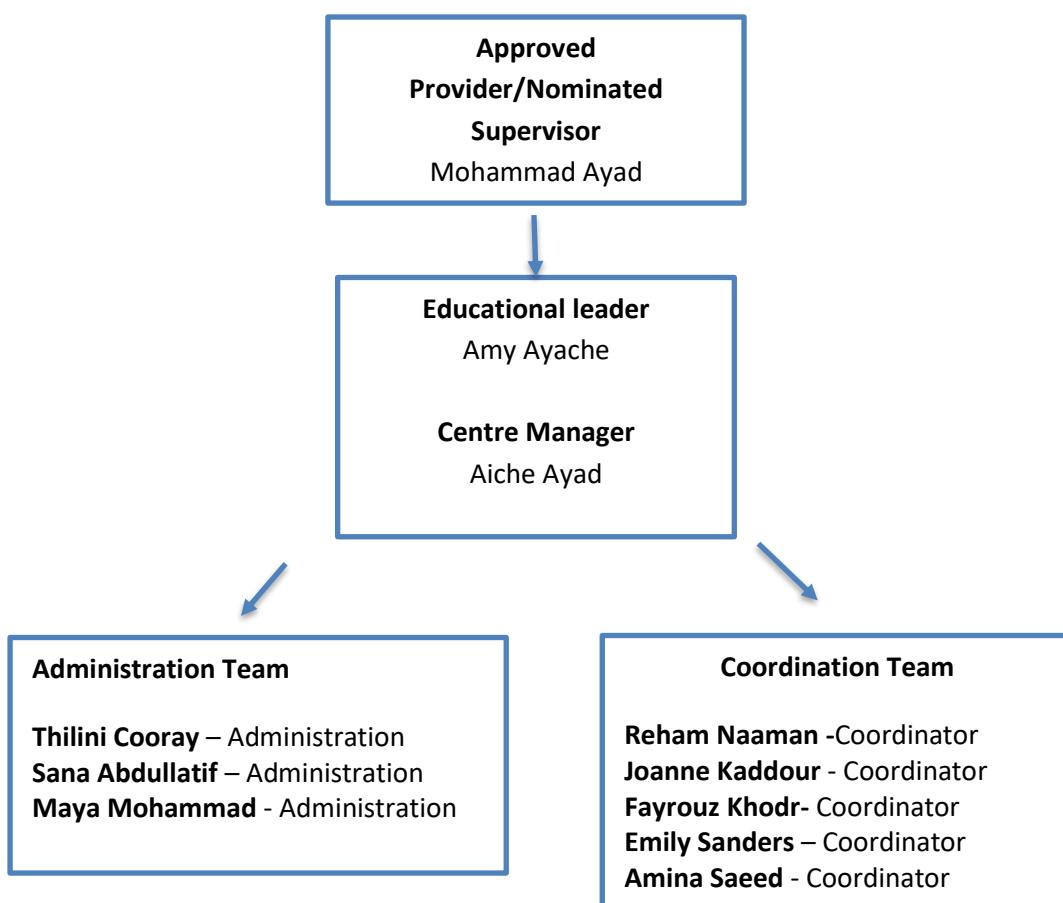
4/1147-1451 Sydney rd, Campbellfield VIC 3061
Office Operating Hours: Monday – Friday
9am – 5pm

Phone: 9302-1501/9302-1502

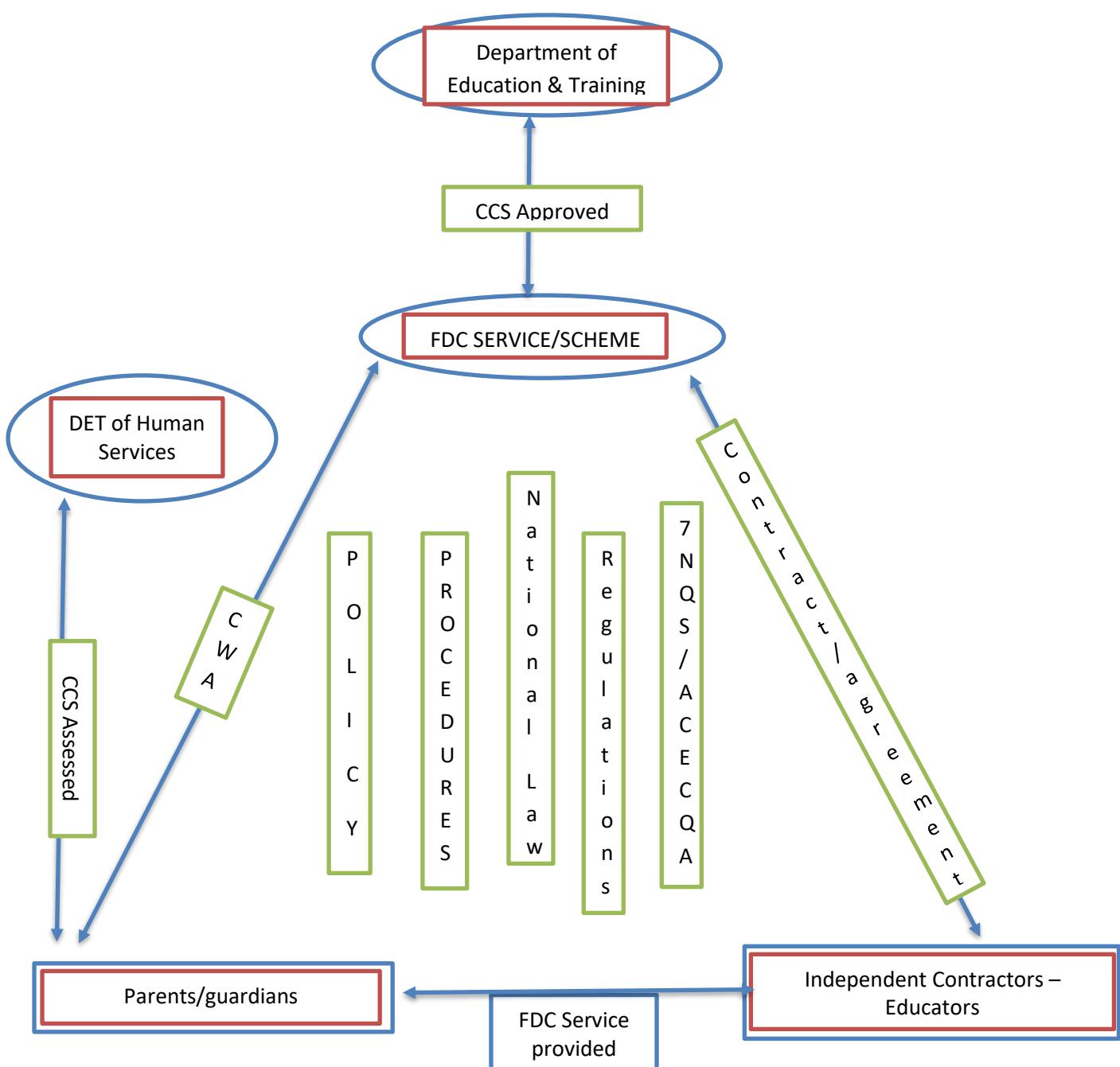
Email: brightbeginningsfdcc@gmail.com

Mobile: 0425 853 732

Organisational Structure



FAMILY DAY CARE SERVICE BUSINESS MODEL



Bright Beginnings Family Day Care Educators are registered as independent contractors via the service. The educators carry out duties adhering to the range of policies and procedures in place which relate to the quality of care support for the families, fee charging practices, debt collection and other administrative arrangements to ensure the service operates effectively. In addition to the services policies and procedures the registered educators are required to abide by all regulatory laws and regulations, at all times.

Policies & Procedures Manual

The policies and procedures contained within this document have been developed by Bright Beginnings Family Day Care Centre to meet the requirements of the Education and care Services National Law [VIC] act 2011 (Modified 1/7/2018). For ease of flow the term, Bright Beginnings Family Day Care Centre will be referred to as BBFDCC in some instances of the document.

Created April 2013

Whole document reviewed 2015 and 2017

Whole document reviewed October 2018

Whole document reviewed July 19

Whole document reviewed Feb 20

Whole document reviewed July 22 version 1.3

Whole document review July 2023 version 1.4

Whole document review March 2024 version 1.5

Whole document reviewed July 2025 version 1.6

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EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them. The United Nations Convention on the Rights of the Child (the convention) (United Nations 1989) states '*that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.*' (EYLF, V2.2, 2022, p.5).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their

		world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

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74	Documenting of child assessments or evaluations for delivery of educational program
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118	Educational leader
127	Family day care educator qualifications
168	Education and care service must have policies and procedures
254	Declared approved frameworks
359A	Victoria - Programs for children over preschool age

RELATED POLICIES

Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Cyber Safety Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion/Incursion Policy Family Communication Policy Supervision Policy Transition to School Policy	Interactions with Children, Family and Staff Policy Multi-Cultural Policy Photograph Policy Physical Activity Policy Physical Environment Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy Respect for Children Policy
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PURPOSE

Our Family Day Care Service aims to enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment, which is promoted across the five learning outcomes from the Early Years Learning Framework (EYLF) (V2.0) and My Time, Our Place: Framework for School Age Care in Australia (MTOP) (V2.0). Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children's holistic development. We support the vision of the EYLF, V2.0 to ensure '*all children experience learning that is engaging and builds success for life.*'

SCOPE

This policy applies to the approved provider, nominated supervisor, children, families, students, volunteers, visitors, coordinator, educators, and educator assistants of the FDC Service.

IMPLEMENTATION

Under the National Law and National Regulations, approved Family Day Care Services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while considering the individual differences of each child.

There are two nationally approved learning frameworks in Australia which outline practices that support and promote children's learning:

- [Belonging, Being and 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](#)

There is also a jurisdiction-specific approved learning frameworks for Victoria which is currently under review. [Victorian Early Years Learning and Development Framework](#)

OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORKS; (EYLF) and (MTOP) (V2.0)

The approved learning frameworks include principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning,

delivering and evaluating quality programs in early childhood settings.

In compliance with the EYLF, MTOP (V2.0) and Education and Care Services National Regulations, the program will contribute to the following outcomes for each child:

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

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure FDC educators, educator assistants, coordinators, nominated supervisors, staff, students and visitors have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- the staff record includes the name of the person designated as the educational leader
- the Educational Leader accepts the position of Educational Leader in writing (Reg. 118).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATORS/EDUCATIONAL LEADER WILL:

- ensure that a high-quality program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- ensure the program contributes to the five learning outcomes for each child
- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, critical reflection, assessment, evaluation and critical reflection
- work in partnership with children and families, communities, teachers in schools and other professionals to inform educational practices that are place-based and relevant to that community
- ensure Aboriginal and Torres Strait Islander perspectives are embedded in the program
- ensure educators are intentional in all aspects of their professional practice
- ensure all children have the access to a quality and inclusive educational program that celebrates and makes visible children's diversity (EYLF, V2.0)
- ensure adaptations/adjustments are made in the environment for children with disability and additional needs. The approved provider will assist with making appropriate, professional referrals where necessary with family permission.
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds
- document family input with the educational program to strengthen connections and partnerships

- ensure each FDC educator plans for a balance between indoor and outdoor experiences with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences (See: *Physical Activity Policy*)
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow.
- support families through positive, respectful and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families (reg. 75)
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child's participation within the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded (Reg. 74), including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program
 - assessments of the child's progress against the outcomes of the educational program
- for children over preschool age attending the FDC Service, provide evidence of the development of the program (Reg.74A)

FDC EDUCATORS WILL:

- collaborate with the educational leader for curriculum direction and guidance
- collaborate with children to influence the development of the program in response to their own strengths, ideas, abilities and interests
- act deliberately, thoughtfully and purposefully to support children's learning through play-based learning
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- implement an ongoing cycle of planning, documenting, responding to and supporting children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why
- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing
- take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour

- document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators and families
- respect children's growth mindset and acknowledge children as competent and capable learners
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate
- encourage children to act intentionally and with agency in play as they make decisions
- ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- intentionally promote learning about a child's culture, county and community through dance, music, language and dialect, stories, art and craft
- respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages
- use children's play and learning experiences to build and develop each child's individual learning profile to record their learning journey. This may include Learning Stories, portfolios, observations, photographs with captions and annotations, children's feedback and other documentation demonstrating strengths and development. **Exchanging information, images, and ideas through WhatsApp among educators, coordinators, and educational leaders.**
- ensure information about the child's participation in the program is available for families
- utilise families feedback for creating children's assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children's role in assessing their learning
- explore ideas and theories using imagination and creative play
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- intentionally plan and implement learning experiences using information about a child's interests, curiosities and funds of knowledge
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child and young person
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- use the learning outcomes, practices and principles to guide planning for children's learning and play and to encourage development of their self-worth, uniqueness and positive view of themselves helping frame their personal and social identity of children and identities of Aboriginal and Torres Strait Islanders children
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety
- provide children with ongoing encouragement and positive reinforcement

- make use of spontaneous ‘teachable moments’ to extend children’s learning
- respond to children’s displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- further extend critical thinking skills through provocations
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- seek opportunities within the routine for spontaneous play and experiences
- ensure that all children’s experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning
- use a variety of methods to assist reflection on children’s experiences, thinking, and learning
- ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children’s learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- assist children to develop daily habits, understanding, and skills that support health and wellbeing.

(ACECQA, 2023)

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Activity and Floor Plan	Learning and Development Register
Assessment and Planning Cycle Audit	Learning Story Record
Assessment and Planning Cycle Guide and Procedure	Management Programming Audit
Assessment of Learning Summary	Observation Record
Critical Reflection Template	Pre-Assessment Educational Program and Practice Checklist
Educational Program and Practice Procedure	Program Template
Educators Program Resources Guide	Special Days and Events Calendar 2025

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

- Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Government Department of Education, (2009) [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022
- Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia](#). V2.0, 2022
- Australian Government Department of Education. [Information sheet. Belonging, Being and Becoming. Cultural responsiveness](#).
- Australian Government Department of Education. (2023). [Play-based learning and intentionality](#).
- Australian Government, Department of Health and Aged Care (2013). [Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood](#).
- Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Cragieburn, Victoria: Curriculum Kids.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	JUNE 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2025
VERSION NUMBER	V10.06.2025		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• no major changes to policy• sources checked for currency and updated as required		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V14.06.2024		
MODIFICATIONS	<ul style="list-style-type: none">• minor formatting edits within text• policy maintenance – no major changes policy		
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V9.01.24		
MODIFICATIONS	<ul style="list-style-type: none">• major edits in policy to align with principles, practices and outcomes of EYLF V2.0, 2022• removed Physical Activity section- covered in <i>Physical Activity Policy</i>• sources updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	<ul style="list-style-type: none">• Update of Department name from Department of Education, Skills, and Employment to Department of Education• additional regulation information included (Reg. 74, 75, 76, 118)• annual policy maintenance• minor formatting edits within text• hyperlinks checked and repaired as required• continuous improvement/reflection section added		JANUARY 2024

	<ul style="list-style-type: none"> • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	
JANUARY 2022	<ul style="list-style-type: none"> • additional related policies added (edited change of name for some policies) • additional information related to cultural competence • collaboration with families and children added • reference to new policy added (Physical Activity Policy) 	JANUARY 2023
JANUARY 2021	<ul style="list-style-type: none"> • additional information and regulations related to role of educational leader • minor editing • sources and links checked for currency/edited where required 	JANUARY 2022
JANUARY 2020	<ul style="list-style-type: none"> • Sources checked for currency and updated as required • Western Australian curriculum amended • Additional links added 	JANUARY 2021
JANUARY 2019	<ul style="list-style-type: none"> • Checked & updated editions & referenced correctly. • Additional information added to points. • Rearranged the order of points for better flow. • Points added (Highlighted). • Sources/references corrected, updated, and alphabetised. 	JANUARY 2020
APRIL 2018	Programming policy created for Family Day Care Services, inclusive of changes to the National Quality Standards and Education and Care National Regulations	JANUARY 2019

NUTRITION AND FOOD SAFETY POLICY

As per Education and Care Services *National Law and Regulations*, our Family Day Care (FDC) Service has a *Nutrition and Food Safety Policy* and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

Our FDC Service recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. It is acknowledged that the early childhood setting has an important role in supporting families providing healthy food and drink to their children.

We are committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. We support and promote the NSW Health initiative [Munch & Move](#) program and utilise the Australian Government's *Get Up & Grow-Healthy Eating and Physical Activity for Early Childhood and Eat for Health* resources.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
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78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
160	Child enrolment records to be kept by approved provider and family day care educator
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures

169	Additional policies and procedures – family day care services
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Administration of First Aid Policy Anaphylaxis Management Policy Bottle Safety and Preparation Policy Breastfeeding Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Enrolment Policy Excursions / Incursions Policy	Family Communication Policy Governance Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Multicultural Policy
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PURPOSE

Family Day Care (FDC) Services are required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. It is essential that our FDC Service partners with families to provide education about nutrition and promote healthy eating habits for young children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

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

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined in the NSW Health's *Munch & Move* program into our curriculum and to support the *National Healthy Eating Guidelines for Early Childhood Settings* outlined in the *Get Up & Grow* resources.

Our FDC Service is also committed to ensuring consistently high standards of food preparation and food storage and transportation are adhered to.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators,

educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

All food prepared by the approved FDC educator or families will endeavour to be consistent with the Australian Dietary Guidelines and provide children with a nutritious and balanced menu. Food will be served at various times throughout the day to cater for all children's nutritional needs.

Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. This assists in creating a positive and enjoyable eating environment.

Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas will comply with Food Standards Australia and New Zealand (FSANZ) and any relevant local jurisdictional requirements (i.e., local council registrations and inspections).

Recent changes to the Food Standards Code and Food Act 2003 (Standard 3.2.2A) involve the appointment of a Food Safety Supervisor who must be available to supervise food handlers at the Service. In some Family Day Care Services, it is a requirement that all food handlers attend food safety training. Additionally, records must be maintained relating to receiving, storage, processing, displaying and transportation of food. These records must be retained for a period of 3 months.

NUTRITION

Our FDC Service and FDC educators will:

- encourage and support breastfeeding and appropriate introduction of solid foods
- provide a suitable place where mothers can breastfeed their babies or express breast milk
- support mothers who are breastfeeding their infant
- ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing, and bottle feeding
- in consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age
- where breastfeeding is discontinued before 12 months of age, substitute with a commercial infant formula (in consultation with parents)
- always bottle-feed babies by holding baby in a semi-upright position
- ensure appropriate foods (type and texture) are introduced around 6 months of age (with consultation with parents)
- adjust the texture of foods offered between 6 and 12 months of age to match the baby's developmental stage
- offer a variety of foods to babies from all the food groups

- always supervise babies while drinking and eating, ensuring safe bottle-feeding and eating practices at all times.
- Promote healthy food and drinks based on the Australian guide to healthy eating and the dietary guidelines for children and adolescents.

WHERE FOOD IS PROVIDED BY THE FDC EDUCATOR, WE WILL:

- provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats, and alternative foods high in protein
- plan and display the FDC Service menu (at least two weeks at a time) that is based on *Australian Dietary Guidelines*
- plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children
- vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas
- regularly review the menu to ensure it meets best practice guidelines
- develop the menu in consultation with children, educators and families
- consult with health professionals to support the menu development including Dietitians for children with special dietary requirements such as vegetarian and vegans, dentists and speech therapists
- respect and accommodate children's cultural or religious dietary practices as requested by families

WHERE FOOD IS BROUGHT FROM HOME WE WILL:

- provide information to families on the types of foods and drinks recommended for children and that are suitable for children's lunchboxes
- provide information to families on how to read the *Nutritional Information Panel* on food and drink labels
- provide space in a refrigerator to keep lunchboxes or insulated lunch bags to be stored
- ensure insulated lunchboxes are unzipped to allow cool air to circulate
- 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
- strongly discourage the provision of highly processed snack foods high in fat, salt, and/or sugar, and low in essential nutrients in children's lunchboxes. Examples of these foods include sweet biscuits, some muesli bars, breakfast bars and fruit filled bars, and chips.

- food items that should not be brought to the FDC Service include confectionary (lollies, sweets, chocolate, jelly), deep fried foods (chicken nuggets, fish fingers) and sugary drinks (cordial, energy drinks).

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure FDC educators and educator assistants are aware of their responsibilities and obligations under the Education and Care Services National Law and National Regulations in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating
- ensure new FDC educators, educator assistants and staff are aware of food practices and procedures as outlined in this policy during induction and orientation
- ensure FDC educators responsible for preparing, serving and supervising food for children with food allergies undertake the *All about Allergens for Cooks and Chefs and All about Allergens for Children's Education and Care (CEC)* online courses- [Food Allergy Aware Training](#)
- ensure that a notice is displayed prominently in the main entrance of the FDC Service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service, and provide details of the allergen/s (Reg. 173(2)(f)) [note: this notice should not identify the child]
- ensure FDC educators have water readily available for children to drink throughout the day in both the indoor and outdoor environment
- ensure FDC educators offer food and beverages to children regularly during the day
- ensure enrolment forms include information relating to child's food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices
- consult with families on enrolment to develop individual management plans, including completing risk minimisation plans for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per *Medical Conditions Policy*
- ensure children's individual dietary requirements as per enrolment information or medical condition plans are communicated to FDC educators and educator assistants as required
- ensure any changes to children's individual dietary requirements are recorded and communicated to FDC educators and educator assistants as required
- ensure all FDC educators meet the requirements as a Food Safety Supervisor, including mandatory training, if preparing or serving potentially hazardous food
- keep an up-to-date *Food Safety Certificate Register* to provide evidence of safe food handling training for all food handlers
- keep records relating to receiving, storage, processing, displaying and transportation of food. These records must be kept for a period of 3 months
- ensure all FDC educator assistants attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate
- where food is provided by the educator, ensure FDC educators display the weekly menu in an accessible and prominent area for parents to view,
- where food is provided by the educator, ensure the weekly menu is accurate and describes the food and beverages provided each day of the week

- ensure FDC menus are reviewed on a regular basis
- encourage and provide opportunities for FDC Educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition and food safety practices
- ensure parents/guardians are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the FDC Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint
- conduct a review of practices following a serious incident, such as a food poisoning outbreak, including an assessment of areas for improvement.

FDC EDUCATORS/ EDUCATOR ASSISTANTS 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 dietary requirements and consult with families and management to ensure individual management plans are developed and implemented, including completing Medical Risk Minimisation Plans for children with medical conditions involving food as per *Medical Conditions*
- ensure young children do not have access to foods that may cause choking
- ensure all children remain seated while eating and drinking
- ensure all children are always supervised whilst eating and drinking
- participate in regular professional development to maintain and enhance knowledge about early childhood nutrition and food safety practices
- participate in safe food handling training on a regular basis, every 2 years, including the completion of an appropriate Food Safety and Food Hygiene Certificate
- meet the requirements as a Food Safety Supervisor, including mandatory training, if preparing or serving potentially hazardous food
- keep records relating to the safe handling of food, where required
- consult with children, families, coordinators and dietitians regarding the review of the service menu
- participate in opportunities to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition
- follow the [Australian Dietary Guidelines](#) for serving sizes and different types of food
- display nutritional information for families and keep them regularly updated
- ensure the weekly menu is displayed in an accessible and prominent area for parents to view
- ensure the weekly menu is accurate and describes the food and beverages provided each day of the week
- ensure food is presented attractively
- ensure infants are fed individually
- ensure age and developmentally appropriate utensils and furniture are 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 or 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 our program
- talk to families about their child's food intake and voice any concerns about their child's eating
- encourage parents to the best of our ability to continue our healthy eating message in their homes
- ensure pets or animals are not present within the kitchen or food preparation areas.

FOOD HYGIENE

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers. Children under five years of age are considered a high-risk group as their immune systems are still developing and they produce less of the stomach acid required to kill harmful bacteria than older children or adults (Foodsafety.gov, 2019).

During warmer weather, the risk of foodborne illnesses increases. FDC educators will strictly adhere to food hygiene standards to prevent the risk of food poisoning including:

- maintaining proper temperature control for perishable foods
- ensuring refrigerators are set to recommended temperature of 5 °C or below, regularly monitoring and recording temperatures to guarantee food safety
- emphasising hand hygiene for staff and children and encourage frequent handwashing before and after meals
- implementing food safety practices to minimise the risk of cross-contamination
- being aware of the heightened increase in allergic reactions and maintain consistent allergen management
- consider the impact of the sun on food safety when eating meals outside
- use insulated containers to keep perishable food cool and avoid leaning food exposed to direct sunlight.

BUYING AND TRANSPORTING FOOD

FDC educators will:

- order food supplies in a timely manner
- always check labels for the 'use by' and 'best before' dates, understanding that 'use by' dates apply to perishable foods that could potentially cause food poisoning if out of date, whilst 'best before' dates refer to food items with long shelf life but quality could be compromised
- avoid buying food items in damaged, swollen, leaking or dented packaging
- always check eggs: Never buy dirty or cracked eggs
- record temperatures of foods upon delivery (See *Food Delivery and Supplies Register*)
- never buy any food item if unsure about its quality

- ensure fresh meat, chicken, or fish products cannot leak on to other food items
- ensure chilled, frozen, and hot food items are kept out of the ‘danger zone’ (5 °C to 60 °C) on the trip back to the residence by:
 - not selecting chilled frozen, or hot food items until the end of the shopping
 - placing these items in an insulated shopping bag or cooler
 - immediately unpacking and storing these items.

STORING FOOD

FDC educators will:

- ensure the refrigerator and freezer has a thermometer and that the refrigerator is maintained at 5°C or below and the freezer is maintained at -17 °C or below.
- ensure fridge and freezer temperatures are checked and recorded daily (See *Refrigeration Temperature Control Register*)
- store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods.
- ensure fresh meat is not stored in the fridge for more than 3 days
- ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil
- ensure that all foods not stored in their original packaging are labelled with:
 - the name of the food
 - the ‘use by’ date
 - the date the food was opened
 - details of any allergens present in the food.
- transfer the contents of opened cans into appropriate containers
- ensure all bottles and jars are refrigerated after opening
- place ‘left-over’ hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the ‘danger zone’.
- not reuse disposable containers (e.g., Chinese food containers)
- store dry foods in labelled and sealed, air-tight containers if not in original packaging
- store dry foods in cupboards or if in a walk-in pantry, on shelving no lower than 30cm from the floor
- not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats)
- store bulk dry foods only in food-safe and airtight containers
- use the FIFO (first in, first out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first
- store cleaning supplies and chemicals separate to food items
- ensure breastmilk or infant formula is stored within the main section of the fridge and clearly labelled with the child’s name and date of preparation.

PREPARING AND SERVING FOOD

FDC educators will:

- ensure that all cooked food is cooked through and reaches 75 °C
- document periodic recordings of food (See *Cooking, Cooling, Reheating and Pureed Register*)

- ensure that cooked food is served promptly, or
- use a thermometer to ensure that hot food is maintained at above 60 °C until ready to serve.
- ensure that prepared cold food is stored in the refrigerator maintained at below 5 °C until ready to serve.
- discard any cooked food that has been left in the ‘danger zone’ for two or more hours. Do not reheat.
- reheat cooked food (if required, for example for a child who was sleeping at lunch time) to a temperature of 70 °C (but only ever reheat once. Discard if the food is not eaten after being reheated).
- keep cooked and ready-to-eat foods separate from raw foods
- ensure foods are defrosted in the fridge or microwave
- wash fruit and vegetables thoroughly under clean running water before preparation
- ensure unused washed fruit or vegetables are thoroughly dry before returning to storage
- ensure food that has been dropped on the floor is immediately discarded
- thoroughly clean kitchen utensils and equipment between using with different foods and/or between different tasks
- avoid cross-contamination by ensuring that separate knives and utensils are used for different foods
- avoid cross-contamination by ensuring that colour-coded cutting boards are used (note that it doesn’t matter which colour you use for which food providing signs are displayed to alert all staff). Common colours are:
 - Blue: raw fish/seafood
 - Green: fruit and vegetables
 - Red: raw meat
 - Brown: cooked meat
 - Yellow: raw poultry
 - White: bakery and dairy
- ensure that gloves are changed between handling different foods or changing tasks
- ensure ingredient labels are read carefully when preparing food for children with food allergies or intolerances
- ensure that food allergies and intolerances are catered for by using separate easily identifiable cutting boards, utensils, and kitchen equipment (e.g., using a colour code, or food-safe permanent marker).
- ensure FDC educator assistants are aware of children who have severe allergic reactions to certain foods as per ASCIA Action Plans
- ensure that children with food allergies and/or intolerances are served their meals and snacks individually on an easily identifiable plate (e.g., different colour), and that food is securely covered with plastic wrap until received by the child to prevent possible cross-contamination
- ensure left-over food is stored immediately in the fridge or thrown away
- ensure the safe handling of breastmilk, including during transportation, storage, thawing, warming and during preparation

CLEANING

FDC educators will:

- ensure that food preparation areas and surfaces are cleaned both before, after, and during any food preparation
- record cleaning and sanitising of food contact surfaces (See *Kitchen Cleaning Checklist*)
- ensure that all cooking and serving utensils are cleaned and sanitised before use
- ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher
- ensure the food storage area is clean, ventilated, dry, pest free, and not in direct sunlight
- ensure the refrigerator and freezer is cleaned regularly and door seals checked and replaced if not in good repair
- prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently
- ensure that the floor mop is thoroughly cleaned and air dried after each use
- replace any cleaning equipment that shows signs of wear or permanent soiling.

PERSONAL HYGIENE FOR FOOD HANDLERS

FDC educators will ensure:

- clean clothing is worn such as an apron
- long hair is tied back or covered with a net
- hand and wrist jewellery are not worn while preparing food (e.g., rings and bracelets)
- nails are kept short and clean, and no nail polish is worn (as it can chip into food and hide dirt under the nails)
- strict hand-washing hygiene is adhered to, including washing hands each time they return to the kitchen before continuing with food preparation duties
- wounds or cuts are covered with a brightly coloured, waterproof dressing (that will easily be seen if it falls off), and gloves will be worn over any dressings
- ensure gloves (or food tongs) are used when handling ‘ready to eat’ foods
- ensure children wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks
- ensure food is stored and served at safe temperatures (below 5°C or above 60°C), with consideration to the safe eating temperature requirements of children
- ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and utensils and hands are washed before touching other foods
- discourage children from handling other children’s food and utensils
- attend relevant training courses when requested by the FDC Service.

CREATING A POSITIVE LEARNING ENVIRONMENT

FDC educators will:

- sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided
- choose water as a preferred drink
- endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds

- create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children
- encourage older toddlers and pre-schoolers to assist to set and clear the table and serve their own food and drink, providing opportunities for them to develop independence and self-esteem while promoting children's agency and decision-making
- respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats
- be patient with messy or slow eaters
- encourage children to try different foods but do not force them to eat
- not use food as a reward or withhold food from children for disciplinary purposes
- role-model and discuss safe food handling with children

FAMILY DAY CARE SERVICE PROGRAM

FDC educators will:

- foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating
- encourage children to participate in a variety of 'hands-on' food preparation experiences
- provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices
- embed the importance of healthy eating and physical activity in everyday activities and experiences.

COOKING WITH CHILDREN

Cooking experiences may sometimes be carried out with the children as a part of the educational program. On these occasions participating educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.

COMMUNICATING WITH FAMILIES

Our FDC Service and FDC educators will:

- provide a copy of the *Nutrition and Food Safety Policy* to all families upon orientation at the FDC Service
- provide opportunities for families to contribute to the review and development of the policy
- request that details of any food allergies or intolerances or specific dietary requirements be provided to the FDC Service and FDC educator, and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met
- communicate regularly with families about food and nutrition related experiences and provide up to date information to assist families to provide healthy food choices at home
- communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.
- discuss discretionary choices- (food and beverages which are not necessary as part of a balanced diet) with families and if necessary, the FDC educator may remove items from children's lunch boxes. Alternative healthy food will be offered to children.

FOOD SAFETY STANDARDS FOR STATE/TERRITORIES

Changes to the Food Standards Code have included new food safety requirements under the Food Safety Standard 3.2.2A. Please check your local Food Authority if the new Food Safety Standard applies to your service. See below for links to state regulators.

The new requirements comprise of 3 key elements including:

- Food Safety Supervisor
- Food Handler Training
- Record Keeping

See [Safe Food Australia](#) (guide to the food safety standards in the Food Standards Code) or email information@foodstandards.gov.au. Food regulators also have information to help food businesses in their jurisdiction understand the requirements of this standard.

See the web link:

- [Victoria](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Nutrition and Food Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Breast Milk Procedure Cooking, Cooling, Reheating and Pureed Register Cultural and Religious Consideration at Meal Times Daily Kitchen Checklist Dietary Request Letter Food Delivery Register Food Safety Certificate Register Food Safety Program Food Safety Standards Guide Formula Bottle Safety and Preparation Procedure	Kitchen and Nutritional Practices Audit Kitchen Cleaning Checklist Kitchen Cleaning Procedure Menu Amendment Notifications Menu Evaluation Survey Menu Planning Checklist Menu Planning – Vegetarian Checklist Menu Record Nutritional Practice Survey Nutritional Practices Procedure Refrigeration Temperature Control Register Routine Checklist- Chef/ Cook (HR) Supplier Register
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SOURCES

- Australian Breast-Feeding Association Guidelines: <https://www.breastfeeding.asn.au/>
- Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
- Australian Children's Education & Care Quality Authority. (2021). *Nutrition, food and beverages, dietary requirements Policy Guidelines*.
- Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.
- Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
- Australian Government Department of Health *Eat for Health- The Australian Dietary Guidelines*

<https://www.eatforhealth.gov.au/guidelines>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Food Act 2003

Food Authority NSW. (2023). [Food safety requirements for children's services in NSW.](#)

Food Regulation 2015

Food Safety Standards (Australia only). (2024): <https://www.foodstandards.gov.au/business/food-safety-standards>

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand. (2023). Safe Food Australia – A guide to the food safety standard (4th Ed.): <http://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>

National Health and Medical Research Council. Australian Dietary Guidelines 2013):

<https://www.nhmrc.gov.au/about-us/publications/australian-dietary-guidelines>

National Health and Medical Research Council. Department of Health and Ageing. Infant Feeding Guidelines. (2013):

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

National Health and Medical Research Council. Eat for health: <https://www.eatforhealth.gov.au/>

NSW Food Authority: <http://www.foodauthority.nsw.gov.au/>

NSW Government. Healthy Kids. (2019). Munch and Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

The Australian Dental Association: <https://www.ada.org.au/Home>

The Department of Health. Get Up & Grow: [Healthy Eating and Physical Activity for Early Childhood – Staff/Carers Book](#)

Victoria State Government Education and Training Nutrition Australia [Healthy eating in the National Quality Standard A guide for early childhood education and care services](#)

Work Health and Safety Act 2011 <https://www.legislation.gov.au/Details/C2017C00305>

REVIEW

NEXT REVIEW DATE	[NAME]	[POSITION]	MAY 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V16.05.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• annual policy maintenance• updated Food Safety requirements for children's services• minor edits in policy• sources checked for currency and updated as required		
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V13.09.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• updated Food Safety requirements for children's services• minor edits in policy		

	<ul style="list-style-type: none"> sources checked for currency and updated as required 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
AUGUST/MAY 2023	<p>AUGUST</p> <ul style="list-style-type: none"> updates to the Food Safety Standards (effective Dec 2023) <p>MAY</p> <ul style="list-style-type: none"> policy maintenance - no major changes to policy hyperlinks checked and repaired as required continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources' 	MAY 2024
MAY 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy hyperlinks checked and repaired as required 	MAY 2023
OCTOBER 2021	<ul style="list-style-type: none"> Policy reviewed and included suggested guidelines from ACECQA Nutrition, Food and Beverages, Dietary Requirements Policy Guidelines (August 2021) Additional sections added for AP, Management, NS and Educator and food handlers additional related regulations and related policies added 	MAY 2022
MAY 2021	<ul style="list-style-type: none"> minor editing inclusion of cultural or religious dietary practices sources checked for currency 	MAY 2022
MAY 2020	<p>minor additions- discretionary foods, online shopping</p> <p>addition of health professional's information to ensure best practice</p> <p>sources checked for currency</p>	MAY 2021
MAY 2019	<p>Food hygiene section added, comprising of:</p> <ul style="list-style-type: none"> - Buying and transporting food - Storing food - Preparing and serving food - Cleaning 	MAY 2020

	<ul style="list-style-type: none"> - Personal hygiene for food handlers <p>Heading added to existing information – ‘All staff handling food will:’</p> <p>New section added: Cooking with Children</p> <p>Irrelevant points deleted</p> <p>Additional information inserted into existing points (highlighted)</p> <p>New source added</p>	
MAY 2018	<p>Terminology changed to be specific to FDC services.</p> <p>Additional information added to points.</p> <p>Sources/references corrected, updated, and alphabetised.</p>	MAY 2019
DECEMBER 2017	Updated policy to comply with changes to the National Quality Standard and National Regulations	MAY 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	MAY 2018

BOTTLE SAFETY AND PREPARATION POLICY

Infants and young children are more susceptible to food borne illness making it necessary for Family Day Care (FDC) educators to implement the highest level of health and hygiene practices within their approved residence/venues. Safe practices for handling, storing, preparing and heating breast milk or formula must be implemented to minimise risks to children being cared for by FDC educators.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Breastfeeding Policy Dental Health Policy Health and Safety Policy	Nutrition and Food Safety Policy Work Health and Safety Policy
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PURPOSE

To ensure FDC educators maintain hygienic premises for infants and toddlers requiring bottles, educators will certify that bottles are prepared safely and hygienically and that practices meet Work Health and Safety and current Food Safety Standards.

Our Family Day Care (FDC) Service encourages all educators to complete professional development in safe food handling and menu planning to increase knowledge and awareness of individual responsibilities.

SCOPE

This policy applies to children, educators, coordinators, educator assistants, approved provider, nominated supervisor, families, staff, and management of the FDC Service.

IMPLEMENTATION

During their first year of life, babies are at their most vulnerable to viruses, bacteria, and parasitic infections, due to their immune system not yet being fully developed. Unsafe or careless food handling practices can therefore lead to anything from a mild attack of thrush to a more serious condition of gastroenteritis, all of which are similar to food poisoning and can cause vomiting and diarrhoea, and subsequent dehydration.

To ensure that bottles are consistently prepared in a safe and hygienic manner, educators will adhere to the Family Day Care Service procedures at all times.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND COORDINATOR WILL ENSURE:

- FDC educators, FDC educator assistants students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Bottle Safety Preparation Policy*
- develop procedures for the safe storage and heating of food provided in bottles in collaboration with educators
- FDC educators are aware of and strictly adhere to the procedures for washing and sterilising bottles and teats, and preparing, heating and storing bottles of formula and breast milk
- ensure families are familiar with their responsibilities in accordance with this policy.

FAMILY DAY CARE EDUCATORS WILL:

- ensure that they adhere to the procedures for preparing, heating and storing bottles of formula and breast milk
- implement safe food handling practices

- wash hands thoroughly and wear gloves when preparing bottles
- ensure that children have access to safe drinking water at all times and are regularly offered food and beverages appropriate to their individual needs
- seek to provide a supportive environment for breastfeeding
- store all bottles in an appropriate area for food preparation and storage that complies with the food safety standards for kitchens and food preparation areas
- adhere to the procedure for the safe storage and heating of food provided in bottles
- ensure infants over 6 months of age are given small amounts of cooled boiled tap water in addition to breastmilk or formula
- ensure infants and children are not given fruit juice in their bottle due to the increase risk of tooth decay
- give bottle-fed children their bottles before going to bed
- ensure children are not put in cots or in beds with bottles as per the *Dental Health Policy*
- adhere to each child's feeding routine
- complete a record of the amount of milk each infant consumed including times of feeds
- communicate regularly with families about infant and children's feeding patterns and routines

FAMILIES WILL:

- read and comply with the policies and procedures of the FDC Service
- be informed during orientation that children's bottles must be clearly labelled with the child's name
- label bottles, containers or zip lock bags containing breast milk ~~or formula~~ with the date of preparation or expression
- *supply breast milk in well labelled, multiple small quantities to prevent wastage*
- *provide a labelled bottle(s) for use at the FDC Service for children*
- *be encouraged to communicate regularly with the educator about their children's bottle and feeding requirements*
- *not put fruit juice in children's bottles as per our Dental Health Policy*

STERILISING BOTTLES, TEATS AND DUMMIES

After sterilising any item for infants, it is important to remember not to touch any part that will go into the baby's mouth with your hands. Generally, all sterilising systems come with tongs for this purpose, which must also be sterilised with the items.

Always read and follow the manufacturer's instructions that come with the sterilising system and

ensure that the recommended sterilising times are strictly adhered to.

Prior to using any sterilising system or device or removing items from a steriliser staff will wash their hands. This is the single most effective way of preventing the spread of infection.

STEAM STERILISING

Electric steam sterilising is based on hospital methods and is quick and efficient, taking eight to twelve minutes plus cooling time. Care must be taken that only equipment that is safe to boil is sterilised in this manner. For example, some parts of breast pumps cannot be boiled. Bottles, teats and other items must be placed upside down and must have sufficient room (not touching any other item) to ensure they are fully sterilised.

Microwave steamers take around five to eight minutes to work, plus cooling time. Note that metal utensils cannot be used in microwaves. Where possible leave the lid on the steriliser until it has cooled sufficiently to prevent steam burns. If using a microwave for sterilising, ensure that a purpose designed sterilisation container is being used.

BOILING

Most bottle-feeding equipment must be boiled for at least 10 minutes. Ensure the pot you use is large enough for all bottles to be completely submerged and use the pot exclusively for sterilising. Be aware that teats that are frequently boiled become sticky and may need to be replaced more frequently than if using other sterilisation methods.

CHEMICAL STERILISING

Chemical sterilisation is achieved using cold water and a non-toxic liquid or tablet that is added to cold water to create a sterilising solution that is highly effective in killing bacteria. It is extremely safe to use and can be applied to the skin or even swallowed with no harmful effects. Educators need to check that there are no air bubbles left in the bottles to ensure complete sterilisation. Always read the manufacturer's instructions to ensure the solution is mixed correctly and items are left in the solution for the required amount of time: Generally, they are sterile after half an hour and can be safely left in the solution for up to 24 hours. The solution must be changed daily. Avoid leaving sterilised empty bottles out on work surfaces as they will quickly lose their sterility. Ideally, sterilisers have built-in storage facilities and bottles can be removed when required.

Note: Dishwashers can be used to clean bottles and equipment, but these items must still be sterilised – the dishwasher does not sterilise.

STORING STERILISED BOTTLES

If not using sterilised bottles immediately, care needs to be taken to store them correctly to avoid them coming into contact with bacteria.

- Ensure your hands and the work bench are clean
- Using sterile tongs, place the teat ‘upside-down’ in the bottle, and place the sterilised cap and lid on the bottle
- Store bottles in a clean place away from dust
- If not used within 24 hours sterilised bottles should be sterilised again before use.

PREPARING FORMULA

Before preparing formula

- Ensure your hands and the work bench are clean
- Boil water and leave to cool for approximately 30 minutes. This will ensure that the water is not too hot (70°C is the best temperature to prepare formula as it will dissolve easily).

When preparing infant formula always closely follow the instructions on the tin. In general:

- always wash hands thoroughly prior to preparing formula
- do not compact the formula powder in the scoop, and always ensure the correct ratio of formula to water as specified on the tin: Too little formula powder may leave the infant hungry, whilst too much can cause constipation
- always use a sterilised knife to level the top of the scoop when measuring the formula powder
- without touching the teat shake the bottle well to mix the contents
- cool the made-up formula as quickly as possible: If using immediately run under cold tap water or place in a large bowl of cold water (with the lid on to avoid contaminating the teat).
- if not using immediately made-up formula should be cooled and stored in the fridge.

Warming bottles

- Warm bottles once only
- Do not allow a bottle to cool and then reheat as this can allow germs to grow
- Stand the bottle in a container of hot water for no more than 15 minutes
- Before feeding the infant, check the temperature of the milk by letting a small drop fall on the inside of your wrist-it should feel warm or even a little cool
- Do not warm breast milk or formula in a microwave
- Do not refreeze thawed breast milk
- Discard any milk that has not been used.

STORING BREASTMILK AND FORMULA

Formula or breast milk needs to be kept refrigerated or frozen. Keep a non-mercury thermometer in your fridge so that you can check that the temperature is below 5°C.

- Formula or breast milk must be kept refrigerated or frozen if not being immediately consumed
- Whenever possible, make up formula as it is needed. Formula should not be refrigerated for more than 24 hours
- Where possible, store freshly made formula at the back of the refrigerator
- Any remaining formula should be thrown out if an infant does not finish a bottle: It should not be frozen or reheated
- Prior to placing bottle in the fridge, check that it/they are labelled with the child's name and the date the bottle was prepared.

BREAST MILK CAN BE STORED IN SEVERAL WAYS, WHICH INCLUDE:

1. refrigerated for no more than 72 hours at 5°C or lower (5°C is the typical temperature of a standard fridge).
2. storing bottles in the back of the fridge where it is coldest. Do not store bottles inside the refrigerator door
3. frozen in a separate freezer section of a refrigerator for up to 3 months; if your freezer is a compartment inside the refrigerator, rather than a separate section with its own door, then only store the breast milk for 2 weeks.
4. Frozen in a deep freeze (-18 °C or lower) for 6–12 months.

FROZEN BREAST MILK CAN BE THAWED:

1. in the refrigerator and used within 24 hours
2. standing the bottle in a container of lukewarm water and used straight away.

Source: 6th Edition Staying Healthy Preventing infectious diseases in early childhood education and care services (2024).

CONTINUOUS IMPROVEMENT/REFLECTION

The *Bottle Safety Preparation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bottle Preparation Audit Breast Milk Preparation Procedure FDC	Formula Bottle Feeding Preparation Procedure
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SOURCES

Australian Breastfeeding Association www.breastfeeding.asn.au

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#).

Australian Government Department of Health and Aged Care. [Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood](#).

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ECA Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (2011).

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Education and Care Services National Law Act 2010. (Amended 2023).

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National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services* (6th Ed.). NHMRC. Canberra.

NSW Ministry of Health. (2014). Caring for children birth to 5 years: Food, nutrition and learning experiences.

<https://www.health.nsw.gov.au/heal/Publications/caring-for-children-manual.pdf>

NSW Food Authority – www.foodauthority.nsw.gov.au

Pregnancy, Birth and baby. (2023). Storing breast milk

Safe Food and Health Service Executive. (2013). How to prepare your baby's bottle.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW FEBRUARY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	FEBRUARY 2025
VERSION NUMBER	V4.02.2025		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• no major edits to policy• hyperlinks checked and updated		
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V10.2.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy review• approved provider/nominated supervisor/coordinator section added• sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2023	<ul style="list-style-type: none">• annual policy maintenance• no major edits to policy• continuous improvement/reflection section added• procedure removed from policy- (separate procedure available on Desktop)		FEBURARY 2024

	<ul style="list-style-type: none"> link to Western Australian Education and Care Services National Regulations added in 'Sources' Sources checked for currency 	
FEBRUARY 2022	<ul style="list-style-type: none"> Minor edits Additional regulations added Sources checked 	FEBRUARY 2023
FEBRUARY 2021	<ul style="list-style-type: none"> minor changes to policy (storage of breast milk in fridge amended) sources checked for currency 	FEBRUARY 2022
FEBRUARY 2020	<ul style="list-style-type: none"> Added sections: <i>Storing sterilised bottles</i> and <i>Preparing formula</i> <i>Storing breast milk and formula, sterilising Chemical sterilising and heating bottles</i> Additional information added to points Added section on record keeping for parents 	FEBRUARY 2021
FEBRUARY 2019	<ul style="list-style-type: none"> Re-worded opening statement and purpose. Combined with <i>Sterilising bottles and teats policy</i>. Added sections: <i>Storing sterilised bottles</i> and <i>Preparing formula</i>. Changed heading from <i>Storing bottles</i> to <i>Storing breast milk and formula</i>. Changed heading from <i>Cold water sterilising</i> to <i>Chemical sterilising</i>. Additional information added to points Rearranged the order of points for better flow Sources checked for currency 	FEBRUARY 2020
FEBRUARY 2018	<ul style="list-style-type: none"> Added the 'related policies' list Included statements regarding handling & storage to further support compliance 	FEBRUARY 2019
DECEMBER 2017	<ul style="list-style-type: none"> Updated policy to comply with the revised National Quality Standard 	FEBRUARY 2018
MAY 2017	<ul style="list-style-type: none"> Modifications made to adhere to Family Day Care Service 	DECEMBER 2017

HEALTH AND SAFETY POLICY

Family Day Care approved residences or venues can be high-risk environments for incidents and accidents to children, families, educators and visitors. Our Family Day Care (FDC) Service is committed to maintaining a safe and healthy environment in all residences, through comprehensive policies and procedures, managing risks and hazards appropriately and effectively.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES LAW AND NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents
80	Weekly menu

82	Tobacco, drug and alcohol-free environment
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102	Authorisation for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements—indoor space (for approved venues)
108	Space requirements – outdoor space (for approved venues)
109	Toilet and hygiene facilities
110	Ventilation and natural light
116	Assessments of family day care residences and approved family day care venues
117	Glass (additional requirement for family day care)
158	Children's attendance records to be kept by approved provider
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Protection Policy Clothing Policy Dealing with Infectious Diseases Policy Delivery of, and collection from Education and Care Service Premises Emergency Evacuation Policy Furniture and Equipment Safety Policy Governance Policy Hand Washing Policy Incident, Injury, Trauma and Illness Policy	Nappy and Toileting Policy Nutrition and Food Safety Policy Orientation of Families Policy Physical Environment Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation Policy Sleep and Rest Policy Sun Safety Policy Visitors to Family Day Care Residence Policy Water Safety Policy Work Health and Safety Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place to ensure the health, safety and wellbeing of children, staff educators and families. We aim to protect the health, safety and welfare of children, educators, families and visitors of the FDC Service who may be affected by our operation through everyday practice by complying with current health and safety laws and legislation.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

The National Quality Framework establishes the standards and learning frameworks to provide high quality inclusive education and care in early and middle childhood settings, which can only occur in a safe and healthy work environment. The NQF makes few references to work, health and safety legislation as it underpins this framework. *Quality Area 2.... reinforces children's right to experience quality education and care in an environment that provides for their health and safety.*" p: 138, 2020.

Thorough work health and safety policies, procedures and practices ensure that:

- management and Coordinators fulfil their responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees;
- employees meet their health and safety obligations and are safe in the workplace; and
- the work environment supports quality education and care.

We are dedicated to ensuring that all health and safety needs are met through the implementation of a high standard of hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and to provide a safe and secure physical environment for children. In any occurrences where children show any signs of illness, accident, injury or trauma, educators will refer to the *Incident, Injury, Trauma and Illness Policy*.

The importance of children's nutritional and physical health needs will be promoted by educating children about a healthy lifestyle which will be reinforced through the everyday routine and experiences. Information on health, hygiene, safe food, and dental care principles and practices will be displayed at to provide families with further information.

We believe in quality education and care in an environment that provides for all children's protection through adequate supervision, safe experiences and environments, and vigilance to potential risks. FDC educators engaged by the FDC Service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the Family Day Care Service.

The Approved Provider will ensure every reasonable precaution has been taken to protect children from harm and hazard likely to cause injury. An annual risk assessment is conducted on each FDC residence and/or approved venue to identify any potential hazard and implement risk minimisation actions.

Our *Work Health and Safety Policy* provides further detail about Hazard Reduction and Risk Minimisation.

CHOOSING APPROPRIATE RESOURCES AND EQUIPMENT

- Resources and equipment will be chosen to reflect the cultural diversity of the Family Day Service's community and the cultural diversity of contemporary Australia.
- All new equipment will be checked against Australian Safety Standards and added to the equipment and resources register.
- The FDC educator will keep up to date with any recalled products by registering products where possible (e.g. electronics)
- Children will be carefully introduced to new toys and pieces of equipment and taught how to use and care for them appropriately.
- Equipment that should only be used under supervision will be stored in a safe place out of children's reach.
- Equipment will be checked regularly by the FDC educator to ensure it is in a clean and safe condition which will be recorded on the appropriate indoor cleaning, outdoor cleaning and safety checklist.
- The Approved Provider will ensure an annual risk assessment is conducted on each FDC residence and/or approved venue.

THE CHILDREN'S LEARNING ENVIRONMENT

- The Family Day Care Service will keep a record of any changes that is made to the physical environment of the FDC residence, such as rearranging of rooms etc to show continuous improvement.
- The Family Day Care Service will ensure educators document the links between the arrangements and choice of resources and equipment and the children's learning in the program.

ON-GOING MAINTENANCE

- The Approved Provider/Coordinator will ensure educators reflect on the environment and establish a plan ensuring that the environment continuously complies with our philosophy of providing a safe and secure environment, that is stimulating and engaging for all who interact with it.
- The Approved Provider/Coordinator will also ensure that the family day care residence and its grounds comply with Local Government regulations, and regulations regarding fire protection, ventilation, natural and artificial lighting and safety glass as indicated in annual assessments.

MONTHLY INSPECTIONS-

The Approved Provider is required to undertake and keep records of monthly inspections of all FDC residences or approved venues with a swimming pool, spa or water feature. Swimming pools and spas must have a safety device installed to alert or deter a child from entering the water. Educators must maintain a back-up communication device that is kept in a permanent location and is always available in an emergency. Any safety issue must be reported to ECRU. Records of monthly inspections must be kept by the FDC educator.

SAFETY CHECKS

Prior to children arriving at the FDC residence/or approved venue, a daily inspection of the premises will be undertaken which will include the:

- residence perimeters
- fences/fence Line
- gates

- paths
- buildings – including garages and sheds
- all rooms accessible by children
- fixed equipment
- sand pit/mud pit
- risk posed by any animals at the residence

This must be done to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals (including snakes). In the event of a sharp object being found (for example a syringe) the FDC educator will wear gloves and use tongs to pick up the object and place it in the ‘sharp object box’. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as checked for any infestations or nests.

Non-fixed play equipment at the FDC residence will comply with current safety standards and regulations. (AS 4685)

The FDC residence will have regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The Approved Provider must ensure all fences and barriers that enclose outdoor spaces used by children at the FDC residence/venue are of a height and design that children cannot go through, over or under. (Reg. 104).

Access to Laundry facilities must be maintained in a way that does not pose a risk to children. The laundry room will be locked at all times. Where hazardous materials are stored in the laundry relevant signage is displayed. (Reg 106).

The *Outdoor Daily Safety Checklists* will be used as the procedure to conduct these safety checks. A record of these will be kept by the educator and Approved Provider. Any required maintenance will immediately be reported to the coordinator who if responsible to ensure the appropriate repairs are carried out within a given time frame (negotiated with the educator). Alternatively, the educator will make immediate arrangements for maintenance to be carried out and report completion to the Coordinator or Approved Provider. Any equipment that is not compliant or is a risk to any child’s safety, cannot be used until appropriate repairs are made.

The following can be used as a guideline to produce *Checklists for the Family Day Care Residence* to be used by educators.

CHECKLIST: OUTDOOR

- Maintenance of residence/building** – regularly maintain and check for hazards. Check residence is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept on file at both the FDC residence and at the principal office of the Family Day Care Service
- Doors** – have finger jam protectors
- Fences** – securely and effectively fence all sides of outdoor play areas from roads, water hazards, and driveways and are of appropriate height and design so that children of preschool age or under cannot go through, over or under. Ensure childproof self-locking devices are installed on all gates.
- Garbage** – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling. Keep bins away from children's play area at the residence.
- Garden** and debris removed. Regularly trim branches and bushes. Check mulch area for snakes or other vermin.
- Garages and sheds** – keep locked at all times.
- Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded. Ensure children cannot turn on any heating appliance.
- Non-slip** stairs, steps, and ground surfaces.
- Renovation** dangers e.g., lead, asbestos, holes and excavations – reduce risks. Notification must be made to the Approved Provider at least 2 weeks in advance, if any renovation/home improvements are to be made (including any trades visiting the residence)
- Pesticide** residue – dangerous chemicals should not be used to remove vermin.
- Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
- Security** – minimising unauthorised access with appropriate fencing and locks.
- Under house access** (including buildings on stilts and footings) – lock or block access.
- Window fly screens** securely fitted, maintained and permanent.
- Hazards and driveways** – maintain fences, ensure correct height, install childproof self-locking devices on gates. Ensure children cannot access driveways without educator supervision.
- Bikes and wheeled toys** – it is recommended that correctly fitted helmets be worn every time children use 'bikes' and wheeled toys. Helmets should meet Australian Standard (AS/NZ 2063)
- Car park area** – ensure family members are aware of pedestrian safety rules such as holding their child's hand and alighting children from the safety door. Encourage families to always supervise their children in the car parking area or near the road, to prevent accidents and injuries, which could occur because of reversing vehicles.
- CPR chart** – ensure chart is prominently displayed in outdoor area
- Finger entrapment** – all holes or openings in playground equipment must be between 8-25 mm.
- First aid kit is approved** – maintained, and accessible throughout outdoor play.
- Hazardous Plants** – identify and remove or make inaccessible to children.
- Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tools or machinery are stored securely and are inaccessible to children.
- Pet and animal droppings** cleared or inaccessible to children in outdoor areas, exclude dogs from children's play areas; **finger proof pet enclosures**; supervise pet interactions with children.

- Pool safety, fencing and gate compliance** – paddling pools emptied immediately after use, turn upside down, disinfected if soiled.
- Swimming pools** – ensure isolation barrier complies with Australian Standard. Barrier must be at least 1.8m high. Gates must be self-closing and self-latching and have a child resistant lock. Direct access from house to pool is not possible. Remove any objects that could be moved to help a child climb over a fence or open a gate. Remove ladder from above ground pools [check with state/territory regulations] Safety device installed and operating to alert or deter a child from entering water.
- Certified safety certificate** –Legal requirements for pools, spas, paddling pools and inflatable pools vary across Australia. Educators and approved providers must check with local councils and regulatory authorities for safety standards/compliance certificates
- Spas** – must be inaccessible to children with a locked pool cover when not in use or isolation barrier with self-closing and self-locking gate. Isolation barrier must be at least 1.2m high and without footholds that would allow a child to climb over.
- Safe play rules and adequate safe play areas** – talk with children about how to play safely. Maintain safe layouts for outdoor play areas to avoid collisions between children.
- Sandpits** – cover when not in use, regularly clean, rake, and remove sand soiled by faeces or blood. Hose sandpits at end of day after removing contaminated sand and material.
- Soft fall** – appropriate ground cover under outdoor climbing and play equipment, meets standards.
- Sun protection** clothing, hats, and sunscreen, for unshaded areas - minimise play at peak sun exposure times. Install a sunshade over sandpits and play areas (can be portable)
- Ensure children are visible and supervised at all times.** High-risk areas and climbing and other outdoor play equipment. Make hazardous equipment, machinery, chemicals, and any other materials inaccessible to children.
- Water hazards** – cover and make inaccessible to children, e.g., ponds, dams, spas, creeks, nappy buckets, water features.
- Water troughs** are to be used under adult supervision only and will not be used without a stand, keeping it off the ground. Children are to remain standing on the ground whilst using the water trough
- Play equipment** that is higher than 600mm must have soft fall installed underneath at least 25cm in depth under and 1.9m from the perimeter of the equipment. Place outdoor play equipment away from paths and solid garden edging. [AS 4685 Playground equipment]
- Swings** – check regularly for wear or sharp protruding parts. Ensure swing frames are well anchored into the ground and surfacing is provided under the swing frame
- Surfacing** used underneath and around equipment complies with Australian Standard AS/NZS 4422 and is maintained regularly; materials may need to be raked, redistributed and checked weekly for spiders, sharp objects or animal litter.
- Snakes or other reptiles** – grounds will be searched during the safety check- check garden sheds, mulch areas, logs, rocks and anywhere with long grass where snakes or other reptiles may be found

CHECKLIST: INDOORS

- Access for children and adults with disability** - ensure safe access into, within and out of the family day care residence, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
- Barriers** – age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the family day care residence, front and back garden.
- Children at risk** – maintain extra security and supervision for children at special risk.
- Choking hazards** – e.g., small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
- Decorations and children's artwork** – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.
- Emergency evacuation** – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures. Ensure exit pathways are kept clear at all times.
- Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical switch are easily accessible and regularly serviced.
- First aid kit** with approved contents is maintained and accessible. Ensure First Aid certificates are current for all educators and educator assistants.
- Furniture and nursery equipment** – stable, maintained and meets Australian safety standards.
- Guard and make inaccessible to children** – heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment.
- Hazardous indoor and outdoor plants** – identify, remove or make inaccessible to children.
- Heaters** – ensure that children cannot meet hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating. Ensure heaters are away from children's cots.
- Hot water** – ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below **50°C** for child care services).
- Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- Noise** – reduce excessive exposure.
- Non-slip, non-porous floors, stairs.**
- Spills** – clean away as they occur.
- Pets and animals** – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, and are clean, and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.
- Power points** – check for safety plugs in used electrical outlets/power points
- Record details** and notify parents of any child incident, accident or injury (including biting and scratching).
- Safe play rules and adequate play spaces** – discourage running indoors and safe furniture layout to avoid collisions.
- Safety glass used and installed** according to Australian Standards- AS 1288-2006 and Australian Building Codes on all glass doors and windows accessible to children, **safety decals** on sliding doors and plate glass doors at child and adult eye level.

- Security** – ensure all entry doors are locked at all times and place bells on doors.
- Smoke & drug free environment** in all areas at all times- including alcohol
- Educators' personal items** – ensure personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- Stairways**, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.
- Stairs**, ensuring design of stairs and balustrades are in accordance to relevant building codes- and do not have openings larger than 125mm between vertical rails
- Store in locked cabinet** any unsafe items, e.g., chemicals, medicines, razors, knives and electrical equipment.
- Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in highchairs, playpens and play areas, on change tables, and in nappy change and toilet areas.
- Toys** – meet safety standards, age appropriate, maintained, and non-toxic.
- Windows** – move chairs and furniture such as beds, cots or change tables away. Ensure all windows above 2 m above the ground have a lockable device to restrict opening or have permanent bars fixed to the window
- Blinds and cords** – ensure any loose or looped cords are secured and are not a hazard to young children
- Balconies** – move any furniture, pot plants or other climbable object away from edge of balcony, keep sliding doors to balcony locked

PETS

- Family day care educators will notify the scheme prior to obtaining a new animal that will be present on the premises.
- Prior to enrolling a child in care, a parent must be made aware by the FDC educator of animals kept at the family day care educators' residence. Parents must also be made aware of any new animal introduced following the child's enrolment.
- The pet must be maintained in a clean and healthy condition, and in such a way that children will not be in danger of injury or infection.
- Children and family day care educators must wash their hands immediately after handling the animal/s
- If the pet is a bird – it must be placed in its cage whilst the children are in care and a mesh is to be put around the cage in order to prevent children's finger access.
- When any animal or bird is introduced to the children in care, the FDC educator will be sensitive to the fears and anxieties of the children and parents.
- **Specific animals, including certain breeds of dogs which are identified from time to time as dangerous to children, must be kept in an enclosure separate and apart from any area used by the children in care. Children must have no access and no ability of contact at any time to these animals. For example, these animals will include, but are not limited to – Kelpies, Bull Terrier, Doberman, German Shepherd, Rottweiler, Blue Heeler dog breeds or part breeds.**
- The family day care educator must ensure that cats are NOT present, nor have access to the same area in which a child is sleeping.

- The family day care educator should deter cats from being on areas used for food preparation and eating.

When children are using play areas:

- (i) Animal droppings, food, bones, water and feeding containers must not be present in the play area; and
- (ii) Animal droppings and animal hair must be removed daily before children arrive, or as required during the day.

CLEANING OF PREMISES, FURNITURE AND EQUIPMENT

GENERAL CLEANING

The FDC educator will use a structured cleaning schedule to ensure that all cleaning in the family day care residence is carried out regularly and thoroughly to maintain a hygienic environment for children.

To ensure a high level of cleanliness, hygiene and safety, educators are recommended to:

- clean and disinfect high touch surfaces at least twice daily (door handles, light switches, taps)
- clean at the end of each day and throughout the day as needed
- clean up accidents and spills as quickly as possible
- vacuum or sweep floors daily
- clean and sanitise bathroom floors and nappy change areas at regular, schedules intervals during the day with hot soapy water
- clean toilets at regular, schedules intervals during the day
- empty and sanitise garbage bins
- clean and sanitise tables and eating areas between meals
- ensure kitchen benches are cleaned with warm soapy water
- clean fridge regularly with warm soapy water
- adhere to food safety requirements (*see Nutrition and Food Safety Policy*)
- clean and sanitise cots, highchairs, toys, cushions, chairs, tables and other furniture

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our Family Day Care Service will ensure educators:

- adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment
- store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times
- not use any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate under any circumstances
- containers are disposed of correctly following local council guidelines, and not reused under any circumstance
- store all dangerous chemicals, substances and equipment in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries

- follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment
- refrigerate substances that must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children
- keep a record of the Safety Data Sheet (SDS) for all hazardous chemicals. Our FDC Service will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS
- Information recorded should include where they are stored, their use, any risks, first aid instructions, and the current SDS. The register will be readily accessible
- appropriate personal protective clothing is worn in accordance with the manufacturer's instructions when using and disposing of hazardous substances or equipment
- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 13 11 26, or call an Ambulance on 000
- use the Poison Safety Checklist to ensure requirements are adhered to at all times
- implement emergency, medical and first aid procedures
- notify the Approved Provider to ensure relevant notification is given to the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.
- call emergency services in any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard by dialling 000 and also notifying the Approved Provider to notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

HAND WASHING

Effective handwashing is a vital strategy in the prevention of spreading many infectious diseases. Family Day Care educators will ensure [signs and posters](#) remind parents and visitors of the importance of handwashing to help stop the spread of infectious diseases. All adults and children should wash their hands thoroughly with soap and water or alcohol-based hand sanitiser:

- upon arrival at the FDC Service
- when hands are visibly dirty
- when coming inside from being outside
- before eating
- before putting on disposable gloves
- before preparing food items
- after touching raw meats such as chicken or beef
- before and after toileting children or coming into contact with any body fluids such as blood, urine or vomit
- before and after wearing gloves to change infant nappies
- after touching animals or pets
- after blowing your nose or sneezing and after assisting a child to blow their nose
- after meals
- after going to the toilet
- before and after administering first aid
- before and after administering medication

- before and after preparing children's bottles
- after removing protective gloves
- after using any chemical or cleaning fluid

MINIMISING POTENTIALLY DANGEROUS SUBSTANCES

Our Family Day Care Service minimises the use of potentially dangerous substances. Ordinary detergents will be used to help remove dirt from surfaces. Colour-coded sponges (e.g. pink for the kitchen, yellow for the bathroom) will be used in order to eliminate cross contamination. Educators will ensure to wash and dry hands after using any dangerous substance.

DISINFECTANTS

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, such as gastroenteritis or other infectious virus (COVID-19), the Public Health Unit or SafeWork Australia, may specify the use of a disinfectant and increased frequency of cleaning. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand. Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure that surfaces have been cleaned with detergent and warm water than to use a disinfectant.

In the event of an outbreak of gastroenteritis, a disinfectant such as bleach solution may be used following the manufacturer's directions- e.g.: White King Bleach (sodium hypochlorite 42g/L) diluted part bleach (25mL) in 40 parts water (1L) to make 0.1% solution Gloves must be worn at all times when handling and preparing bleach.

To kill germs, any disinfectant needs:

- A clean surface to be able to penetrate the germ.
- To be able to act against those particular germs.
- To be of the right concentrate.
- Enough time to kill the germs, which is generally at least 10 minutes.

DETERGENTS

To work in accordance with *Staying healthy: Preventing infectious diseases in early childhood education and care services*, proper cleaning with detergent and warm water, followed by rinsing and air-drying kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not allow germs to multiply.

NAPPY CHANGE AREA

The nappy change area must be cleaned after each use and at the end of the day with detergent and warm water or detergent and warm water and dried with paper towel. Placing paper towel on the change mat and removing this after each nappy change is recommended. Refer to *Nappy Change and Toileting Policy* and procedure. The FDC educator must always wash their hands after cleaning the nappy change area.

ARRANGEMENTS FOR LAUNDERING OF SOILED ITEMS

Soiled clothing will be returned to a child's home for laundering. The FDC educator will remove soiled content prior to placing clothing into a plastic bag and securely storing these items in a sealed container, not placed in the child's bag. For more information refer to the *Nappy change and toileting* procedure.

CLOTHING

Dress-up and play clothes should be washed once a week or more frequently if soiled.

Educators will ensure personal clothing is clean and respectful at all times.

Should children's clothing become soiled during the day, the FDC educator will use spare clothing supplied by the parent and place soiled clothing into a sealed plastic bag to take home.

Spare clothing may be used if the child has no change of clothes.

TOY CLEANING

FDC educators are required to clean the children's equipment and toys on a regular basis in order to minimise cross contamination and the spread of illnesses. FDC educators will wash a toy immediately if it has been sneezed on, mouthed, and/or soiled or if it has been discarded after play by a child who has been unwell. Toys and equipment must be cleaned more often in the event of an infectious disease or virus is present in the FDC service or community- (COVID-19).

- Most toys can be washed with normal dishwashing liquid and rinsed with clean water.
- Get into corners with a toothbrush and allow to air dry (if possible, in the natural sunlight).
- Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.

WOODEN TOYS

- Should be wiped over with a damp cloth – please do not immerse in water as this can destroy the equipment

PLAY DOUGH

Family Day Care educators will reduce the risk of the spread of disease when playing with play dough by:

- encouraging hand washing before and after using play dough
- storing the play dough in a sealed container in the refrigerator between uses
- making a new batch of play dough each week, and
- if there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

RATTLES AND BABY TOYS

- Must not be immersed in water as it can get inside, rendering the toy useless.
- Wipe thoroughly with hot water or a cloth with diluted detergent.

RIDE-ON VEHICLES AND OUTDOOR TOYS

- Must be cleaned (children can often help with this activity).
- Please take care not leave outdoor toys exposed to the elements as this reduces their lifespan.

PUZZLES AND GAMES

- Wooden puzzles as per 'Wooden Toys' above
- Cardboard puzzles should be wiped over with a slightly damp cloth.

SUN PROTECTION

Our Family Day Care Service will work in compliance with the NSW SunSmart Program to ensure children's health and safety is maintained at all times whilst at the FDC Service. SunSmart recommends that all early childhood education and care services have a SunSmart Policy to reduce UV damage to those in care, including Educators. Our Sun Safety Policy has been accepted and approved by SunSmart.



OUTDOOR ACTIVITIES

Sun protection is required when UV levels reach level 3 or above. The Family Day Care Service will monitor UV levels daily through one of the following methods:

- using smart phone SunSmart app
- viewing Bureau of Meteorology website www.bom.gov.au
- visiting www.myuv.com.au

The Service will use a combination of sun protection measures whenever UV Index levels reach 3 and above.

- Care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.
- Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.
- FDC educators will check the temperature of surfaces and playground equipment to determine if it is safe for children to play. (Daily Playground Surface Temperature Check)

SHADE

The Family Day Care educator will provide and maintain adequate shade for outdoor play at their residence. 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 for additional shade. Play experiences will be monitored throughout the day and moved as required to remain in the shade.

HATS

FDC educators, educator assistants and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- legionnaire hat- the flap should cover the neck
- bucket hat with a deep crown and angled brim that is size of at least 5cm (adults 6cm) and must shade the face, neck and ears
- broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not a suitable alternative. Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

CLOTHING

When outdoors, FDC educators and children will wear sun safe 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
- Children who are not wearing sun safe clothing can be provided with spare clothing.

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

SUNSCREEN

As per Cancer Council Australia recommendations: educators and children will apply SPF30+ or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if wiped or washed off. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside
- they will wear sun safe hats and clothing

If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin. The widespread use of sunscreen on babies under 6 months old is not recommended.

ROLE MODELLING

FDC educators will act as role models and demonstrate sun safe behaviour by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- using and promoting shade
- wearing sunglasses that meet the Australian Standard1067 (optional)
- Families and visitors are encouraged to role model positive sun safe behaviour

DELIVERY AND COLLECTION OF CHILDREN

The following procedure must be adhered to at all times to ensure the safety of the children. (See *Delivery of, and collection from Education and Care Service Premises Policy*)

ARRIVAL

- All children must be signed in by their parent or person who delivers the child to our FDC Service
- The educator will check the sign in sheet ensuring families have signed their child in. If families have not signed the child in, the educator will sign the child in, complying with Regulation 158. (date, time, signature, name)
- A locker, hook or shelf space will be made available to children and their families. **A sign is posted above the lockers nominating a symbol for each child.**

DEPARTURE

- All children must be signed out by their parent or person who collects the child from the Service. If the parent or other person forgets to sign the child out, they will be signed out by the FDC educator or Coordinator.
- Children can only be collected by a parent, an authorised nominee named on the child's enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises.
- Children will not be released into the care of a person not authorised to collect the child e.g., court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child, the educator will call the police.
- The FDC educator, educator assistant and Coordinator will ensure that the authorised nominee pick-up list for each child is kept up to date
- It is our policy that we do not allow anyone **under the age of 18** to collect children.
- No child will be released into the care of anyone not known to the FDC educator or educator assistant. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (e.g., in an emergency) or
 - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
- If the educator does not know the person by appearance, the person must be able to produce some photo identification. If the educator cannot verify the person's identity, they may be unable to release the child into that person's care.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and the educator feels that the person is unfit to take responsibility for the child, the educator will:
 - discuss their concerns with the person, if possible, without the child being present
 - suggest they contact another parent or authorised nominee to collect the child
 - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy
 - contact the Police and other regulatory authorities (Child Protection Hotline 132 111)
 - the FDC educator will also inform the Approved Provider/Coordinator of the incident

SCHOOL AGED CHILDREN

The FDC educator is responsible for ensuring:

- school aged children are signed 'out' of care upon dropping children at school and signing children 'in' care when they are collected from school

- they have the contact numbers for each child's school
- they know the safest way to school if the child is permitted to walk to school by the parent (written permission is required)
- they have the contact details of the bus operator if the child is using School bus transportation
- they follow steps should the child not arrive at the FDC residence at the expected time - contacting parents, the school, notifying the Approved Provider, police and making a serious incident report if required (notifying the regulatory authority)
- they adhere to the *Safe Transportation Policy* and procedure at all times when transporting children to and from school.

VISITORS

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting FDC residences, must sign in when they arrive and sign out when they leave in a Visitor Register. The FDC educator and coordinator are responsible for ensuring this record is maintained and stored securely. Refer to our *Visitors to Family Day Care Residences Policy* for more detailed information. Visitors are not to be left alone with children at any time whilst at the FDC service. Working with Children Checks will be recorded and verified for any visitor who is not fully supervised at the FDC Service. Visitors to the FDC Service are expected to comply with service policies and procedures, including health and safety policies and report any health and safety issues to management.

KITCHENS

- Children must not gain access to any harmful substance, equipment or amenity
- The kitchen has a barrier to prevent unsupervised entry by children into the kitchen.
- The preparation of bottles for children under the age of 2 years is both safe and hygienic at all times and separate from nappy change area (See *Bottle Safety and Preparation Policy*)
- Children should only be permitted in the kitchen under supervision of the FDC educator

HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause or lead to harm to people or property. Workplace hazards can be physical, chemical, biological, mechanical or psychological and psychosocial.

CONTROLLING OR MANAGING HAZARDS

Controlling or managing hazards refers to controlling the risk in the workplace. Work health and safety legislation identifies a Hierarchy of Control that ranges from hazard elimination to hazard management.

MONITOR AND REVIEW HAZARDS

Risk management is an ongoing process. Risks must be systematically monitored, and management strategies reviewed to ensure that they continue to be effective and contribute to a safe and healthy work environment. New hazards can emerge over time resulting in control strategies becoming ineffective and therefore may require updating.

Hazard identification, Risk Management and Hazard Reduction is specifically addressed within our *Work Health and Safety Policy*.

WATER SAFETY

To stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations FDC educators will:

- conduct risk assessments to identify potential hazards, assess risks, and implement risk mitigation strategies and control measures to minimise any risk
- ensure risk assessments are developed in collaboration with the Approved Provider/Nominated Supervisor before any water-based activity is approved
- ensure a safety device is installed and operating for FDC residences/venues with a pool or spa (mandatory for services in WA)
- ensure additional communication device is in a fixed location suitable for use during emergencies (mandatory for services in WA)
- make sure no child swims in any water without:
 - written permission from a family member to learn water safety and swimming
 - appropriate educator/child ratios are in place
 - sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures
- conduct risk assessments prior to any outing identifying possible hazards and risks, including water hazards. The approved provider must approve the outing before parents are notified. Parent written permission must be obtained before an outing can take place.
- educator to child ratios must be included in the risk assessment. For children who are 3 years or under- 1 adult for each child; for children who are at least 3 years but not yet 6 years of age: 1 adult for each 2 children; for children who are 6 years of age or over: 1 adult for each 4 children.
- ensure children are closely supervised at all times near water including when on outings near beaches, rivers, canals, waterways, ponds. A child will never be left unattended near any water
- annual inspections of the FDC residence will occur as part of the annual review process. Any areas of non-compliance or safety issues regarding water safety (swimming pools, spas, dams) may result in a suspension of approved operation of the service.
- keep records of monthly inspections of swimming pools, spas and water features by the Approved Provider.
- compliance certificates from local government/councils must be provided to the approved provider at time initial approval and subsequent annual reviews
- remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g., chairs, bins, bikes, any overhanging trees
- ensure that all water containers are made inaccessible to children and make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
- immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
- ensure wading/water trough are hygienically cleaned, disinfected and chlorinated appropriately:
 - daily remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.

- o wash away disinfectant before filling trough.

BACK CARE AND MANUAL HANDLING

- Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.
- Manual handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

(See our *Work Health and Safety Policy* for further information and recommendations for back care and manual handling).

FURTHER RESOURCES

Victoria: WorkSafe Victoria is the state's health and safety regulator see:

<https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics>

For further information see: <https://www.safeworkaustralia.gov.au/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Health and Safety Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Car Park Safety Management Guide	Home Safety Risk Assessment
Car Park Safety Checklist	Outdoor Cleaning Safety Checklist
Daily Playground Surface Temperature Check	Work Health and Safety Manual

SOURCE

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Work Health and Safety Act 2011

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	JULY 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JULY 2025
VERSION NUMBER	V10.07.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• minor edits within policy• checked sources for currency		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JULY 2024
VERSION NUMBER	V5.06.24		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text• sources checked and repaired as required• some wording refined/reworded		
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V8.7.23		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• additional information added regarding changes to regulations for WA services around swimming pools, spas and water features• sources checked for currency• minor edits throughout policy• additional section added for Continuous Improvement/reflection• additional section added for Child Care Centre Desktop related resources		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2022	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text• hyperlinks checked and repaired as required		JULY 2023
JULY 2021	<ul style="list-style-type: none">• minor edits to policy as highlighted• minor formatting changes		JULY 2022

	<ul style="list-style-type: none"> • references and sources checked for currency 	
SEPTEMBER 2020	<ul style="list-style-type: none"> • edits to ensure policy relates to FDC requirements • additions and edits to checklists for outdoor/indoor environments • specific information for operational requirements for FDC educators to provide a hygienic environment for children • added section on school aged children- arrival and departure • Risk assessments related to water safety 	July 2021
JULY 2020	<ul style="list-style-type: none"> • COVID-19 information added to cleaning/ handwashing sections • Removal of Hazard Identification, Risk Management, Hazard Reduction and Hazardous Materials sections, Maintenance of Fire Equipment and Back care and Manual Handling (moved to Work Health and Safety Policy) • additional related policies 	JULY 2021
MARCH 2020	<ul style="list-style-type: none"> • Regulations checked and additions • Amendments to Sun Safety policy inclusion • Rearranged information about 'soiled items' to relate to nappy and toileting area • Additional information added re: fire extinguisher testing • Specific state/territory contacts added 	JULY 2020
JULY 2019	<ul style="list-style-type: none"> • New section added – 'Visitors'. • New section added – 'Recommendations' (in manual handling). • Heading added – 'Further resources' • Grammar and punctuation and edited. • Additional information added to points. • Removed points where irrelevant to the section. • Sources checked for currency. • Sources corrected & alphabetised. 	JULY 2020
JULY 2018	<ul style="list-style-type: none"> • New policy draft 	JULY 2019

SUN SAFE POLICY

Australia has one of the highest rates of skin cancer in the world with more than two in three Australians developing some form of skin cancer in their lifetime. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. 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 (Cancer Council Australia).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S167	Offence relating to protection of children from harm and hazard
100	Risk assessment must be conducted before excursions
113	Outdoor space natural environment
114	Outdoor space shade
136	First aid qualifications
168	Education and care service must have policies and procedures
168 (2)(a)(ii)	Sun Protection

170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy Bush Fire Policy Clothing Policy Emergency and Evacuation Policy Enrolment Policy Excursion/Incursion Policy	Health and Safety Policy Physical Environment Policy Supervision Policy Water Safety Policy Work Health and Safety Policy
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PURPOSE

By implementing a ‘best practice’ Sun Safe Policy, our Family Day Care (FDC) Service can help protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun and teach children good sun protection habits from an early age to reduce their risk. To ensure the outdoor environment provides shade for children, educators and staff to minimise unsafe UV exposure. Additionally, this policy provides guidance on how to protect children from severe hot weather events which are becoming more prevalent in Australia resulting from climate change.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service will work in compliance with the *National SunSmart Early Childhood Program* to ensure children’s health and safety is maintained at all times whilst at the FDC residence/approved venue. This policy has been reviewed and approved by the Schools and Early Childhood lead at SunSmart. (2024)

Our FDC Service will monitor the Australian Bureau of Meteorology for notification of severe heat events and ensure FDC educators implement risk mitigation strategies to protect the health, safety and wellbeing of children. This policy applies to all activities at a FDC residence or venue, or whilst engaging in regular outings and excursions.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL:

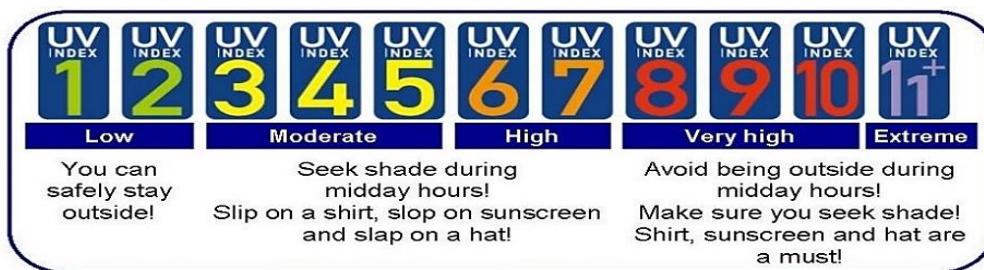
- ensure obligations under the *Education and Care National Law and Regulations* are met
- ensure risk assessments are conducted by the FDC educator and coordinator to identify any potential hazards to children during summer months that could cause harm or injury to children
- ensure risk minimisation control measures are implemented to protect children.
- monitor the [Bureau of Meteorology \(BOM\)](#) for severe weather warnings and ensure FDC educators implement procedures to ensure the health and safety of all children
- monitor bush fire activity and be aware of air quality and hazardous levels of air pollution caused by bushfires (*see: Bushfire Policy*)
- adhere to Victorian health department advice for hot weather risks and recommendations and provide this information to FDC educators

MONITORING UV LEVELS

Sun protection is required when UV levels reach level 3 or above. FDC educators will monitor the UV levels daily through one or more of the following methods:

- using the smartphone [SunSmart global UV app](#) available at iTunes App Store and Google Play store
- using the SunSmart widget on the Service's website available at www.cancer.org.au
- viewing the Bureau of Meteorology website <http://www.bom.gov.au/>
- visiting www.myuv.com.au

The Service will use a combination of sun protection measures (see below) whenever UV Index levels reach 3 and above.



Please ensure sun protection is used **during the daily sun protection times or whenever UV levels are 3 or higher**. If you can't check the daily sun protection times, please use sun protection *from mid-August to the end of April* (when Victoria's UV levels are typically three and above). Please do not only use sun protection during Terms 1 and 4 as this will not be sufficient at protecting children and staff from UV.

OUTDOOR ACTIVITIES

The sun protection measures listed are used for all outdoor activities during the daily local sun protection times, when the UV Index is 3 or above. The sun protection times are a forecast from the [Bureau of Meteorology \(BOM\)](#) for the time-of-day UV levels are forecast to reach 3 or higher. At these levels, a combination of sun protection is recommended for all skin types.

FDC Educators will use a combination of sun protection measures (see below) **whenever UV Index levels reach 3 and above**.

SUN PROTECTION TIMES

UV levels vary across Australia and throughout the year. This listing highlights when UV is typically three and above in each state / territory. There may be times UV levels are three and above outside these periods. *Please check the daily local sun protection times and UV levels to be sure you are using sun protection when it is required for your location.*

Wherever practicable, outdoor activities should be minimised between 11am and 3pm in summer.

VIC Mid-August to the end of April

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times**. A combination of sun protection measures is considered when planning all outdoor activities such as excursions and water play.

SHADE

- Sufficient natural, portable, or man-made shade will be provided, particularly in high use areas
- Shaded areas will be used for play experiences
- Play experiences will be monitored throughout the day and moved as required to remain in the shade
- Regular risk assessments and reviews will be made of the outdoor area to assist in planning for further shade requirements
- Children who do not have appropriate hats or outdoor clothing are required to choose a shady play space or a suitable area protected from the sun and not move to unshaded areas of the playground.

HATS

FDC educators, children, and visitors are required to wear sun safe hats at all times they are outdoors. Cancer Council Australia describes sun safe hats as:

- Hats that protect a person's face, neck, and ears, which include:
 - a legionnaire hat – the front peak and flap should overlap at the sides and the flap should cover the neck
 - a bucket hat with a deep crown and angled brim that is at least 5cm for young children and at least 6cm for adults and must shade the face, neck, and ears
 - a broad brimmed hat with a brim size of at least 6cm for children or 7.5cm for adults. The brim should provide shade for the whole face.

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not a suitable alternative.

Children without a sun safe hat will be asked to play in an area protected from the sun. They may be provided with a spare hat by the FDC educator if available.

CLOTHING

- When outdoors, FDC educators and children will wear sun safe clothing that covers as much of the skin as possible. Cancer Council Australia recommends clothing that:
 - covers the shoulders, back and stomach
 - is loose fitting such as loose-fitting shirts and dresses with sleeves and collars or covered neckline, or longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun or provided with spare clothing.

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

SUNSCREEN

As per Cancer Council Australia recommendations:

- FDC educators and children will apply SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if washed or wiped off
- permission to apply sunscreen is included in the FDC Service enrolment form (see: *Enrolment Policy*)
- where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen or a child is required to play in the shade. A record of any allergy must be provided in writing from the parent/guardian and recorded on the child's enrolment record. Cancer Council Australia recommends usage tests before applying a new sunscreen.
- to help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of the FDC educator and are encouraged to do so
- sunscreen is stored in a supervised, cool, dry place and the use-by-date monitored.

SUNSCREEN FOR BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sun when the UV Index is 3 or above
- ensure routine includes inside activities during the middle of the day
- physical protection such as shade positioning, clothing and broad-brimmed hats are the best sun protection measures
- check the baby's clothing, hat and shade positioning regularly to ensure they continue to be well protected from UV.

If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, they will avoid the need for sunscreen. Avoiding the use of sunscreen for babies aged six months or younger (or as recommended by recognised authorities) ACECQA, Sun Protection Guidelines (2021).

RISKS OF SUMMER PLAY

Australia has a hot climate and inevitably playground equipment and surfacing can heat up rapidly and retain heat. Many playground surfaces and equipment can exceed temperatures greater than 50°C and if young children come into contact with these surfaces, they can be burned severely within seconds. Surfaces can retain heat for long periods of time and cause burns to children. Play surfaces must be monitored before children have access to the outdoor environment.

The FDC educator and coordinator will:

- ensure risk assessments are conducted to identify any potential hazards to children during summer months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:
 - hot equipment- slides, poles, guardrails, any metal surfaces
 - hot surfaces- rubber and synthetic grass, walkways, concrete surfaces
 - sun burn and dehydration
 - access to bodies of water (filled water troughs/containers/trays/pools)
 - severe heat

- bushfires and air pollution
- complete a *Daily Playground Surface Temperature Check* during summer months or extreme hot weather
- use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C it is recommended by Kidsafe Australia that children do NOT play on the surface
- ensure children wear shoes when playing in the outdoor area [children may remove shoes when playing in sand or mud pit]
- ensure children have access to water at all times throughout the day and offer extra feeds/drinks to babies during hot weather to avoid dehydration
- be aware of the signs and symptoms of heat-related illness in babies and young children and implement first aid as required
- keep children indoors during severe heat events
- ensure fans/air conditioning are used to help keep children cool
- close blinds/curtains where required to prevent sun shining into rooms
- adhere to Victorian health department advice for hot weather risks and recommendations

SEVERE HEAT

Severe heat or heatwaves are periods of unusually hot weather. Climate change is resulting in more intense heatwaves in Australia and presents an extreme risk to the health and safety of children. Babies and young children can dehydrate quickly which can cause heat-related illness including heat stroke and heat exhaustion.

Active heatwave warnings are indicated within the Australian Warning System (AWS) and range from Advice to Emergency Warning. Risk management measures must be implemented and managed to ensure children remain safe and healthy during a severe heat event.

THE FDC EDUCATOR AND COORDINATOR WILL:

- ensure risk assessments are conducted to identify any potential hazards to children during summer months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:
 - hot equipment- slides, poles, guardrails, any metal surfaces
 - hot surfaces- rubber and synthetic grass, walkways, concrete surfaces
 - sun burn and dehydration
 - access to bodies of water (filled water troughs/containers/trays/pools)
 - severe heat
 - bushfires and air pollution
- **complete a *Daily Playground Surface Temperature Check* during summer months or extreme hot weather**
- use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C it is recommended by Kidsafe Australia that children do NOT play on the surface

- ensure children wear shoes when playing in the outdoor area [children may remove shoes when playing in sand or mud pit]
- ensure children have access to water at all times throughout the day and offer extra feeds/drinks to babies during hot weather to avoid dehydration
- be aware of the signs and symptoms of heat-related illness in babies and young children and implement first aid as required
- keep children indoors during severe heat events
- ensure fans/air conditioning are used to help keep children cool
- close blinds/curtains where required to prevent sun shining into rooms
- adhere to Victorian health department advice for hot weather risks and recommendations
- ensure sunscreen purchased for the Service complies with Australian Standard AS/NZS 2604:2012

ROLE MODELLING and WORK HEALTH AND SAFETY

Cancer Council Australia acknowledges that children are more likely to develop sun-safe habits if they are role-modelled and demonstrated by adults around them. Occupational UV exposure is also a WH&S issue. All FDC educators and educator assistants will therefore be required to role model appropriate sun protection behaviours by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067:2003 (optional)
- discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the FDC residence/approved venue
- regularly drinking water and encouraging children to drink extra water in hot weather
- adapting the learning environment when severe weather events occur
- families and visitors are encouraged to role model positive sun safe behaviour
- monitoring the UV Index and Daily Sun Protection Times throughout the day
- regularly monitoring and reviewing the effectiveness of the *Sun Safety Policy*
- submitting the Sun Safety Policy to the Cancer Council every three years to maintain SunSmart status (required if a SunSmart member).

EDUCATION AND INFORMATION

- Sun protection will be incorporated regularly into learning programs
- Sun protection information will be promoted to all FDC educators, families and visitors
- Severe hot weather events will be monitored through the [Bureau of Meteorology](#) and risk mitigation measures implemented
- FDC educators and staff are encouraged to complete the free [SunSmart online learning course](#) (VIC only) or Cancer Council [Generation SunSmart](#) online PL learning modules (all other States and territories)
- Further information and resources are available from the Cancer Council website <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety> and each state and territory SunSmart web page.

See <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be->

[sunsmart/sunsmart-in-schools](#) for links.

- The *Sun Safety Policy* will be made available to all educators, staff, families, students, volunteers and visitors of the Service to ensure a comprehensive understanding about keeping sun safe including appropriate hat, clothing and sunscreen requirements
- When enrolling their child/ren to our FDC Service, parents will be required to give permission for the FDC educator or educator assistant to apply sunscreen to their child
- Should parents not provide permission for the FDC educator to apply sunscreen to their child, the child will be required to play in an area protected from the sun (e.g. under shade, veranda or indoors)
- Information about Sun Safety will be included in our Family Handbook and sun protection information and resources made accessible and communicated regularly to families.

CONTINUOUS IMPROVEMENT

Our *Sun Safe Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Daily Playground Surface Temperature Check Enrolment Form Extreme Weather Procedure	Refusal of Sunscreen Record Sunscreen Application Record Sun Safe Procedure
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Australian Safety Standards

AS 4174:2018 Knitted and woven shade fabrics

AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles

AS/NZS 4399:2020, Sun protective clothing - Evaluation and classification

AS/NZS 2604:2012 Sunscreen products - Evaluation and classification

AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1 General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection

SOURCE

Australian Children's Education & Care Quality Authority. (2021). [Sun Protection- Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia](#). V2.0, 2022

Australian Government. Bureau of Meteorology. Home page (for UV Index): <http://www.bom.gov.au/uv/>

Australian Government. Bureau of Meteorology. <http://www.bom.gov.au/weather-services/severe-weather-knowledge-centre/warnings.shtml>

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

Cancer Council. Home page: <https://www.cancer.org.au/>

Cancer Council. Preventing cancer: Sun protections. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety>

Children's Services Act 1996

Cancer Council. SunSmart programs <http://www.sunsmartnsw.com.au/about/>
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Kidsafe NSW. [How Hot is Too Hot To Play?](#)
 NSW Government. Department of health. (2023). [Babies and young children in hot weather](#)
[Occupational Health and Safety Act 2004](#)
 Revised National Quality Standard. (2020).
 Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\) \(2019\)](#).

REVIEW

Please note: Certain health conditions and medications mean some people are more sensitive to UV radiation and need to use sun protection at all times regardless of the UV levels. Please make sure your policy includes the particular needs of these children and staff at your school/service. For further information visit [Risk factors for skin cancer](#).

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW DATE
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2025
VERSION NUMBER	V03.03.25		
MODIFICATIONS	<ul style="list-style-type: none"> regular policy maintenance hyperlinks checked and repaired as required minor formatting edits within text 		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2024
VERSION NUMBER	V15.03.24		
MODIFICATIONS	<ul style="list-style-type: none"> regular policy maintenance added UV index levels indicator table format change minor formatting edits within text 		MARCH 2025
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V5.09.23		
MODIFICATIONS	JANUARY <ul style="list-style-type: none"> additional section added re: AP/NS responsibilities additional information added to policy regarding managing severe hot weather additional related policies added SEPTEMBER <ul style="list-style-type: none"> regular policy maintenance 		

	<ul style="list-style-type: none"> hyperlinks checked and repaired as required best practice measures checked with Cancer Council CCD related resources added 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> regular policy maintenance link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required 	SEPTEMBER 2023
AUGUST 2021	<ul style="list-style-type: none"> Policy reviewed by Cancer Council's SunSmart Program for all states/territories additional information re: Sun Protection times for each state/territory added small additions to wording included in policy- re: hat/brim size, safety standards, links to resources and information 	SEPTEMBER 2022
JANUARY 2021	<ul style="list-style-type: none"> additional UV index level information edited webpage address for BOM optional Daily Playground Surface Temperature Check added minor edits 	SEPTEMBER 2021
SEPTEMBER 2020	<ul style="list-style-type: none"> Additional regulation re: risk assessments Additional section for Risks of Summer Play Information about parent handbook added minor editing changes for consistency for FDC services regulations added to sources 	SEPTEMBER 2021
SEPTEMBER 2019	<ul style="list-style-type: none"> Revision and re-write Current Regulations included in source 	SEPTEMBER 2020

MAY 2019	<ul style="list-style-type: none"> Latest updates have been made to comply with the latest recommendations by the Cancer Council of Australia and the SunSmart program. 	SEPTEMBER 2019
SEPTEMBER 2018	<ul style="list-style-type: none"> Latest updates include terminology and grammar improvements. Added the section displaying related policies on page 1. 	SEPTEMBER 2019
OCTOBER 2017	<ul style="list-style-type: none"> Updated the references to comply with the revised National Quality Standard 	SEPTEMBER 2018
AUGUST 2017	<ul style="list-style-type: none"> Minor changes made to comply with being a Sun Smart Service 	SEPTEMBER 2018

WATER SAFETY POLICY

The safety and supervision of children is paramount when in or around water. This policy relates to managing water safety including any activity involving water play, excursions near water, safety around hot water and hygiene practices with water at Family Day Care (FDC) approved residences and venues. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
26(1)(l)	Application for service approval- family day care-swimming pool
12	Meaning of a serious incident
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
116A	Inspection of swimming pools, water features and other potential water hazards at the family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
116 (2) (d)	The existence of any water hazards, water features or swimming pool at or near the residence or venue
136	First aid qualifications

168	Education and care service must have policies and procedures
168(2)(a)(iii)	Education and care service must have policies and procedures in relation to-Water safety, including safety during any water-based activities
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
174A	Family day care educator to notify certain information to approved provider
176	Time to notify the certain information to the Regulatory Authority
373A	Telephones or other communication equipment at family day care residences and approved family day care venues (Western Australia Only)

RELATED POLICIES

Administration of First Aid Policy Assessment Approval and Re-Assessment of FDC Residences and Venues Policy Child Safe Environment Policy Educational Program Policy Excursion/Incursion Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Physical Environment Policy Sun Safe Policy Supervision Policy
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PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water hazards, hot water, drinking water and hygiene practices with water in the Family Day Care Service environment.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students and visitors (including contractors) of the Family Day Care Service.

WATER HAZARDS

The National Regulations make reference to '*water hazards*' however the term is not expressly defined. In this policy, a water hazard is defined as anything that can hold 5cm of water and fit a child's nose and mouth and a 'water hazard' may include:

- large bodies of water such as dams, creeks, river or pooling water, swimming pool, portable pools and spas, jetted bathtubs (or Jacuzzis)
- fishponds
- smaller bodies of water such as baths, nappy/mop buckets
- sinks, basins
- water features
- containers for feeding animals

- water troughs, containers
- beach

DROWNING

Drowning is one of the major causes of unintentional death for children 0-4 years. According to the Life Saving Society of Australia an annual average of 30 drowning deaths of children aged 0-4 years occur in swimming pools and 5 drowning deaths of children 0-4 years in bathtubs/spa baths. (Kidsafe, 2020).

Although home swimming pools are the most common site for drowning, children can drown in just a few centimetres of water. Adult supervision of young children is therefore critical when any child is in or around water.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for managing water safety, including during any water-based activities and take reasonable steps to ensure those policies and procedures are followed.

Legal requirements for pools, spas, paddling pools and other water troughs vary across each state and territory. Family Day Care approved providers must ensure they adhere to National Regulations, Council requirements and national safety standards when approving an educator and assessing the residence *before* providing care approval. Changes to improve safety of children at Family Day Care (FDC) residences or venue around any water hazard, water feature or swimming pools has been highlighted in the NQF Review 2019 under regulation 116 effective from October 2023.

FAMILY DAY CARE APPROVED PROVIDER WILL:

Ensure that:

- the pool & spa fencing meet state government standards
- there are no gaps under or through the fence.
- pools on the premises have a self-closing and self-latching gate which is never propped open.
- children will be supervised at all times when in an outdoor area containing a pool or any body of water.
- wading pools are not permitted for use whilst children are in the care of Bright Beginnings Family Day Care.
- all Educators adhere to all obligations under the *Education and Care National Law and Regulations*
- each FDC educator and educator assistant hold current ACECQA approved first aid qualification that was attained within the previous three years (Regulation 136)
- each FDC educator and educator assistant successfully completes cardio pulmonary resuscitation training (CPR) each year
- each FDC proposed residence or venue is a safe environment. Consideration must be made for residences with water hazards, swimming pools or spas
- monthly inspections are conducted at each FDC residence and approved venue with a water hazard, water feature, swimming pools or spa, including fencing by the approved provider or a person nominated by the approved provider
- no person engages in swimming whilst education and care is provided by the FDC educator (including other children who live at the residence)

- detailed risk assessments are completed for any identified water hazards and water-based activities
- boundary barriers around pools and spas comply with Australian Standards including
 - self-locking gates
 - making spas inaccessible with locked pool cover and isolation barriers at least 1.2m high
 - ensure pool barriers are at least 1.8m high
 - ensuring any doors that form part of the pool barrier have a self-closing mechanism and child resistant lock
 - making pool filters inaccessible to children
- a diagram showing the areas of a FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children is clearly displayed for families to view. The diagram must also indicate the existence of any water hazards, water features or swimming pools.
- all families of FDC educator residences, that have swimming pools or spas, complete a risk minimization plan
- health and safety practices are incorporated to ensure safe storage of water and water play
- any items around the perimeter of the pool (for example, tables, chairs, pot plants etc.) are not able to be used as a climbing aid for children
- a Cardiopulmonary Resuscitation (CPR) chart is displayed near any swimming pool, wading pool, or body of water
- any containers that hold or collects water, such as nappy buckets, ponds, spas must be safely covered or made inaccessible to children
- notify the regulatory authority of any serious incident whilst a child is being educated and cared for by the FDC service

FAMILY DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS WILL ENSURE:

- that no child while in the care of an Educator as part of the Education and Care Service is to swim in a pool at the Educators home at any time while the service is being provided. Educators are not to take children to a public swimming pool
- any water hazards i.e. Ponds or fountains at the premises that could constitute a drowning hazard are securely covered or inaccessible to children.
- that no containers that hold water will be left in an area where children are playing or have access.
- that a beach is not deemed as a safe venue for children in the care of Bright Beginnings Family Day Care.
- that enrolling parents must be informed in advance if the residence contains a pool.
- that a diagram showing the areas of the FDC residence or approved venue indicates areas whereby the existence of any water hazards, water features or swimming pools are located
- that complete risk assessments that identify and assess risks associated with any water hazards and water-based activities
- all water hazards have Australian Standard barriers- fencing; self-closing mechanism and child-resistant locks and that fencing complies with relevant fencing laws, regulations and standards in participating jurisdiction
- that monthly inspections of swimming pools, spas and water features are conducted and recorded

- that immediate action is taken to identify and rectify any identified safety issues
- that adequate supervision is provided when participating in water activities including:
 - supervising children near water at all times
 - never leave children alone near any water
 - direct and constant monitoring of children
 - scanning and moving around the environment
 - observing play and anticipating behaviour
- conduct a risk assessment in accordance with the regulatory requirements (regulation 101) prior to taking children on an excursion, clearly identifying any water hazard and indicating how this is assessed and managed
 - seek approval by the Approved Provider before any outing/excursion is conducted
 - ensure all emergency procedures are adhered to whilst on any excursion as per *Excursion Policy*
- utilise water activities in appropriate weather as part of the planned program
- they allow the children the opportunity to experiment with water, sand, and mixing materials
- they incorporate water safety awareness into the educational program
- they monitor all taps on the premises that children have access to and ensure they are turned off securely when not in use
- they safely cover or make inaccessible to children all water containers, e.g., mop buckets, nappy bucket
- they empty wading pools immediately after every use and store to prevent the collection of water, e.g., upright
- they check for and empty any water that has collected in holes or containers after rainfall or watering gardens
- that water troughs are not used without a stand to keep it off the ground.
- that children remain standing on the ground whilst using the water trough
- that water troughs or containers for water play are filled to a safe level and emptied into the garden areas after **each** use
- they discourage children from drinking from water activities
- that laundry, storerooms have signage to remind the educator/adults to close doors behind them
- that buckets of water for soaking toys or clothing are inaccessible to children
- they teach children about staying safe in and around water
- notify the approved provider if any serious incident occurs whilst a child is being educated and cared for by the educator

OPERATIONAL SAFETY

- Water tanks will be labelled with “Do Not Drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking
- The educator will discuss with the children the use of water tank water and how it differs from drinking water
- Hot water accessible to children will be maintained at the temperature of 45.C° which will be tested annually (AS 3498)
- Hot drinks are not to be consumed near children by educators

- Water for pets at the FDC residence must be changed daily and only be accessible to children when the educator or educator assistant is supervising.

IMPORTANT: Parents will be notified as soon as practicable but within 24 hours if their child is involved in an incident/accident at the FDC Service or while under Service care.

Details of the incident/accident will be recorded on an *Incident, Injury, Trauma and Illness Record*. Regulation 176: If the incident/accident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours by the Approved Provider.

FDC Educators will follow emergency procedures and contact emergency services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident.

RESOURCES

[KidSafe Family Day Care Safety Guidelines 2020 \(7th edition\)](#)

Royal Life Saving Society Australia Toddler drowning prevention

<https://www.royallifesaving.com.au/families/at-home/toddler-drowning-prevention>

The Royal Children's Hospital Melbourne Safety: Swimming Pools

https://www.rch.org.au/kidsinfo/fact_sheets/Safety_Swimming_pools/

ACECQA- [Monthly Water Hazard Safety Inspection](#)

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2023). [Policy and procedure guidelines- Water Safety Guidelines](#)

ACECQA. (2023). [Family Day Care Pool/Water Hazards/Water Features Safety Check](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (Amended 2023).

KidSafe (2021). Water Safety. <https://kidsafe.com.au/water-safety/>

National Health and Medical Research Council (NHMRC): www.nhmrc.gov.au

[National Quality Framework Review \(NQF\) 2019.](#)

Revised National Quality Standard. (2018).

Victoria Government. [Better Health Channel. Water safety for children.](#)

[Western Australian Education and Care Services National Regulations](#)

Western Australia Government. [Department of Communities. Improving safety at family day care residences or venues with swimming pools, spas and water features in Western Australia.](#) (2023).

CONTINUOUS IMPROVEMENT

Our *Water Safety Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

REVIEW

POLICY REVIEWED BY	[REVIEWED BY]	[POSITION]	MARCH 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2025
VERSION NUMBER	V03.03.25		

MODIFICATIONS	<ul style="list-style-type: none"> minor formatting edits within text hyperlinks checked and repaired as required regular policy maintenance 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2024
VERSION NUMBER	V21.03.24		
MODIFICATIONS	<ul style="list-style-type: none"> regular policy maintenance some wording refined/reworded related policies updated removal of interstate policies not applicable to the state of Victoria 		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V11.9.23		
MODIFICATIONS	<ul style="list-style-type: none"> regular policy maintenance amendments to Education and Care Regulations added – monthly inspections of FDC residences/venues with water features/swimming pools ACECQA Pool/Water Hazards/Water Features Safety check added notification of serious incident to regulatory authority added sources updated CCD related resources added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> regular policy maintenance link to Western Australian Education and Care Services National Regulations added in ‘Sources’ minor formatting edits within text hyperlinks checked and repaired as required Additional information regarding ‘safety device’s and monthly inspections for residence/venues with pool/spas for services located within Western Australia 		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> Policy reviewed and included suggested guidelines from ACECQA Water Safety Policy Guidelines (June 2021) Additional legislative requirements added Additional related policies 		SEPTEMBER 2022

	<ul style="list-style-type: none"> • deleted 'nappy' bucket and replaced to 'mop bucket' 	
SEPTEMBER 2020	<ul style="list-style-type: none"> • additional section re: 'water hazards' • risk assessment measures added • detail regarding fencing/child resistant locks added • hot water temperature edited re: Australian Standards • additional supervision section added • additional sources • sources checked for currency • resources added 	SEPTEMBER 2021
SEPTEMBER 2019	<ul style="list-style-type: none"> • Wording 'corrected'. • Some sentences reworded/refined. • Additional information added. • Points added. • Sources/references corrected, updated, and alphabetised. • Related policies alphabetised. 	SEPTEMBER 2020
SEPTEMBER 2018	<p>Latest updates include terminology and grammar improvements.</p> <p>Added the section displaying related policies on page 2.</p>	SEPTEMBER 2019
DECEMBER 2017	Updated to comply with National Quality Standard	SEPTEMBER 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	TBA

ADMINISTRATION OF FIRST AID POLICY

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for the administration of first aid (Reg. 168) and take reasonable steps to ensure policies and procedures are followed.

First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of a Family Day Care (FDC) Service where educators have a duty of care and obligation to assist children who are injured, become ill, or require support with administration of medication.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
Sec.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record

93	Administration of medication
94	Exception to authorisation requirement-anaphylaxis or asthma emergency
97	Emergency and evacuation procedures
101	Conduct a risk assessment for excursions
102C	Conduct a risk assessment for transporting of children by the education and care service
136 (3)	First Aid Qualifications
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
168 (2)(a)(iv)	The administration of first aid
169	Additional policies and procedures for family day care services
174	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy Epilepsy Management Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Responsible Person Policy Safe Transportation Policy Sick Child Policy Sun Safety Policy Supervision Policy Water Safety Policy Work Health and Safety Policy
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PURPOSE

Our FDC Service has a duty of care to provide and protect the health and safety of children, families, educators, and visitors of the Service. As FDC educators primarily work alone in their approved residence whilst providing care for children, this policy aims to support educators to:

- Preserve life

- Ensure the environment is safe and other people are not in danger of becoming ill or injured
- Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes
- Relieve pain, if possible
- Monitor ill or injured persons and promote recovery
- Provide immediate and effective first aid to children or adults
- Ensure processes are in place to provide supervision for other children in care whilst first aid is administered

'First aid can reduce the severity of an injury or illness and in extreme cases, could mean the difference between life and death.' (Safe Work Australia).

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, students and volunteers of the FDC Service.

IMPLEMENTATION

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards, and participation in safety programs. Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children are protected from hazards and harm.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR & COORDINATOR WILL:

- ensure FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure all FDC educators and educator assistants hold a current ACECQA approved first aid qualification, have undertaken current approved anaphylaxis management training and current approved emergency asthma management training [Reg. 136]
- ensure these qualifications meet the requirements of the [Education and Care Services National Regulations](#) and are approved by ACECQA
- ensure all FDC educators and educator assistants complete refresher training in CPR annually
- provide internal training of the administration of an auto-injection device annually and document training on FDC educator and educator assistant's staff records (not mandatory)
- implement training and develop procedures to assist educators know the steps of alerting emergency services, administer first aid and provide supervision to other children in their care
 - ensure information relating to the administration of first aid resulting from an incident, injury or trauma is recorded on the *Incident, Injury, Trauma and Illness Record* as soon as possible or within 24 hours
 - ensure families are notified of any event requiring first aid administration as soon as practicable but no later than 24 hours after the incident, injury or trauma requiring first aid
- in the case of a serious incident, notify the regulatory authority within 24 hours (Reg.12, 176)

- ensure FDC educators are offered support and debriefing after a serious incident requiring the administration of first aid
- keep up to date with any changes in procedures for administration of first aid and ensuring that all FDC educators are informed of these changes
- ensure appropriate documentation is being recorded regarding incidents, injury, trauma and illnesses and the administration of first aid
- ensure that each FDC educator has an easily accessible and clearly identified first aid kit in each residence or approved venue
- conduct audits on first aid kits at individual FDC educator's residence/ approved venues
- evaluate risk assessments conducted by FDC educators prior to approving any excursions, regular outings or when providing transport
- ensure parents/guardians provide written consent (via the enrolment record) for FDC educators or educator assistants to administer first aid
- ensuring parents/guardians provide written consent for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital [Reg 161(1)(a)]

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

- implement appropriate first aid procedures, when necessary, by adhering to the FDC Service's *Administration of First Aid Procedure*
- maintain:
 - a current ACECQA approved first aid qualification
 - current approved anaphylaxis management training qualifications
 - current approved emergency asthma management training qualifications

(Safe Work Australia recommends first aid qualifications should be renewed every three years)

- refresh their CPR skills at least annually
- participate in administration of an auto-injector device training at least annually (not mandatory)
- ensure first aid training details are recorded at the FDC Service Principal office and kept up to date
- safeguard every reasonable precaution to protect children at the FDC residence/venue from harm and/or hazards that can cause injury
- consider procedures of how they will be able to administer first aid to a child if required whilst they are working on their own in their residence
- discuss possible situations for emergency situations with the coordinator and approved provider and documenting strategies in relevant procedures
- confidently administer first aid as required to incidents involving children enrolled in their service
- ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma
- always act in a respectful manner when administering first aid
- consider if an ambulance is required as soon as possible. Follow directions provided by emergency services
- continue to administer first aid until emergency services arrive and take over treatment

- if possible, call for assistance from the educator assistant to assist in supervising other children in care whilst first aid is administered. The educator is expected to ensure other children in care are not placed in any danger whilst first aid is administered to another child or adult
- ensure there is an induction process for all new educator assistants, and casual and relief educators that includes providing information on the location of first aid kits and specific first aid requirements and individual children's allergies and individual medical management plans
- ensure that parents/families are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at the service and recording details accurately on the *Incident, Injury, Trauma and Illness Record*
- ensure families are notified of any event requiring first aid administration as soon as practicable but no later than 24 hours after the incident, injury or trauma requiring first aid
- ensure that notification is given to the regulatory authority within 24 hours (via the AP)
- contact families immediately if a child has had a head injury whilst at the FDC Service
- ensure a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the FDC residence/venue
- conduct a risk assessment prior to an excursion, regular outing or when providing regular transportation of children to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]
- ensure authorisation is gained with the approved provider before any excursion, regular outing or transportation of children is made
- provide and maintain a transportable first aid kit that can be taken to excursions and other activities [Reg. 89]
- ensure fully equipped first aid kits (that meet Australian Standards) are recognisable and readily accessible to adults wherever the educator is educating and caring for children as part of a Family Day Care service
- monitor the contents of all first aid kits and arranging replacement of stock, including when the use-by date has been reached
- dispose of out-of-date materials appropriate

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

Any incidents, injuries trauma or illness, including first aid provided, must be recorded and include the following details, as per Education and Care Services National Regulation 87:

- name and age of the child
- circumstances leading to the incident, injury, trauma, or illness (including any symptoms)
- time and date
- details of action taken by the service including any medication administered, or first aid provided or
- medical personnel contacted
- details of any witnesses
- names of any person the service notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and time and date of this

FAMILIES WILL:

- sign the FDC *Incident, Injury, Trauma and Illness Record* acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child
- provide the required information for the FDC Service's medication record
- notify the FDC Service upon enrolment of any specific health care needs of their child- including medical conditions and allergies
- provide the FDC Service with a medical management plan for their child if required and ensure these are kept up-to-date at all times
- provide written consent/authorisation (via the enrolment record) for FDC educators or educator assistants to administer first aid, seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital
- be contactable, either directly or through emergency contacts listed on the child's enrolment record
- notify educators of any change in condition of their child's health that may impact the child's care and require the administration of first aid (ACECQA, 2021).

FIRST AID KIT

The approved provider of the Service will ensure that first aid kits are kept up to date and in accordance with National Education and Care Service Regulations at each Family Day Care residence or venue. [Reg. 89].

ALL FIRST AID KITS AT THE FDC RESIDENCE OR VENUE MUST:

- be suitably equipped
- not be locked
- not contain paracetamol
- be suitable for the number children and sufficient for the immediate treatment of injuries at the FDC Service
- be easily accessible to the FDC educator and educator assistant
- be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents.
- be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments
- contain a list of the contents of the kit
- be regularly checked using the First Aid Kit Checklist to ensure the contents are as listed and have not degraded or expired
- have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.
- be easily recognisable
- be easy to access and if applicable, located where there is a risk of injury occurring
- be available in the FDC educator's vehicle
- be provided on each floor of a multi-level FDC service/venue
- be stocked with precautionary items such as sunscreen and water if using outdoors.
- be taken on excursions and during regular transportation

- be maintained in proper condition and the contents restocked as required.

Our FDC Service will display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Administration of First Aid Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure Incident, Injury, Trauma or Illness Record Illness Management Procedure Incident, Injury Report Register	First Aid Certificate Register Head Injury Guide and Procedure Incident Injury Report Educator
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SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
 Australian Children's Education & Care Quality Authority. (2025). [Managing and Responding to Injury, Trauma and Illness Incidents](#)
 Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Administration of First Aid Policy Guidelines](#)
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Safe Work Australia First Aid in the Workplace Code of Practice: [First Aid in the Workplace](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	APRIL 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V7.04.25		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and updated as required 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2024
VERSION NUMBER	V3.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy 		

	<ul style="list-style-type: none"> minor formatting edits within text some wording refined/reworded sources checked and repaired as required 		
POLICY REVIEWED	MAY 2023	NEXT REVIEW DATE	MAY 2024
VERSION NUMBER	V14.11.23		
MODIFICATIONS	<p>NOVEMBER</p> <ul style="list-style-type: none"> regulation amendment re: CPR training to be completed annually inclusion of student and visitors resources updated <p>MAY</p> <ul style="list-style-type: none"> policy maintenance additional information added- CPR annual training recommended minor formatting edits within text (FDC Educator will: section) continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources' removal of Appendix to this policy- see: additional resources 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required 		MAY 2023
OCTOBER 2021	<ul style="list-style-type: none"> Policy reviewed and included suggested guidelines from ACECQA Administration of First Aid Policy (August 2021) Additional legislative requirements added Additional related policies 		MAY 2022
MAY 2021	<ul style="list-style-type: none"> minor edits annual training for auto injectors highlighted as best practice (not mandatory) 		MAY 2022
SEPTEMBER 2020	Additional links to National Regulations added Support for educators in the event of an injury, accident and first aid is required to be administered Risk assessment for regular outings and transportation added Appendix added for Procedure for Incident Illness Injury or Trauma		MAY 2021

MAY 2020	Additional section for Family Day Care Service, Coordinator Merge of FDC educator and Educator Assistant roles minor formatting edits First Aid Inventory and checklist included as Appendix sources checked for currency	MAY 2021
MAY 2019	Sources checked for currency – removed if obsolete. URLs added. Sources/references alphabetised. Minor formatting for consistency throughout policy. 'Related policies' alphabetised.	MAY 2020
MAY 2018	Updated policy to work in collaboration with Safe Work Australia.	MAY 2019
DECEMBER 2017	Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. Updated to include revised National Quality Standard	MAY 2018
MAY 2017	Amendments made to comply with Family Day Care requirements	TBA

SLEEP AND REST POLICY

All children have individual sleep, rest and relaxation requirements. Our objective is to meet each child's need for sleep, rest and relaxation by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be well supervised ensuring all children feel secure and safe at our Family Day Care (FDC) Service's approved residences or venues.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Section 165	Offence to inadequately supervise children
Section 167	Offence relating to protection of children from harm and hazard
82	Tobacco, drug and alcohol-free environment
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
84D	Prohibition on bassinets
87	Incident, injury, trauma and illness record

103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements-indoor space
110	Ventilation and natural light
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
166	Children not to be left alone with visitors
168	Education and Care Services must have policies and procedures
169	Additional policies and procedures-family day care
170	Policies and procedures to be followed
171	Policies and procedures to be available
172	Notification of change to policies or procedures
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Enrolment Policy Death of a Child at the Service Policy Dental Health Policy Emergency and Evacuation Policy Family Communication Policy	Furniture and Equipment Safety Policy Health and Safety Policy Interactions with Children, Families, Staff Policy Physical Environment Policy Respect for Children Policy Tobacco, Drug and Alcohol-Free Policy Work, Health and Safety Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers and nominated supervisors to ensure their services have policies and procedures in place for children's sleep and rest having regard to the ages, developmental stages and individual needs of the children. Our *Sleep and Rest Policy* will assist management and FDC educators ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs whilst attending the FDC Service.

Our FDC educators will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The risk of Sudden Infant Death Syndrome (SIDS) for infants will be minimised by following practices and guidelines set out by the national authority on safe sleeping practice for infants and children- Red Nose (formerly SIDS and Kids). Our policy sets out quality practice and is informed by recognised and evidence-based principles. Safe Sleep practices are informed by Red Nose and guidance from ACEQCA.

We have a duty of care to ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard. In meeting the Service's duty of care, it is a requirement that all educators and educator assistants implement and adhere to this policy and associated procedure to ensure we respect and cater for each child's specific needs and ensure all risks are appropriately addressed at all times.

SCOPE

This policy applies to children, families, educators, management, the approved provider, nominated supervisor, coordinator, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

'Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, and FDC educators need to consider these when providing education and care. As per Standard 2.1 (Element 2.1.1) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.' (ACECQA)

Our FDC Service defines 'rest' as a period of inactivity, solitude, calmness, or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of a child's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax, and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our FDC educators will consult with families about their child's individual needs, ensuring all parties are aware of the different values, cultural, and parenting beliefs and practices, or opinions associated with sleep requirements.

SLEEP AND REST SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with FDC educators, will conduct a comprehensive risk assessment to ensure all potential hazards are identified and specify how any risks identified are managed and minimised in sleep and rest areas in line with Red Nose and ACECQA guidelines (reg. 84A).

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised during sleep or rest. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service. If a risk concerning a child's safety during sleep and rest is identified during the risk assessment, the approved provider must update the *Sleep and Rest Policy* and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

- the number, age, developmental stages and individual needs of children
- the sleep and rest needs of individual children being educated and cared for (including specific health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest)
- the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods
- the level of knowledge and training of staff supervising children during sleep and rest periods
- the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas
- the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment
- any potential hazards
 - in sleep and rest areas
 - on a child during sleep and rest periods (such as jewellery, clothing)
- the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation).

BASSINETS

Effective 1 October 2023, approved providers and nominated supervisors must ensure bassinets are not

kept on the education and care service premises. (Regulation 84D). There are no Australian Standards for bassinets and risks include the bassinet tipping over or suffocation. All staff and FDC educators will be made aware of this regulation and policy as part of their induction process.

Families will be informed children will not be accepted into care in a bassinet and under no circumstances will a bassinet be permitted to remain on the premises.

PORACOTS

Portacots used in our FDC Service must meet current mandatory Australian Standards for children's portable folding cots, AS/NZS 2195:2010, and comply with [new safety and information standards](#) introduced in July 2024.

Guidelines from the Australian Competition and Consumer Commission (ACCC) suggest that portacots are generally less robust than standard cots and must be checked regularly for damage and not used if any damage is detected. Regular checks must be made on the folding and locking mechanisms. Portacots must be used and set up as instructed including using the mattress designed specifically for the cot.

Risks associated with the use of portacots must be included in sleep and rest risk assessment. A portacot should not be used for children who can stand, shake the side of the cot or weigh more than 15kg.

APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- all nominated supervisors, coordinators, FDC educators and educator assistants are provided with a copy of this policy as part of their induction program and ongoing sleep and rest training is provided as part of their engagement/employment (Safe Sleep Training renewed annually)
- families are aware of this *Sleep and Rest Policy*
- a sleep and rest specific risk assessment is conducted at least annually to ensure all potential hazards are controlled in sleep areas in line with Red Nose and ACECQA guidelines
- every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (Sec. 167)
- up to date knowledge regarding safe sleeping practices is maintained and information communicated to FDC educators and families
- families are advised that amber teething necklaces and bracelets are not to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011)
- ongoing training is provided on safe sleep practices for all educators and keep a record of all such training (Renewed Annually)
- opportunities are provided to all employed and engaged FDC educators and educator assistants to participate in Red Nose professional training and a record of all such training is recorded
- information is provided to parents and families about Safe Sleep practices (see [Red Nose](#))
- reasonable steps are taken to ensure that each child's need for sleep, rest and relaxation are provided
- consideration is given to the ages, developmental stages and individual needs of children
- a safe indoor environment for sleep and rest is provided for children that is well ventilated, has adequate natural light and can be maintained at a temperature that ensures children's safety and wellbeing
- sleep and rest environments in FDC residences/venues will be safe and free from hazards including cigarette and tobacco smokes (Reg.110)
- a documented practice/procedure for the supervision of sleeping children is tailored to the unique layout of each FDC residence or approved venue, as well as the ages and developmental stages of the children in care including how checks are conducted for sleeping children whilst also maintaining adequate supervision of other children in their care
- FDC educators closely monitor sleeping infants and that all sleeping children are within hearing range and observed. This involves physically checking/inspecting sleeping children at regular intervals (10 minutes) and ensuring that they are always within sight and hearing distance of sleeping and resting infants and children so they can easily monitor a child's breathing and the colour of their skin. It is recommended that educators will not perform administrative duties that would take their attention away from sleeping/resting children- (Note: CCTV, audio monitors or heart monitors do not replace the need for physical checking/inspecting sleeping children)

- educators provide children with safe sleeping equipment and environment, including adequate ventilation and adequate lighting to enable effective supervision
- educators provide a safe sleep environment by removing any soft items from the cot, such as loose blankets, pillows or toys
- all equipment and furniture used by educators are safe, clean and in good repair (Reg. 103, 105)
- cots used by educators meet the current mandatory Australian Standard for Cots (AS/NZS 2172) and will carry a label to indicate this
- beds, cots and mattresses are used for the correct purpose of sleep and rest only
- sleep surfaces are checked for firmness in accordance to Australian Standard AS/NZS 8811:1:2013
- bassinets are not used or stored within the FDC service
- educators do not accept children into care in a bassinet
- they stay up to date with banned/recalled products and remove these immediately from the Service if required
- to negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the FDC Service
- nominated supervisors and FDC educators are not expected to endorse practices requested by a family if they differ from [Red Nose](#) safe (formerly SIDS and Kids) sleeping recommendations.
- if any requirements differ from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required and shared with FDC educators
- FDC educators follow the *Administration of First Aid Policy* if the child's face/body appears blue and the child is not breathing, initiate first aid immediately including calling an ambulance and beginning resuscitation
- the nominated supervisor will ensure an *Incident, Injury, Trauma and Illness Record* is completed in its entirety
- the nominated supervisor will ensure the parent and the regulatory authority are notified as soon as possible and within 24 hours of a serious incident
- if any requirements differ from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required and shared with FDC educators.

FAMILY DAY CARE EDUCATORS WILL:

- have a thorough understanding of the FDC service's policy and procedure and embed practices to support safe sleep into everyday practice
- ensure children's safety is paramount
- communicate with families about their child's sleeping or rest times and the FDC Service policy regarding sleep and rest times
- respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. **[Any sleep requirements that differ from Red Nose recommendations must be supported by a medical certificate].** Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping.
- have a documented procedure for the supervision of sleeping children whilst also maintaining adequate supervision of children in their care

- ensure reasonable steps are taken to ensure that the needs for sleep and rest of children being educated and cared for are met, having regard to the ages, developmental stages and individual needs of each child
- ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation including providing school aged children with comfortable spaces away from the main activity area for relaxation and quiet activities
- respond to children's individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc)
- ensure every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (Sec. 167)
- ensure all equipment and furniture used are safe, clean and in good repair (Reg. 103, 105)
- ensure there are adequate numbers of cots and bedding available to children that meet Australian Standards
- ensure children are only to sleep in rooms that have been safety checked as part of the FDC residence assessment process by the approved provider/coordination unit. Regular safety checks of the sleep and rest environment are made, and any hazards are identified and rectified immediately
- ensure any clothing or jewellery that could pose a risk of strangulation or chocking is removed prior to the infant or child placed in a sleeping space
- ensure soft toys and comforters are not used in the sleep space for infants
- ensure pillows, inclined sleepers or other soft items should not be used in the sleep and rest environment for children under 2
- acknowledge and support children's agency, emotions, feelings and fears in regard to sleep/rest time
- develop positive relationships with children to assist in settling children confidently when sleeping and resting
- ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, whilst those children who **do** wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest. It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- encourage children to dress appropriately for the room temperature when resting or sleeping [Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets, hats and bulky clothing]
- encourage the use of sleeping bags with fitted neck and armholes for babies as there is no risk of the infant's face being covered
- ensure there are no loose aspects of clothing that could entangle the child during sleep/rest (including bibs, hooded jumpers/shirts)
- give bottle-fed children their bottles before going to bed
- ensure children are not be put in cots or in beds with bottles as per the *Dental Health Policy*
- securely lock cots sides into place to ensure children's safety
- create a relaxing environment for sleeping children by playing quiet relaxation music, reading stories, cultural reflection, turning off lights, and ensuring children are comfortably clothed
- monitor the room temperature to ensure maximum comfort for the children

- turn off wall-mounted heaters before children use the room for sleeping. Cot rooms may be air conditioned and maintained at an appropriate temperature.
- be aware of manual handling practices when lifting babies and young children in and out of cots

SUPERVISION CHILDREN OF ALL AGES IN COTS

FDC educators and educator assistants will:

- ensure sleeping spaces are not dark- there needs to be sufficient light to allow supervision and to physically check children's breathing, lip and skin colour
- ensure sleeping infants are closely monitored and that all sleeping children are within hearing range and observed
- ensure physical checks of a sleeping child occur at least every **10 minutes** (Note: CCTV, audio monitors or heart monitors do not replace the need for physical checking/inspecting sleeping children)
- physically check that the infant/child from the side of the cot (or floor mattress/toddler bed) to include:
 - breathing- rise and fall of child's chest
 - skin and lip colour
 - head position
 - body temperature
 - airway
 - head and face- ensure they remain uncovered
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the **Safe Sleep Record** [include children of all age groups on Sleep/Rest record]
- consider the circumstances and any risk factors that may mean physical checks need to be more frequent for some babies or children (e.g.; children with colds, chronic lung disorders or specific health care needs that may require higher level of supervision)
- consider higher levels of supervision and conduct more frequent checks on babies or children with colds, chronic lung disorders or specific health care needs
- if the child's face/body appears blue and the child is not breathing initiate first aid immediately including calling and ambulance and beginning resuscitation
- ensure an *Incident, Injury, Trauma and Illness Record* is completed in its entirety following an incident
- ensure they do not allow any visitor to the FDC residence or venue to be left alone with any child/children

PRE-SCHOOL AGE CHILDREN

FDC educators and educator assistants will:

- be respectful for children's individual sleep and rest requirements
- discuss children's sleep and rest needs with families and include children in decision making

- provide a tranquil and calm environment for children to rest by turning off lights, playing relaxing music, reading stories, cultural reflection
- ensure children are comfortably clothed
- encourage children to rest their bodies and minds for 20-30 minutes
- introduce relaxation techniques into rest routine- use of a relaxation tape
- ensure children sleep or rest with their face uncovered
- closely monitor sleeping and resting children
- provide quiet activities for children- puzzles, books, drawing if they do not fall asleep
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record [include children of all age groups on Sleep/Rest record]
- record sleep and rest patterns to provide information to parents/families [Sleep Record]

USE AND MAINTENANCE OF COTS/BEDDING

- ensure beds, cots and mattresses are used for the correct purpose of sleep and rest only
- ensure all equipment and furniture is safe, clean and in good repair (Reg. 103, 105)
- ensure cots comply with the following:
 - spaces between bars and mattress sides are as per regulations/guidelines (not more than 25mm apart)
 - spaces do not pose any danger to children- arm and leg traps/finger traps
 - cots are not painted with any paint that contains lead
 - paint work of cots is not chipped when babies are teething
 - cots have high sides- from top of mattress to top side of cot should be at least 500mm
 - there are no toys, bumpers, pillows, doona's, loose bedding or fabric in the cot that could cause suffocation
 - there are no sharp edges
 - sleep surfaces are checked for firmness in accordance to Australian Standard AS/NZS 8811:1:2013
 - bolts and screws are tight and regularly checked
 - plastic packaging is removed from mattresses
 - waterproof mattress protectors are strong, not torn, and a tight fit
 - mattresses are not elevated or tilted
- banned/recalled products are removed immediately from the FDC Service if required
- ensure there are no choking hazards- cords, strings, bunting in the sleep environment
- use firm, clean, and well-fitting mattresses on portable cots
- beds and mattresses are wiped over with warm water and neutral detergent or vinegar solution between each use
- children's beds and cots are arranged to allow easy access for children and staff
cots/stretchers are stored safely, bed linen is used by an individual child and is washed before use by another child
- children rest/sleep with their beds/mattresses head to toe to minimise the risk of cross infection- consider positioning of cots, mats, cushions etc

BABIES AND TODDLERS

Recommendations sourced from ACECQA and Red Nose

- Babies should always be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the Service, by the child's medical practitioner.
- Babies over four months of age can generally turn over in a cot but may not always be able to roll back again. When a baby is placed to sleep, educators should check that any bedding is tucked in securely and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e., with fitted neck and arm holes, but no hood). At no time should a baby's face or head be covered (i.e., with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.
- Ensure any bed linen is securely tucked underneath the mattress so it cannot ride up and cover the baby's chest or cover his/her head.
- If a baby is wrapped when sleeping, consider the baby's stage of development. Leave their arms free

once the startle reflex disappears at around three months of age and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.

- If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life (in consultation with parents). If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age but could be as early as 18 months.
- Additional supervision is required if a child is wearing a baby sleeping bag whilst sleeping outside a cot. The sleeping suit should be removed as soon as the child wakes to avoid risk of falling and injury. (Red Nose).

PARENTS/FAMILIES WILL:

- be informed during orientation of our *Sleep and Rest Policy* and procedures
- be informed that amber teething bracelets or necklaces are not to be worn at our FDC Service due to the risk of strangulation or choking
- be provided with regular information and communication about safe sleep practices from Red Nose and any changes to our policies or procedures
- be informed that if any requirements for sleep for their child differs from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required
- be provided with regular information about Safe Sleep practices from Red Nose

- be requested to provide FDC educators with regular updates on their child's sleeping routines and patterns, especially for infants

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Sleep and Rest Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

Key terms

Term	Meaning
ACECQA- Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Adequate supervision	Adequate supervision means: <ul style="list-style-type: none"> • that an educator can respond immediately, particularly when a child is distressed or in a hazardous situation; • knowing where children are at all times and monitoring their activities actively and diligently
Continuous supervision	Ensure an educator is in sight and hearing of a sleeping child at all times- representing best practice (Red Nose)
Infant	A young child between the ages of birth and 12 months
Rest	A period of inactivity solitude, calmness or tranquility and can include a child being in a state of sleep.
Relaxation	Relaxation or other activity for bringing about a feeling of calm in your body and mind.
<u>Red Nose</u>	Red Nose is Australia's leading authority on safe sleep and safe pregnancy advice.
Sudden and Unexpected Death in Infancy (SUDI)	A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious.
Sudden Infant Death Syndrome (SIDS)	The sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation including performance of a complete autopsy and review of the circumstances of death and the clinical history.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Sleep and Rest Procedure Safe Sleep Audit	Safe Sleep Record- Pre-school Children Safe Sleep Practices Risk Assessment Action Plan
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SOURCES

ACECQA. (n.d.). Safe sleep and rest practices: <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>

ACECQA. (2023). *Sleep and Rest for Children. Policy Guidelines.*

Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*

Australian Competition and Consumer Commission (ACCC). (2022). Find out more: [Your First Steps to help parents keep their baby safe](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

NSW Department of Education. (2022). *Sleep and rest for children-Policy guidelines for early childhood education and care services. (updated)*

Red Nose: <https://rednose.org.au/section/safe-practices>

Red Nose: Cot to bed safety https://rednose.org.au/downloads/RN3356_Cot_Bed_DL_Oct2018_Online.pdf

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW APRIL 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V07.04.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • additional section added 'Portacots' • sources checked for currency and updated as required 		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V07.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> • minor edits throughout policy • minor formatting changes 		
POLICY REVIEWED	FEBRUARY 2024		NEXT REVIEW DATE FEBRUARY 2025
VERSION NUMBER	V17.02.24		
MODIFICATIONS	<ul style="list-style-type: none"> • thorough review to delete repeated dot points in different sections • rearranged content within policy for ease of implementation and relevance to stakeholders 		

	<ul style="list-style-type: none"> • merged some areas for ease of implementation and understanding by educators and staff • sources checked for currency 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
FEB/OCT 2023	OCTOBER <ul style="list-style-type: none"> • New information added regarding regulation changes effective October 2023 FEBRUARY <ul style="list-style-type: none"> • annual policy review • Parent/Family section updated • Hyperlinks checked and repaired if needed 	FEBURARY 2024

TOBACCO, DRUG AND ALCOHOL-FREE POLICY

Our Family Day Care Service is committed to creating and maintaining environments that promote the safety of all children, educators and visitors in our principal office, FDC residences and approved venues. We believe in maintaining a healthy, safe and productive workplace environment that reduces risks and hazards associated with the use of drugs and alcohol for educators, children and visitors.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Child Protection Policy	Interactions with Children, Family and Staff Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Work Health and Safety Policy
Dealing with Complaints Policy (staff)	Excursions/Incursion Policy

PURPOSE

We aim to provide tobacco, drug and alcohol-free environments at all times children are educated and cared for in accordance with Education and Care National Law and Regulations and workplace health and safety legislation. The use of alcohol and/or other drugs may impact on the ability for educators to work safely and ensure the safety of children in their care.

Research provides evidence that exposure to tobacco smoke poses major health risks to both children and adults. Babies and young children are especially vulnerable to the poisons of second-hand smoke because their bodies are developing. Effects of passive smoking include Sudden unexpected death in infancy (SUDI) asthma, infections and conditions include croup, bronchitis and the increased likelihood of childhood asthma. (*Red Nose, 2020*).

Working in line with the *Code of Conduct Policy* and *Work Health and Safety Policy* our FDC Service aims to provide a policy regarding a tobacco, drug and alcohol-free environment with clear guidelines to ensure environments are safe for all children, residents, educators and visitors. This policy sets out expectations for all employees, educators, volunteers, individuals residing at the FDC and visitors regarding what is and what is not acceptable behaviour and practice in relation to alcohol and drug use and provides procedures which outline how to deal with impaired people, employees, volunteers and visitors, at the FDC service residence or venue.

SCOPE

This policy applies to the educators, educator assistants, children, families, approved provider, nominated supervisor, students, volunteers, individuals residing at the FDC residence, coordinator and visitors of the Family Day Care Service.

IMPLEMENTATION

The Education and Care Services National regulations state the Approved Provider must ensure the environment is free from the use of tobacco, illicit drugs and alcohol and ensure that educators, employees, residents or volunteers at the FDC service are not affected by alcohol or drugs (including prescription medication) so as to impair the person's capacity to supervise or provide education and care to children. All staff, educators, volunteers, residents and students will abide by this policy at all times.

DEFINITIONS**Alcohol**

- Alcohol is the most commonly used depressant drug. It affects both mental and motor function. Examples include beer, wine, spirits.

Under the Influence

- Includes a person who has taken drugs or alcohol that interferes with sound judgement and acceptable behaviour that may impair mental and physical ability to perform their duties safely.

Drugs

- Illegal Drugs: drugs such as cannabis, amphetamines, ecstasy, cocaine and heroin, are illegal. They are not subject to quality or price controls and the amount of active ingredient varies. A person using illegal drugs can never be sure of how strong the drug is, or what is actually in it.
- Prescription Drugs: Prescribed and over the counter medications can also be misused for the purposes of intoxication. Employees taking medication should find out how it may affect them by consulting their doctor and advising the Nominated Supervisor or Responsible Person if the prescribed medication will affect their mental and physical ability to perform their duties safely.
- Illicit Drugs: Illicit drugs include-illegal drugs, prescription medicines that have been obtained illegally or are not being used for medicinal purposes and other substances that are being used inappropriately — for example, sniffing glue or inhaling paint thinner

E-Cigarettes (Vaping)

- Battery-powered devices called e-cigarettes are utilised to heat a liquid substance that generates a vapor, which is then inhaled, thus imitating the smoking process

USE OF TOBACCO, DRUGS AND ALCOHOL

- Our FDC Service supports the [Smoke Free Environment Act 2000](#). The company and its employees, engaged educators, residents and volunteers, will follow all conditions outlined in this act.
- Our FDC Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such whilst providing education and care to children, educators, coordinators, residents and volunteers must not:
 - consume illegal drugs or alcohol
 - be under the influence of illegal drugs or alcohol
 - use or possess illegal drugs at any workplace
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances.
- Smoking or vaping is NOT permitted in or on the surrounding areas of the FDC residence or venue when care is taking place. (The smoking ban extends to an area of up to **5m** around the land the service is approved to provide education and care).
- Educators must ensure that children being educated and cared for as part of the FDC service remain in an environment that is free from tobacco, drugs and alcohol. This includes when transportation for regular outings or excursions is provided for children.
- It is expected that if educators do smoke, the odour of tobacco/e-cigarette smoke will not be detected on their clothing or hands and any items children may contact, is residue free (cigarette butts, ash, matches etc are disposed of or stored away from children at all times).
- Consideration should be given to ventilation and hygiene within the residence or venue to ensure tobacco smoke is not detected.

- The safe storage of any items related to smoking or vaping must be strictly adhered to in the FDC residence or venue (ashtrays, lighters, matches, cigarettes etc.)
- Smoking or vaping is NOT permitted while educators and staff are supervising or participating in excursions.

FDC Educators, coordinators or volunteers undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. A medical certificate may be required prior to their approval to provide education and care.

RESPECT FOR PEOPLE AND THE SERVICE

- Management, educators, coordinators and volunteers understand that *workplace health and safety is everyone's responsibility*
- Management, educators, coordinators and volunteers have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*
- Educators must provide adequate supervision of children at all times and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.
- Management, educators, coordinators and volunteers are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.

EXPECTATIONS OF THE APPROVED PROVIDER, COORDINATOR/NOMINATED SUPERVISOR

Management is expected to:

- keep educators informed about essential information and any relevant changes and make all documents readily accessible to them
- take appropriate action if a breach of the *Tobacco, Drug and Alcohol-Free Policy* occurs
- advise new employees and volunteers to the service of the *Tobacco, Drug and Alcohol- Free Policy* during the induction process.

EXPECTATIONS OF EMPLOYEES AND EDUCATORS

EMPLOYEES AND EDUCATORS WILL:

- act honestly and exercise attentiveness in all Service operations
- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman
- report any instances of suspected alcohol or drug use ~~at the Service~~
- be mindful of their duty of care towards themselves and others
- not sell, offer to sell, purchase, use, transfer or hold possession of illegal drugs while on the FDC residence or approved venue premises or when representing the service after operating hours
- be committed to valuing and promoting the safety, health, and wellbeing of employees, educators, volunteers, children, and families
- ensure that they are not, by the consumption of drugs or alcohol, in such a condition as to endanger their own safety or that of others at the FDC Service

- ensure they do not operate heavy machinery or operate/drive vehicles while under the influence of or used or consumed drugs or alcohol.

REASONABLE BELIEF OR SUSPICION

If a Coordinator/Nominated Supervisor suspects a FDC educator or educator assistant to be affected by drugs or alcohol, they must inform the Approved Provider immediately. FDC educators will report any concerns they may have about inappropriate actions of any other educator or educator assistant that involves the use of drugs or alcohol to management. Any incidents or reports are to be documented confidentially including action taken which followed the incident or report.

Management will observe and document any reasonable suspicions that an educator is under the influence of drugs or alcohol, this may include:

- observe any smell of alcohol
- eye dilation or red/bloodshot eyes
- slurred speech
- unable to act in a professional manner
- emotions where the employee is argumentative, agitated, irritable or drowsy
- movements where the employee is unsteady or fidgety or
- other behaviours.

If the Coordinator/Nominated Supervisor has reasonable grounds to believe that an educator is under the influence of illegal drugs or alcohol, alternative emergency arrangements will be made for the education and care of children in their residence/venue. Discipline action may follow, which may include termination of employment/engagement due to a breach of Service policy. A breach in the *Tobacco, Drug and Alcohol-Free Policy* may result in termination of employment/engagement, even for a first offence.

BREACH OF THE TOBACCO, DRUG AND ALCOHOL-FREE POLICY

All staff members, educators and coordinators are made fully aware that any breaches of the *Tobacco, Drug and Alcohol-Free Policy* and role responsibilities may lead to termination of employment or engagement including:

- providing education and care for children under the influence of alcohol or drugs
- possessing or selling drugs at the FDC residence or venue
- failure to follow policies and procedures

WORKPLACE HEALTH AND SAFETY (WHS) LEGISLATION

Each state specifies Work Health and Safety Acts and Regulations which involves the management of risks to the health and safety of everyone in the workplace. This includes ensuring children, visitors and educators are provided with a tobacco, drug and alcohol-free environment.

Occupational Health and Safety Act 2004 and [Occupational Health and Safety Regulations 2017](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Tobacco, Drug and Alcohol-Free Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Code of Conduct – Staff Acknowledgement

SOURCE

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
Australian Government. Business. [Work Health and Safety](#)
Australian Government. Department of Health. [What are drugs?](#)
Australian Government. Safe Work Australia. [Drugs and alcohol](#)
Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (2011). (Amended 2023).
Guide to the National Quality Framework. (2017) (Amended 2023).
NSW Government. SafeWork NSW. [Alcohol and other drugs](#)
NSW Government. Work Cover NSW. (2006) [Alcohol and other drugs in the workplace, Guide to developing a workplace alcohol and other drugs policy](#)
[Ombudsman Act 2001](#) (Cth).
[Privacy and Personal Information Protection Act 1998](#) (Cth).
Queensland Government. Workplace Health and Safety Queensland. [Framework for alcohol and drug management in the workplace](#)
[Smoke-free Environment Act 2000](#).
Tasmanian Government. WorkSafe Tasmania. [Alcohol and drugs](#)
Victoria State Government. Work Safe Victoria. [Guide for developing a workplace alcohol and other drugs policy](#)
[Work Health and Safety Act 2011](#) (Cth).
[Workplace Relations Act 1996](#) (Cth).
Work Place Law. [Drug and alcohol testing in the workplace](#).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	JUNE 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2025
VERSION	V10.06.2025		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy review• edits to ensure residents of FDC residences/approved venues adhere to this policy• sources checked and updated as required		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION	V7.05.2024		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• minor formatting edits within text		

POLICY REVIEWED	JUNE 2023	NEXT REVIEW DATE	JUNE 2024
VERSION	V4.06.23		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance • hyperlinks checked and repaired as required • addition of e-cigarettes/vaping within content • NT and TAS new Work Health and Safety regulations added • minor formatting edits within text • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JUNE 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 		JUNE 2023
JUNE 2021	Draft policy developed		JUNE 2022

SAFE TRANSPORTATION POLICY

Educators working within our Family Day Care (FDC) Service often provide transportation of children as part of our education and care service. This may include transporting children between the Family Day Care residence or venue and other locations to participate in regular outings such as play groups, library visits, walks in the park or collecting children from homes or schools. Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children. We acknowledge our ensuring duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND LAW	
s165	Failure to adequately supervise children
s167	Failure to take reasonable precautions to protect children from harm and hazards
4 (1)	Definition regular transportation
85	Incident, injury, trauma and illness policies and procedures
89	First Aid Kits
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct a risk assessment for excursion
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care

	service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
124	Number of children who can be educated and cared for- family day care educator
136	First aid qualifications
159	Children's attendance record to be kept by family day care educator
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures
168(2)(ga)	Education and care service must have policies and procedures (transportation)
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy Acceptance and Refusal of Authorisations Policy Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Delivery of children to, and collection from Education and Care Service Premises	Enrolment Policy Excursion Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Record Keeping and Retention Policy Responsible Persons Policy Work Health and Safety Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place in relation to the safe transportation of children and take reasonable steps to ensure those policies and procedures are followed (Reg. 170).

[ACECQA, 2021]

We aim to ensure that all children being educated and cared for by our educators within our FDC Service are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever education and care is provided to children and including providing transportation as part of our service activity.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The safety of children enrolled at our FDC Service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios is adhered to in addition to ensuring the maximum numbers on the service approval are not breached at any time. Adequate supervision is therefore not static as it is dependent upon a range of considerations documented in risk assessments. (e.g., when FDC educators travel together in a larger vehicle for an excursion).

DEFINITIONS (EFFECTIVE MARCH 2023)

Excursion: an outing organised by an education and care service

Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are the same on each outing

Regular transportation: in relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are *substantially* the same for each occasion on which the child is transported.

Transportation (that is part of the education and care service): Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applied in scenarios where services are transporting children, or have arranged for the transportation of children, including between an education and care service premises and another location, for example their home, school or a place of excursion.

Transition: In relation to the day-to-day process of moving between the service and a range of different education and care settings or from the education and care setting to a school setting.

Written authorisation: authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by the service or on transportation arranged by the service. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:

- a) the child's name; and
- b) the reason the child is to be transported; and
- c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- d) if the authorisation is not for a regular transportation, the date the child is to be transported; and
- e) a description of the proposed pick-up location and destination; and

- f) the means of transport; and
- g) the period of time during which the child is to be transported; and
- h) the anticipated number of children likely to be transported; and
- i) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and
- j) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- k) that a risk assessment has been prepared and is available at the education and care service; and
- l) that written policies and procedures for transporting children are available at the education and care service.

TRANSPORT SPECIFIC RISK ASSESSMENT

As per the Education and Care Services National Law, our FDC Service will '*ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury*' (Section 167).

Our FDC educators will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child from the Approved Provider. [Reg. 102B, 102C, 102D (4)].

A risk assessment will be undertaken at least annually for '*regular transportation*' of children. Each time a FDC educator transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service.

Our risk assessment process is guided by the following process:

- identify any hazards or potential hazards that the transportation of a the child may pose to the safety, health and wellbeing of the child
- assess the risk of harm or potential harm using a risk matrix
- specify how the identified risks will be managed by eliminating or minimising the impact using control measures
- evaluate the current risk or potential harm by implementing control measures
- review and monitor the risk or potential harm to ensure it continues to be managed as a low risk

Source: Safe Transportation of Children ACECQA (2023)

Our risk assessment will consider:

- a) the proposed route and duration of the transportation; and
- b) the proposed pick-up location and destination; and
- c) the means of transport; and
- d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- e) any water hazards; and
- f) the number of adults and children involved in the transportation; and
- g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required; and
- h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and;

- i) the process for entering and exiting-
 - i. the education and care service premises; and
 - ii. the pick-up location or destination (as required); and
- j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Additional considerations may include:

- the experience of the driver and licensing conditions for the vehicle
- the age, ability, needs and skills of children being transported (non-ambulant, infants)
- the experience of the adults involved in transportation and their capacity for supervising children
- movement of children between the vehicle and venues
- traffic conditions
- extreme weather conditions or natural disasters
- environmental hazards such as temperature extremes, smoke
- communication to/from the vehicle- mobile phone reception
- health needs of all children and adults
- first aid provision and management of illness, injuries and emergencies
- child safe practices.

source: NSW Government Kids and Traffic (2020)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR AND COORDINATORS WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all FDC educators, staff, volunteers and students follow the *Safe Transportation Policy* and procedure
- all educators and educator assistants are inducted in the *Safe Transportation Policy* and procedure and have completed practical training relating to safe transportation of children
- a copy of any training undertaken by staff/educators is kept at the FDC Service principal office
- information related to the safe transportation of children is shared with all FDC educators regularly to assist management fulfill their roles responsibly
- any updates to policies and procedures are clearly communicated with FDC educators and educator assistants
- clear and consistent procedures are established to ensure no children are left in vehicles when the FDC educator or educator assistant is transporting children (NQF review 2019)
- relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records.
- any allegation of misconduct of the educator or other adult will be reported immediately as per the

Reportable Conduct Scheme detailed in our *Child Protection Policy* and/or *Child Safe Environment*

Policy and Code of Conduct Policy

- FDC educators and educator assistants accompanying children during transportation hold:
 - an approved first aid qualification and
 - current approved Cardiopulmonary Resuscitation (CPR)
 - a current approved anaphylaxis management training qualification and
 - a current approved emergency asthma management training qualification.

- risk assessments are carried out prior to seeking authorisation for transporting children
- risk assessments for ‘regular transportation’ are evaluated regularly (at least annually) or whenever a change of circumstances warrants a new assessment- e.g.: route change of vehicle due to roadworks, additional pick-up points or new provider of transport, to ensure potential risks are identified and managed
- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- the FDC educator or person driving the vehicle/bus holds a current Australian driver’s licence
- education on road safety for children is included in the FDC Service’s programming (for example Kids and Traffic, Vic Roads Primary School roads information)
- the maximum number of children approved for a FDC service is adhered to no matter where the children are located, including when they are being transported by the Service [S. 51(4A)]
- messages from families regarding attendance changes to pick up or drop offs are communicated to FDC educators

FDC COORDINATORS/ FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL ENSURE:

- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
 - effective and adequate supervision is provided when children are being transported.
- Consideration must include:
- the number, age and ability of children
 - visibility and accessibility
 - physical positioning of educators
 - risks related to the mode of transportation (including travel on foot)
 - risks in the environment, location and while travelling
 - the experience, knowledge and skill of each educator
- parents/guardians complete a written authorisation for regular transportation of their child and a copy of this is filed in the child’s enrolment record
 - educator to child ratio requirements is maintained at all times
 - children are never left unattended in the vehicle
 - the FDC educator or person driving the vehicle/bus holds a current Australian driver’s licence and are licenced to carry the required number of passengers for the purpose
 - educators adhere to the road rules and regulations mandated by law within each state/territory
 - children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to Victorian Road Rules and Road Transport Act
 - children remain seated and secured in child restraints and do not behave in a dangerous or inappropriate manner
 - rehearsals for transportation of children are conducted throughout the year as ‘best practice’
 - flow charts for procedures of what to do in case of an emergency (missing or unaccounted child) are clearly communicated with all stakeholders regularly, including implementation of the *Missing Child During Regular Transportation Procedure*
 - a working mobile phone or other similar means of communication to communicate with the principal office, coordinator, parents/carers is carried in case of emergency
 - a list of emergency contact numbers for the children being transported is available at all times

- the *Administration of First Aid Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- compliance with first aid requirements of Reg. 136 is met at all times
- an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- medication, health plans and risk assessments for individual children are taken when transporting children
- children are instructed on processes for entering and exiting the FDC residence or approved venue
- children's attendance is checked against an accurate attendance record showing when children are within the care of the FDC Service/ FDC educator
- children's attendance is checked by the FDC educator before departure from the designated pick-up location and marked as present as they disembark from the vehicle
- procedures for the safe handover of children between the FDC Service and other educational site is documented correctly (if applicable) and clearly communicated with all stakeholders
- children exit the vehicle using the 'safety door'
- safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- educators are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service
- every effort will be made to notify parents/carers of delays returning to the FDC residence or venue if applicable

PICKING UP CHILDREN AND DURING TRANSPORTATION

- the vehicle is parked in a safe location close to the entry of the FDC residence or venue
- all children accompany the FDC educator or educator assistant when leaving the residence
- a 'head count' and check of the children's attendance record is checked by the educator as children assemble in a predetermined location at the residence or venue prior to embarking the vehicle
- FDC Educator will conduct a final check of the vehicle, including the interior, to ensure no child is left on the vehicle
- children are signed into the service attendance record upon collection
- if both the FDC educator and educator assistant are travelling in the vehicle, a check of the home must be conducted prior to departure to ensure no children are left behind
- children are safely secured into their seats/restraints
- children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children
- children are to remain seated and secured in appropriate child restraints until the vehicle/bus has completely stopped
- the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations
- under no circumstances will the driver of the vehicle/bus supervising the children use handheld mobile phones unless safely parked
- under no circumstances will the driver and/or FDC educator supervising children be under the influence of alcohol or drugs

- the designated driver of the vehicle has the right, *if required* to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner.

DROPPING OFF CHILDREN

- at each stop, the FDC educator and/or educator assistant must park the vehicle and turn off the ignition at a safe and secure location (pre-determined)
- children are to remain seated until the vehicle/bus has completely stopped
- if the child is being collected or dropped off to a school or a venue that requires the FDC educator to escort the child to that location, the vehicle must be parked, and all children accompany the FDC educator
- children must never be left unsupervised in the vehicle
- if an educator assistant is travelling with the FDC educator, one of these adults may remain in the vehicle to supervise children whilst a child/ren is delivered safely to their venue/location and signed in
- the FDC educator/educator assistant will assist children to safely disembark the vehicle/bus
- children will exit the vehicle/bus using the door located near the kerb
- children are signed out of the service attendance record upon drop off

RETURNING TO THE FDC RESIDENCE/VENUE

- the FDC educator will park the vehicle in a safe location close to the entry of the FDC residence or venue
- children will be removed from their restraints and escorted inside the residence
- a ‘head count’ of children against the attendance record will be checked by the FDC educator once inside the residence
- once the children have been removed from the vehicle the FDC educator and/or educator assistant will conduct a final thorough sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind
- any child is unaccounted for, the FDC educator must follow the *Missing Child During Regular Transportation Procedure*. This will include:
 - physical search of the vehicle (including under the vehicle)
 - contacting other relevant locations- school, park, library and request an immediate search
 - contact the police and child’s parents/carers
 - contact FDC scheme Coordinator/Nominated Supervisor
 - notify regulatory authority of a serious incident within 24 hours with the support of the approved provider.

SAFE MAINTENANCE OF TRANSPORTATION VEHICLE

The Approved Provider, Nominated Supervisor, Coordinator and FDC educator will ensure:

- the transportation vehicle is fitted with the required seat belts and child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- there are sufficient seat belts installed for all passengers in accordance with current Australian Safety Standards- (AS/NZS 1754)
- the vehicle has enough fuel to transport the children each day as in accordance with schedule

- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- checks of the vehicle should be recorded, signed by the relevant person and kept for inspection by the Regulatory Authority
- all drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle
- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities

FAMILIES WILL:

- adhere to the Service's Delivery and collection of children to and from the Education and Care Service and adhere to the *Safe Transportation Policy*
- communicate any change in transportation requirements for their child with their FDC educator as soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- notify the Service and FDC educator if their child is going to be absent on a particular day and not require transport
- ensure written authorisation for transportation of their child by the FDC educator/and service is granted by either the parent or authorised nominee named in the child's enrolment record
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly
- sign attendance record upon delivery or collection of child to the service in accordance with the *Delivery of Children to, and Collection from Education and Care Service Premises Policy*

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Safe Transportation Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Employee Induction Checklist Missing Child during Regular Transportation Procedure Regular Transportation Authorisation Safe Transportation of Children Module	Transporting Children Risk Assessment Template
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Kids and Traffic- Early Childhood Road and Safety Education Program

- Transporting children safely- Guidance on Understanding safe transport and travel requirements for education and care service providers (2020).
- Safe Travel and Transport- Advice for working with children, families, schools and communities (2020).

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

ACECQA. (2023). Policy and Procedure Guidelines. [Safe Transportation of Children](#).

ACECQA. (2023). [Minimising the Risk of Children Being Left Behind in Vehicles](#). NQF Review 2019

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning](#)

[Framework for Australia](#), V2.0, 2022

Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2018). (Amended 2023).

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Revised National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.

Queensland Government Early Childhood Education and Care (2021) [Guidelines for health and safety-Transportation](#)

Vic Roads- Primary school road safety education resources

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY:	[NAME]	[POSITION]	NEXT REVIEW MAY 2026
POLICY REVIEWED :	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V23.05.25		
MODIFICATIONS	<ul style="list-style-type: none">• hyperlinks checked and repaired as required• Minor formatting edits within text• Policy maintenance – no major changes to policy		
POLICY REVIEWED :	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V8.05.24		
MODIFICATIONS	<ul style="list-style-type: none">• Minor formatting edits within text• Policy maintenance – no major changes to policy		
POLICY REVIEWED	JULY/ JANUARY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V9.07.23		
MODIFICATIONS	<p>JULY</p> <ul style="list-style-type: none">• Merging of some content under AP/NS/Coordinator headings• repeated information deleted• hyperlinks checked and repaired as required <p>JANUARY</p> <ul style="list-style-type: none">• Review of policy as per recommendations from ACECQA for FDC services to apply the amendments for safety requirements to all		

	<p>periods of transportation including single trips. Effective 1 March 2023</p> <ul style="list-style-type: none"> Merging of some content into 'The AP/NS/Coordinator/educator' section 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY/SEPTEMBER 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required September (2022) small edits following Kids and Traffic information Continuous improvement section, <i>effective supervision</i>, clear communication with all stakeholders 	JULY 2023
OCTOBER 2021	<ul style="list-style-type: none"> Additional law/regulations added- ACECQA Guidelines to Policy and Procedure document (August 2021) Additional consideration for risk assessment included further information related to dropping children off at various stops/venues included to ensure safety of children at all times additional section 'Returning the FDC residence' added checks of the vehicle after disembarkation to be recorded as best practice information added regarding unaccounted children 	JULY 2022
OCTOBER 2020	<ul style="list-style-type: none"> relevant National Law added clarification of adequate supervision added additional information re: communication/telephone additional resources added- Kids and Traffic 	JULY 2021
AUGUST 2020	<ul style="list-style-type: none"> New policy created for Family Day Care Services 	JULY 2021

ENVIRONMENTALLY RESPONSIBLE POLICY

Our Family Day Care (FDC) Service encourages the awareness of environmental responsibility and implement practices that contribute to a sustainable future. Family Day Care (FDC) educators support children to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resource support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

RELATED POLICIES

Animal and Pet Policy	Physical Environment Policy
Educational Program Policy	

PURPOSE

Our Family Day Care Service believes in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the FDC Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our FDC Service is committed to protecting our environment to ensure a sustainable future for our children.

This involves the FDC coordinator, educator and educator assistants, children and families working together to protect our environment as we educate children about the importance of ‘creating, promoting and maintaining sustainable communities.’ (EYLF, 2.0)

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure the principles of the approved framework- *Early Years Learning Framework (EYLF) V.20, 2022*, underpin our educational program within the Service- including the new principle of *Sustainability*
- network with the local community to keep up to date with current practices and ideas for being environmentally responsible. This may include encouraging FDC educators to install water tanks, grey water system, convert toilet cisterns to dual flush, and convert to water saving taps at the residence/venue
- engage Aboriginal and Torres Strait Islander elders where possible to explore and share their own history, culture and rich sustainable practices
- encourage FDC educators, educator assistants, and families and children to engage in sustainable practices and appreciate the natural environment, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters
- provide professional development opportunities for FDC educators to learn about integrating environmentally sustainable education into all areas of their program and engage in shared critical reflection
- reflect on environmental, economic and social impacts on the world in all aspects of Service operation and include in the review and development of a sustainable Quality Improvement Plan (QIP)
- where relevant, review policies and procedures within the FDC Service with educators, children and families, to achieve more sustainable outcomes and practices (e.g., using individual hand towels instead of paper towel to dry hands)
- use electronic communication where possible to reduce paper use within the principal office and between families for newsletters, billing, and other communication needs
- conduct environmentally responsible audits to ensure consistency and continuous improvement
- source resources and materials from *Reverse Garbage* to use within the FDC service and in residences/venues

EDUCATOR / EDUCATOR ASSISTANTS WILL:

- encourage children to take an active role in caring for the environment and think of ways they can contribute to a sustainable future
- support children’s understanding of their rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences (ACECQA, 2022)
- incorporate recycling as part of everyday practice at the FDC residence/venue. Recycled containers will be provided throughout mealtimes and experiences
- support children’s commitment to social justice through curriculum decision making
- role model environmental sustainability practices during play
- discuss environmentally responsible practices with the children and families as part of the curriculum
- provide information to families on environmentally responsible practices that are implemented at the FDC Service and encourage the application of these practices in the home environment

- support children to become *active citizens* in their communities- displaying values of respect, inclusion and helping others, as well as appreciating diversity in all forms (EYLF. 2.0)
- share ideas between other FDC educators and educator assistants of Bright Beginnings Family day Care Centre children, and families about environmentally responsible ideas, implementation, and resources. This will be supported through our communication strategies, including parent meetings, emails, newsletters, and informal conversations.
- Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. The FDC educator will provide visual guides and discuss with the children and families which scraps worms can eat, which foods can be composted, and which food scraps must go in the bin.
- role model energy and water conservation practices: For example, turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- seek to purchase equipment that is environmentally friendly where possible. FDC educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- use the concept of '*reduce, re-use and recycle*', which will become part of everyday practice for both children and educators to build lifelong attitudes towards environmentally responsible practices
- use 'green cleaning' products to replace chemicals where possible
- collaborate with families and the community for involvement in potential quality practice for the Service. For example: [Take 3 for the Sea](#), [Food wise](#), [Planet Ark](#)
- provide colour coded bins for Landfill only, Organic waste, Paper recycling, Mixed recyclables.

SUSTAINABLE PRACTICES MAY INCLUDE:

SUSTAINABLE PRACTICE	IDEAS
RECYCLING	<ul style="list-style-type: none"> • Provide bins and signage for waste and recycled materials • Recycle paper and all other recyclable rubbish • Use recycled water (e.g. for watering gardens)
GARDENING	<ul style="list-style-type: none"> • Plant vegetables, herbs, and fruit trees • Establish a worm farm • Give food scraps to worms or service pets, or to a staff/ family member to take home for their pet/s • Provide education to children about activities such as 'garden to plate' activities • Provide opportunities for children to participate in experiences such as seed sprouting, vegetable gardening, cooking with what is grown, and provide education about weeds
ENERGY CONSERVATION	<ul style="list-style-type: none"> • Install LED lighting where possible • Turn off non-LED lights when not in use • Turn off electrical appliances at the outlet when not in use • Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme

WATER CONSERVATION	<ul style="list-style-type: none"> • Using half flush on the toilet • Turn off the taps and ensure leaking taps are fixed immediately • Encourage shorter showers • Teach children to turn off tap when brushing teeth • Collect rainwater and use in the garden and for water/sand play • Use water play water on the garden rather than tipping out at the end of the day
NATURE AND WILDLIFE	<ul style="list-style-type: none"> • Use natural materials – trees, wooden blocks, and leaves etc. in arts and crafts and play • Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps • Educate children in how to care for pets, letting them actively participate in caring for any FDC service pets • Plant ‘bird attracting’ plants and install a birdbath • Plant ‘butterfly attracting’ plants • Create a lizard lounge • Collaborate with wildlife educators to assist in educating children
COMMUNICATE	<ul style="list-style-type: none"> • Display the FDC service’s sustainability journey in the foyer area for families and visitors to view, provide feedback and offer suggestions • Provide families with hints and tips in newsletters about how they can become sustainable at home • Use scrap paper for art and craft • Use both sides of paper for drawing

CONTINUOUS IMPROVEMENT/REFLECTION

The *Environmentally Responsible Policy* will be reviewed on an annual basis in conjunction with children, families, educators and management.

SOURCES

Australian Association for Environmental Education (AAEE): www.aaee.org.au

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Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Department of Environment and Energy: www.environment.gov.au

Education and Care Services National Regulations. (2011).

Queensland Early Childhood Sustainability Network (QECSN): www.qecsn.org.au

Revised National Quality Standard. (2018).

UNESCO. [Sustainable Development Goals- Resources for educators](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	MAY 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V05.05.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • added Childcare Centre Desktop Related resources section • sources checked for currency and additional resources added 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V8.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> • minor edits to reflect FDC service • hyperlinks checked • policy maintenance – no major changes to policy 		
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V7.2.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • additional information added to align to ELYF (V2.0) principle-<i>Sustainability</i> • sources checked for currency and additional resources added 		
POLICY REVIEWED	MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2023	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		FEBRUARY 2024
FEBRUARY 2022	<ul style="list-style-type: none"> • Policy reviewed as per annual review cycle • Sources checked for currency 		FEBRUARY 2023
FEBRUARY 2021	<ul style="list-style-type: none"> • minor edits to reflect FDC residence/venue • moved FDC educator/educator assistant roles within policy • sources checked and broken links edited 		FEBRUARY 2022

FEBRUARY 2020	<ul style="list-style-type: none"> Additional information added to points. small wording edits additional links added for information 	FEBRUARY 2021
FEBRUARY 2019	<ul style="list-style-type: none"> Additional information added to points. Irrelevant information deleted. Points added (Highlighted). Department names corrected in Sources (due to departmental name changes). Sources/references corrected, updated, and alphabetised. 	FEBRUARY 2020
AUGUST 2018	New Policy Created for Family Day Care Service to support best practice	FEBRUARY 2019

CHILD PROTECTION POLICY (VIC)

Our Family Day Care (FDC) Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. Our FDC Service embeds the *Victorian Child Safe Standards* and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. We will ensure all management, FDC educators, staff and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as mandatory reporters.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW	
S. 162A	Child protection training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.167	Offence relating to protection of children from harm and hazard
S. 174	Offence to fail to notify certain information to Regulatory Authority
S. 175	Offence relating to requirement to keep enrolment and other documents
84	Awareness of child protection law
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record

145	Staff records
149	Volunteers and students
155	Interactions with children
168	Education and care service must have policies and procedures
170	Additional policies and procedures- family day care service
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority

RELATED LEGISLATION

<i>Child Wellbeing and Safety Act 2005 (Vic)</i>
<i>Children, Youth and Families Act 2005 (Amended 2014) (Vic)</i>
<i>Commission for Children and Young People Act 2012 (Amended 2014) (Vic)</i>
<i>Failure to Disclose 2014 (Under Section 327 of the <i>Crimes Act 1958</i> [Vic])</i>
<i>Failure to Protect 2015 (Under Section 327 of the <i>Crimes Act 1958</i> [Vic])</i>
<i>Family Violence Protection Act 2008 (Vic.)</i>
<i>The Charter of Human Rights and Responsibilities Act 2006 (Vic)</i>
<i>Working with Children Act 2005 (Vic)</i>
<i>Family Law Act 1975 (Cth)</i>
<i>Crimes Act 1958 (Vic)</i>
<i>The Worker Screening Act 2020</i>

RELATED POLICIES

Child Safe Environment Policy Child Safety and Wellbeing Policy Code of Conduct Policy Dealing with Complaints Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family & Staff Policy Privacy and Confidentiality Policy Recruitment Policy	Reportable Conduct Scheme Policy Recruitment Policy Respect for Children Policy Responsible Person Policy Staffing Arrangements Policy Student and Volunteer Policy Supervision Policy Visitors to Family Day Care Residences Policy Work Health and Safety Policy
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PURPOSE

All Family Day Care (FDC) educators, educator assistants, coordinators and other staff are committed to identifying possible risk and significant risk of harm to children and young people at FDC residences and/or approved venues. We comprehend our duty of care responsibilities to protect children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our FDC Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment. We understand our statutory duty of care to comply with both the Victorian Child Safe Standards and Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the FDC.

WHAT IS CHILD ABUSE?

The World Health Organisation ([WHO], 2006, p. 9) defines child abuse and neglect as:

"All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time.

IDENTIFYING SIGNS OF CHILD ABUSE

FDC educators play a vital role in protecting children from harm by responding to and reporting any incidents, disclosure or suspicions. FDC educators are best placed to identify signs and behaviours that may indicate that a child has been subject to abuse or identify a community member, contractor or volunteer may be a perpetrator. Understanding the signs of child abuse is critical in supporting children's safety and wellbeing. [Victoria State Government-Child protection in early childhood PROTECT].

There are different forms of child abuse-

- Physical abuse
- Child sexual abuse
- Grooming
- Emotional child abuse
- Neglect
- Family violence and

- Children exhibiting inappropriate sexual behaviour. Further information about the recognition of signs of child abuse and definitions are included in *Appendix 1* of this policy.

Duty of Care

Duty of care refers to your responsibility to adequately protect children in care from harm. This common law concept applies to all staff members within any Victorian early childhood service and is usually expressed as "*a duty to take reasonable steps to protect children from injury that is reasonably foreseeable.*" Victoria State Government (2021).

Duty of care means:

- acting on concerns quickly and in the child's best interests
- protecting the safety, health and wellbeing of children in their care
- seeking appropriate advice or consulting when unsure
- reporting suspected child abuse to Department of Families, Fairness and Housing (DFFH) Child Protection or Victoria Police
- providing ongoing support to a child and their family
- sharing information, upon request, to assist DHHS Child Protection or Police to protect and/or promote the wellbeing and development of a child
- notifying the regulatory authority when required
- attending DFFH Child Protection Case Planning meetings
- Staff may breach their duty of care towards a child if they fail to act in the way a reasonable/diligent person would in the same situation.

Mandatory reporting is the legislative requirement for selected classes of people to make a report to Child Protection and/or Victoria Police where they form a reasonable belief, that a child has been or is at risk of significant harm, as a result of physical or sexual abuse, and the child's parents have not protected or are unlikely to protect the child from that abuse. It is a criminal offence to fail to report in these circumstances. In Victoria (VIC) mandatory reporting is regulated by the *Children Youth and Families Act 2005*.

Mandatory reporters in Victoria, are people who deliver the following services, wholly or partly, to children as part of their paid or professional work:

- registered medical practitioners
- nurses, including midwives
- Victorian police officers
- registered teachers and school principals
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- registered psychologists
- school counsellors
- people in religious ministry.

<https://providers.dffh.vic.gov.au/child-protection>

WORKING WITH CHILDREN CHECK

A Working with Children Check is mandatory for all employees working or volunteering with children within Education and Care Services. Working with Children Check Screening Unit Victoria will notify organisations in writing if an employee, student or volunteers Working with Children Check has been suspended or revoked. Our Service will not employ or engage a person who does not hold a valid Working with Children Check.

CHILD SAFE STANDARDS

Our FDC Service is committed to keeping children and young people safe and are compliant with the 11 Child Safe Standards and Principles and Reportable Conduct Scheme. (See: *Child Safety and Wellbeing Policy*)

Our FDC Service has policies and practices in place that include robust screening of all FDC educators, educator assistants and staff members prior to employment, supervision, training and other human resources practices to reduce the risk of child abuse for new and existing staff members, processes for responding to and reporting suspected child abuse, strategies to identify and reduce or remove risks of child abuse and strategies to promote the participation and empowerment of children.

FAILURE TO DISCLOSE AND FAILURE TO PROTECT

Failure to disclose or take action in relation to suspected child sexual abuse can constitute a criminal offence. The law requires **any adult** who holds a reasonable belief that a sexual offence has been committed in Victoria, by an adult against a child (aged under 16) disclosed this information to police.

FORMING A REASONABLE BELIEF/REASONABLE GROUNDS

A person forms a reasonable belief that a child is in need of protection, or their safety or wellbeing is at

risk when they are more likely to accept rather than reject their suspicion and the belief is formed through disclosures, observations, or other information. Proof is not required to support your claim.

Reasonable grounds for forming a belief may include where:

- a child states they have been abused
- a child states they know someone who has been, or is being, abused
- someone who knows the child states that the child has been abused, is being abused, or is at risk of abuse
- you observe a child's behaviour, actions or injuries that may place them at risk of harm or abuse
- you are aware of persistent violence, parental substance misuse, disability that is impacting on the child's safety, stability or development
- you observe signs or indicators of abuse.

Staff should make sufficient enquiries to form a belief, however it is not the role of staff to conduct an investigation into child protection concerns or criminal offences. DFFH Child Protection or Victoria Police will determine what is to be investigated.

IMPLEMENTATION

Our FDC Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. FDC educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing including:

- A duty of care to ensure that reasonable steps are taken to prevent harm to children
- Obligations are met under child protection legislation
- Obligations are met under work, health and safety legislation.

To ensure best practice, all FDC educators will attend compulsory child protection training and maintain current knowledge of child protection and mandatory reporter requirements by completing Child Protection Awareness Training **annually**.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

- that obligations under the Education and Care Services National Law and National Regulations are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of this *Child Protection Policy*
- all FDC coordinators and any responsible person in day-to-day charge of the FDC Service has successfully completed the child protection training approved by the regulatory authority
- the recruitment process for all educators and staff is robust and includes pre-employment screening, reference checks
- all FDC educators', educator assistants, coordinators, volunteers and students' Working with Children (WWC) Checks are checked prior to engagement of work and recorded on staff/educator/student/visitor records
- a record is kept and updated of each WWC Check and expiry date
- WWC Check for visitors who come into direct contact with children are validated and recorded unless exempt
- all employees, engaged FDC educators, volunteers and students are:
 - provided with a copy of the current *Child Protection, Child Safe Environment, Child Safety and Wellbeing and Reportable Conduct Scheme policies*
 - required to participate in a comprehensive induction and orientation program, includes an understanding of child protection law
 - supported to create and maintain a child safe culture within the Service by complying with the Child Safe Standards
 - provided with support to adhere to a zero-tolerance stance against child abuse

- aware of mandatory reporting obligations and responsibilities if they have formed a reasonable belief that a child has suffered or is likely to suffer significant harm
 - aware of duty of care obligations for all children who are involved in or affected by the suspected child abuse
 - aware of indicators showing a child may be at risk of harm or significant risk of harm
 - aware of the [Four Critical Actions](#) to follow when responding to incidents, disclosures and suspicions of child abuse
 - aware that neglecting to report child protection concerns may be deemed a criminal offence
- training and development are provided for all educators, staff, and volunteers in child protection on an annual basis
- FDC educators are supported and empowered to make a report to DFFH Child Protection, Victoria Police or seek a referral to Child FIRST by having clear procedures in place
- access is provided to all staff regarding relevant legislations, regulations, standards and other resources to help FDC educators, staff, and volunteers meet their obligations
- records of abuse or suspected abuse are kept in line with our *Privacy and Confidentiality Policy*
- records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years
- to adhere to the Reportable Conduct Scheme and report any allegations of ‘reportable conduct’
- FDC educators, educator assistants, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)
- ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe (See *Dealing with Complaints Policy*).

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so
- participate in a comprehensive induction and orientation program, including an understanding of child protection law

- provide valid Working with Children (WWC) Check details during their employment and engagement at the service
- advise the approved provider of any circumstances that may affect their WWC Check or fit and proper status
- be able to recognise indicators of abuse to children and young people through participation in annual child protection training (best practice)
- ensure children feel safe and supported at the early childhood service and their individual needs are met
- respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels
- comprehend their obligations as mandatory reporters and their duty of care requirements if they have formed a reasonable belief that a child has suffered or is likely to suffer significant harm
- participate in annual child protection training and other relevant professional training
- be able to identify signs of child abuse (see *Appendix 1*)
- follow the [Four Critical Actions for Early Childhood Services: Responding to incidents, disclosures and suspicions of Child Abuse](#)
 - Responding to an emergency
 - Reporting to authorities
 - Contacting parents or carers
 - Providing ongoing support
- refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through Child FIRST or The Orange Door- <https://services.dffh.vic.gov.au/referral-and-support-teams> Family consent will be sought before making referrals
- promote the welfare, safety, and wellbeing of children at the Service at all times by creating and maintaining child safe environment
- provide a child safe environment for all children
- allow children to be part of decision-making processes where appropriate
- foster a culture of openness and respect where children and young people feel safe to disclose risk of harm to children
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation
- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority
- understand their legal obligations to report or take action in relation to suspected child abuse under the Reportable Conduct Scheme
- share information with other professionals working with children as part of the information sharing and family violence reform schemes
- provide ongoing monitoring and follow-up for children's health and wellbeing
- report any allegations of reportable conduct to the approved provider or Commission
- identify and notify any concerns around staff, FDC educator, educator assistant or volunteer behaviour or conduct to management of the FDC Service.

STUDENTS/ VOLUNTEERS/ VISITORS WILL:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so
- participate in a comprehensive induction and orientation program, including an understanding of child protection law
- provide valid Working with Children (WWC) Check details during their engagement at the FDC Service
- advise the approved provider of any circumstances that may affect their WWC Check or fit and proper status
- promote the welfare, safety, and wellbeing of children at the FDC Service, fostering a child safe culture
- participate in child protection training as required
- provide a child safe environment for all children
- allow children to be part of decision-making processes where appropriate
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation
- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection
- report any allegations of reportable conduct to the approved provider or Ombudsman
- identify and notify any concerns around staff, educator or volunteer behaviour or conduct to management of the Service.

MAKING A CHILD PROTECTION REPORT

FDC educators must take immediate action relating to concerns about potential child abuse. In the case of an emergency, staff should contact Emergency Services on 000.

Under the **Failure to Disclose** offence, *any adult* must report to Victoria Police if they reasonably believe that a sexual offence has been committed by an adult against a child under the age of 16. A report must be made to DHHS Child Protection if the mandatory reporter forms a belief on reasonable grounds the child is:

- **in need of protection due to child abuse**
- **at risk of being, harmed (or has been harmed) and the harm has, or is likely to have an impact on the child's safety, stability or development.**

If a FDC educator has a concern and they are unsure if a report should be made to DFFH Child Protection or Victoria Police, or a referral to ChildFIRST they should discuss this with the approved provider or responsible person.

FDC Services will contact their local DFFH Child Protection intake provider to report concerns.

Northern Division intake: 1300 664 977

South Division Intake: 1300 655 795

East Division intake: 1300 360 391

West Division intake- metropolitan: 1300 664 977

West Division intake- rural and regional: 1800 075 599

If you are not sure which number to call, check Department of Families, Fairness and Housing - [Child protection](#) contacts for details on the LGAs covered by each intake service.

REPORTING CONCERNs ABOUT THE WELLBEING OF A CHILD

FDC educators and staff who have significant concerns for the wellbeing of a child (or unborn child) may report these concerns to DFFH Child Protection or refer the matter to ChildFIRST.

DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

WHEN RECEIVING A DISCLOSURE OF HARM, THE PERSON RECEIVING THE DISCLOSURE WILL:

- give the child or young person their full attention
- remain calm and not display expressions of panic or shock
- reassure the child or young person it is right to tell

- listen to the child and allow the child to take his/her time
- accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult
- let the child or young person use his or her own words
- don't make promises that can't be kept. For example, never promise that you will not tell anyone else
- 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 and stop the abuse
- honestly tell the child or young person what you plan to do next
- 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
- do not confront the perpetrator
- document as soon as possible so the details are accurately captured including:
 - time, date and place of the disclosure
 - '*word for word*' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken
 - date of report and signature.

NOTIFICATIONS

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- notify the regulatory authority through the NQA-ITS (within 24 hours) of any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the FDC Service
- notify the regulatory authority through the NQA-ITS (within 24 hours) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the FDC Service
- notify the regulatory authority through the NQA-ITS (within 24 hours) of any complaints alleging that a serious incident has occurred or is occurring at the FDC Service
- notify the regulatory authority through the NQA-ITS (within 24 hours) of a serious incident, which may include physical or sexual abuse where emergency services attended the FDC Service
- notify the Commission within three (3) business days of becoming aware of a reportable allegation made against an employee or volunteer using online forms found at <https://ccyp.vic.gov.au/reportable-conduct-scheme/about-reporting-allegations/> and ensure they are investigated, and appropriate action taken

CONFIDENTIALITY

It is important that any notification to DFFH Child Protection or Child FIRST 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 notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the *Children Youth and Families Act 2005 and Crimes Act 1958* effective April 2021. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- does not breach standards of professional conduct or ethics
- cannot lead to defamation and civil and criminal liability

A report is also an exempt document under the *Freedom of Information Act 1982*.

BREACH OF CHILD PROTECTION POLICY

All FDC educators, educator assistants and other staff working with children have a duty of care to support and protect children. A breach of our *Child Protection Policy* may include if a person:

- does something that a reasonable person in that person's position would not do in a particular situation
- fails to do something that a reasonable person in that person's position would do in the circumstances or
- acts or fails to act in a way that causes harm to someone the person owes a duty of care.

A breach is any action or inaction by any individual within the FDC Service, including children and young people, that fails to comply with any part of the policy.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate any breaches to this policy in a fair, unbiased and supportive manner by:

- liaising with the Commission for Children and Young People (CCYP) for appropriate processes to ensure chain of evidence is not destroyed or compromised
- not undertaking and investigating the allegation whilst the CCYP or the Police are conducting an investigation
- removal of the educator or staff member from a role with contact with children or young people until authorities conclude their investigation

Management may undertake an investigation if the CCYP or the Police are not conducting their own investigation or if their action has concluded.

Management will:

- give the educator, staff member, student or volunteer the opportunity to provide their version of events
- document the details of the breach, including the versions of all parties
- record the outcome clearly and without bias
- ensure the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Depending on the nature of the breach outcomes may include:

- emphasising the relevant element of the child protection policy and procedure
- providing closer supervision
- further education and training
- providing mediation between those involved in the incident (where appropriate)
- disciplinary procedures if required including dismissal of employment or engagement
- reviewing current policies and procedures and developing new policies and procedures if necessary

REPORTABLE CONDUCT SCHEME-ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS OR STUDENTS (OR CONTRACTORS)

Report to 000 if you have immediate concerns for a child's safety.

The Reportable Conduct Scheme has been designed to ensure that the Commission for Children and Young People (CCYP) will be aware of every allegation of certain types of employee misconduct involving children in relevant organisations, including approved education and care services (kindergartens, after school hours care services) and Children's services (occasional care providers).

[see: *Reportable Conduct Scheme Policy* (Victoria only)- Child Care Centre Desktop]

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

The program at the FDC Service will educate children:

- about acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding
- about their right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe

- to identify feelings that they do not feel safe
- the difference between ‘good’ and ‘bad’ secrets
- that there is no secret or story that cannot be shared with someone they trust
- that FDC educators are available for them if they have any concerns
- to tell FDC educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

RESOURCES FOR INDICATORS OF ABUSE OR NEGLECT

NAPCAN- <https://www.napcan.org.au/napcan-brochures/>

Child Safe Organisations- <https://childsafe.humanrights.gov.au>

Commission for Children and Young People. (2021). [Victoria's new Child Safe Standards](#)

Victoria State Government Education. Child protection in early childhood (PROTECT)

<https://www.education.vic.gov.au/childhood/professionals/health/childprotection/Pages/ecidentifyin.aspx>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Child Protection Policy* will be reviewed on an annual basis in consultation with children, families, staff, FDC educators, educator assistants and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Child Protection Notification Procedure Child Protection Notification Record	Child Protection Report Form Child Protection Educational Program Risk Assessment
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SOURCE

REVIEW

NEXT REVIEW DATE	[REVIEWED BY]	[POSITION]	MAY 2026
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V15.05.25		
MODIFICATIONS	<ul style="list-style-type: none"> major review of policy- indicators of abuse removed from body of policy- link to Child Protection in Early Childhood- PROTECT added additional section for volunteers and students added (Reg. 84) records for Working with Children details or students and volunteers added (Reg. 149) 		

	<ul style="list-style-type: none"> added information to the approved provider/nominated supervisor section indicators of abuse removed- link to Child protection in early childhood (PROTECT) added removed the documenting suspicion of harm-merged 		
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V10.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required 		
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
VERSION NUMBER	V4.08.23		
MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance - no major changes to policy merged sections-<i>receiving a disclosure of harm/in addition</i> inclusion of NQF changes to ensure coordinators have completed child protection training hyperlinks checked and repaired as required continuous improvement section added CCD related resources added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
AUGUST 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required update of Victorian Government Department of Health and Human Services (DHHS) to Victorian Government Department of Families, Fairness and Housing (DFFH) 		AUGUST 2023
SEPTEMBER 2021	New policy drafted for FDC Services located in Victoria		AUGUST 2022

Appendix 1: Identify signs of child abuse

The State Government of Victoria identifies the following signs of child abuse and includes definitions and physical and behaviour indicators. The following information has been sourced from the Victoria State Government- Child Protection in Early Childhood (PROTECT).

source:

<https://www.education.vic.gov.au/childhood/professionals/health/childprotection/Pages/identifying.aspx>

INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.

General indicators of abuse and neglect may include:

- Marked delay between injury and seeking medical assistance
- History of injury
- The child gives some indication that the injury did not occur as stated
- The child tells you someone has hurt him/her
- The child tells you about someone he/she knows who has been hurt
- Someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

PHYSICAL ABUSE

Physical child abuse is the non-accidental infliction of physical injury or harm of a child.

Examples of physical abuse may include beating, shaking or burning, assault with implementation of female genital mutilation.

What are the physical indicators of physical child abuse?

Physical indicators of physical child abuse include (but are not limited to):

- evidence of physical injury that would not likely be the result of an accident
- bruises or welts on facial areas and other areas of the body (back, bottom, legs, arms and inner thighs)
- burns from boiling water, oil or flames or burns that show the shape of the object used to make them (iron, grill, cigarette)
- fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development
- cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia
- bald patches where hair has been pulled out

- multiple injuries, old and new
- effects of poisoning
- internal injuries

What are the physical indicators of physical child abuse?

In an infant or toddler:

- self-stimulatory behaviours, for example, rocking, head banging
- crying excessively or not at all
- listless and immobile and/or emaciated and pale
- exhibits significant delays in gross motor development and coordination
- their parent/carer is unresponsive or impatient to child's cues and unreceptive to support.

In all children, infants and toddlers:

- disclosure of physical abuse (by child, friend, family member)
- inconsistent or unlikely explanation for cause of injury
- wearing clothes unsuitable for weather conditions to hide injuries
- wariness or fear of a parent, carer or guardian and reluctant to go home
- unusual fear of physical contact with adults
- fear of home, specific places or particular adults
- unusually nervous, hyperactive, aggressive, disruptive and destructive to self-and/or others
- overly compliant, shy, withdrawn, passive and uncommunicative
- change in sleeping patterns, fear of the dark or nightmares and regressive behaviour (bed-wetting)
- no reaction or little emotion displayed when being hurt or threatened
- habitual absences from the service without reasonable explanation, where regular attendance is expected
- complaining of headaches, stomach pains or nausea without physiological basis, poor self-care or personal hygiene.

CHILD SEXUAL ABUSE

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. This can include a wide range of physical and non-contact sexual activity.

Physical sexual contact:

- kissing or fondling a child in a sexual way
- masturbation
- fondling the child's genitals
- oral sex
- vaginal or anal penetration by a penis, finger or other object
- exposure of the child to pornography

Non-contact offences

- talking to a child in a sexually explicit way
- sending sexual messages or emails to a child

- exposing a sexual body part to a child
- forcing a child to watch a sexual act including showing pornography to a child
- having a child pose or perform in a sexual manner (including child sexual exploitation)
- grooming or manipulation

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love through a process of grooming.

What is child sexual exploitation?

Child sexual exploitation is also a form of sexual abuse where offenders use their power (physical, financial or emotional) over a child to sexually or emotionally abuse them. It often involves situations and relationships where young people receive something (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in return for participating in sexual activities.

Child sexual exploitation can occur in person or online, and sometimes the child may not even realise they are a victim.

Who is most at risk of child sexual abuse?

Any child can be victim of sexual abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused and are much more likely to become victim.

What are the physical indicators of child sexual abuse?

Physical indicators of sexual abuse may include (but are not limited to):

- injury to the genital or rectal area (bruising, bleeding, discharge, inflammation or infection)
- injury to areas of the body such as breasts, buttocks or upper thighs
- discomfort in urinating or defecating
- presence of foreign bodies in the vagina and /or rectum
- sexually transmitted infections
- frequent urinary tract infections.

What are the behavioural indicators of child sexual abuse?

The behavioural indicators of sexual abuse may be, but are not limited to in an infant or toddler

- self-stimulator behaviours, for example rocking, head banging
- crying excessively or not at all
- listless and immobile and/or emaciated and pale
- exhibits significant delays in gross motor development and coordination

In all children, infants and toddlers:

- disclosure of sexual abuse (by child, friend, family member)
- drawings or descriptions of stories that are sexually explicit and not age appropriate
- persistent and age-inappropriate sexual activity (excessive masturbation or rubbing genitals against adults)
- wariness or fear of a parent, carer or guardian and reluctance to go home

- unusual fear of physical conduct with adults
- change in sleeping patterns, fear of the dark or nightmares and regressive behaviour such as bed-wetting
- wearing clothes unsuitable for weather conditions to hide injuries
- unusually nervous, hyperactive, aggressive, disruptive and destructive to self- and/or others
- exhibits significant delays in gross and fine motor development and coordination
- overly compliant, shy, withdrawn, passive and uncommunicative
- fear of home, specific places or particular adults
- poor self-care or personal hygiene
- complaining of headaches, stomach pains or nausea without physiological basis.

GROOMING

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer. Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming can look like 'normal' caring behaviour.

Examples of grooming behaviours may include:

- giving gifts or special attention to a child or their parent or carer
- controlling a child through threats, force or use of authority (this can make a child or their parent fearful to report unwanted behaviour)
- making close physical contact or sexual contact, such as inappropriate tickling and wrestling
- openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts.

What are the behavioural indicators of child grooming?

Behavioural indicators that a child may be subject to grooming include (but are not limited to):

- developing an unusually close connection with an older person
- displaying mood changes (hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, depressed)
- using street/different language, copying the way the new friend may speak, talking about the new friend who does not belong to his/her normal social circle
- possessing gifts, money and expensive items given by the friend

EMOTIONAL ABUSE

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person to the extent that the child suffers or is likely to suffer, emotionally or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

What are the physical indicators of emotional child abuse?

Physical indicators of emotional abuse include (but are not limited to)

- language delay, stuttering or selectively being mute

- delays in emotional, mental or physical development

What are the behavioural indicators of emotional child abuse?

In an infant or toddler

- self-stimulatory behaviours, for example, rocking, head banging
- crying excessively or not at all
- listless and immobile and/or emancipated and pale
- exhibits significant delays in gross motor development and coordination
- their parent/carer is unresponsive or impatient to child's cues and unreceptive to support

In all children, infants and toddlers

- overly compliant, passive and undemanding behaviour
- extremely demanding, aggressive and attention-seeking behaviour or anti-social and destructive behaviour
- low tolerance or frustration
- poor self-image and low self-esteem
- unexplained mood swings, depression, self-harm
- behaviours that are not age-appropriate
- exhibits significant delays in gross and fine motor development and coordination
- poor social and interpersonal skills
- violent drawings or writing
- lack of positive social contact with other children.

NEGLECT

Neglect includes a failure to provide the child with

- an adequate standard of nutrition
- medical care
- clothing
- shelter
- supervision

to the extent that the health or physical development of the child is significantly impaired or placed at serious risk.

In some circumstances the neglect of a child:

- can place the child's immediate safety and development at serious risk
- may not immediately compromise the safety of the child but is likely to result in longer term cumulative harm.

This includes low-to-moderate concerns for the wellbeing of a child, such as:

- concerns due to conflict within a family
- parenting difficulties
- isolation of a family or a lack of apparent support

Both forms of neglect must be responded to via the Four Critical Actions for Early Childhood Services.

What are the physical indicators of neglect?

Physical indicators of neglect include (but are not limited to):

- appearing consistently dirty and unwashed
- being consistently inappropriately dressed for weather conditions
- being at risk of injury or harm due to consistent lack of adequate supervision from parents
- being consistently hungry, tired and listless
- having unattended health problems and lack of routine medical care
- having inadequate shelter and unsafe or unsanitary conditions.

What are the behavioural indicators of neglect?

Behaviour indicators of neglect include (but are not limited to):

In an infant or toddler:

- self-stimulatory behaviours, for example, rocking, head banging
- crying excessively or not at all
- listless and immobile and/or emancipated and pale
- exhibits significant delays in gross motor development and coordination
- inadequate attention to the safety of the home (e.g. dangerous medicines left where children may have access to them)
- being left unsupervised, either at home, on the street or in a car
- their parent/carer is unresponsive or impatient to child's cues and unreceptive to support
- developmental delay due to lack of stimulation.

In all children, infants and toddlers:

- being left with older children or persons who could not reasonably be expected to provide adequate care and protection
- gorging when food is available or inability to eat when extremely hungry
- begging for, or stealing food
- appearing withdrawn, listless, pale and weak
- aggressive behaviour, irritability
- little positive interaction with parent, carer or guardian
- indiscriminate acts of affection and excessive friendliness towards strangers
- exhibits significant delays in gross and fine motor development and coordination
- poor, irregular or non-attendance at the service (where regular attendance is expected)
- refusal or reluctance to go home
- self-destructive behaviour
- taking on an adult role of caring for parent.

FAMILY VIOLENCE

Family violence is behaviour towards a family member that may include:

- physical violence or threats of violence
- verbal abuse, including threats
- emotional or psychological abuse
- sexual abuse
- financial and social abuse.

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in physical harm and long-term physical, psychological and emotional trauma. Action

must be taken to protect the child, and to mitigate or limit their trauma. [refer to MARAM Framework]

Research shows that during pregnancy and when families have very young babies:

- there is an increased risk of family violence
- pre-existing family violence may increase in severity
- there is an opportunity for intervention as families are more likely to have contact with services.

The longer that a child experiences or is exposed to family violence, the more harmful it is. This is why if you suspect that a child is exposed to, or at risk of being exposed to family violence, you must follow the [four critical actions](#).

Family Violence in Aboriginal and Torres Strait Islander Communities

In identifying family violence in Aboriginal and Torres Strait Islander communities it is important to recognise that:

- Aboriginal and Torres Strait Islander family violence may relate to relationships that aren't captured by the Western nuclear family model (grandparents, uncles and aunts, cousins and other community and culturally defined relationships)
- Aboriginal and Torres Strait Islander family violence can also include cultural and spiritual abuse
- perpetrators of Aboriginal and Torres Strait Islander family violence may not be Aboriginal and Torres Strait Islander people

Aboriginal and Torres Strait Islander family violence occurs in a historical context of colonisation, dispossession, and the loss of culture. This has resulted in the breakdown of kinship systems and of traditional law, racism, and previous government policies of forced removal of children from families.

However, this should never detract from the legitimacy of the survivor's experience of violence, or your obligation to report and respond to any suspected family violence.

What are the physical indicators of family violence?

Physical indicators of family violence may include (but are not limited to):

- speech disorders
- delays in physical development
- failure to thrive (without an organic cause)
- bruises, cuts or welts on facial areas, and other parts of the body including back, bottom, legs, arms and inner thighs
- any bruises or welts (old or new) in unusual configurations, or those that look like the object used to make the injury (such as fingerprints, handprints, buckles, iron or teeth)
- internal injuries.

What are the behavioural indicators of family violence?

Behavioural indicators of family violence may include (but are not limited to):

In an infant or toddler:

- self-stimulatory behaviours, for example, rocking, head banging
- crying excessively or not at all

- listless and immobile and/or emancipated and pale
- exhibits significant delays in gross motor development and coordination.

In all children, infants and toddlers:

- violent/aggressive behaviour and language
- depression and anxiety
- appearing nervous and withdrawn, including wariness of adults
- difficulty adjusting to change
- developmentally inappropriate bedwetting and sleeping disorders
- extremely demanding, attention-seeking behaviour
- participating in dangerous risk-taking behaviours to impress peers.
- overly compliant, shy, withdrawn, passive and uncommunicative behaviour
- 'acting out', such as cruelty to animals.
- demonstrated fear of parents, carers or guardians, and of going home
- complaining of headaches, stomach pains or nausea without physiological basis.

CHILDREN EXHIBITING INAPPROPRIATE SEXUAL BEHAVIOUR

Inappropriate sexual behaviour includes:

Problem sexual behaviour

Problem sexual behaviour is the term used by the Victorian government and funded service providers to describe concerning sexual behaviour exhibited by children under the age of 10 years. Children under 10 years are deemed unable to consent to any form of sexual activity and cannot be held criminally responsible for their behaviour.

Sexually abusive behaviour

Sexually abusive behaviour is the term used by the Victorian Government and funded service providers to describe concerning sexual behaviour by children aged 10 years or older and under 15 years of age.

A child is considered to exhibit sexually abusive behaviour when they have used power, authority, or status to engage another party in sexual activity that is unwanted, or the other party is unable to give consent. A child who engages in sexually abusive behaviour may be in need of therapeutic treatment. It may also be an indicator that the child has been or is being sexually abused by others. Sexually abusive behaviour may amount to a sexual offence. A sexual offence includes rape, sexual assault, indecent acts and other unwanted sexualised touching, all of which are offences under the Crimes Act 1958.

It may be difficult to determine the nature of children's sexual behaviour, including whether the behaviour:

- constitutes a sexual offence
- is indicative of any underlying abuse.

Under Victorian Law:

- children aged between 12-15 can only consent to sexual activity with a peer no more than two years their senior (therefore sexual contact led by a child with another child outside of these age parameters may amount to a sexual offence)

- in order for a person to consent to sexual activity they have to have the capacity to understand the context and possible consequences of the act (therefore sexual contact led by a child involving a person with a cognitive impairment or affected by alcohol and other drugs may also amount to a sexual offence).

Most critically you must follow the four critical actions if:

- you witness an incident, receive a disclosure or form a reasonable suspicion that a child has engaged in inappropriate sexual behaviour, even if you're not sure (these actions will support you to report to Victoria Police)
- a child's inappropriate sexual behaviour leads you to form a reasonable belief that the child may be subject to abuse.

CHILD SAFETY AND WELLBEING POLICY (VIC)

Our Family Day Care (FDC) Service is committed to the safety, wellbeing and support of all children and young people in all aspects of operation within our FDC Service. Services within Victoria are required to comply and adhere to the Child Safe Standards under the Child Wellbeing Safety Act 2005 (Vic). The Victorian Child Safe Standards were reviewed in 2019 with an aim to better align with the National Principles for Child Safe Organisations to ensure a greater focus on the safety and wellbeing of all children, improve Aboriginal cultural safety and empower children and young people. Our FDC Service is committed to implementing an inclusive and culturally safe environment for Aboriginal and Torres Strait Islander children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
S. 165	Offence to inadequately supervise children

S. 166	Offence to use inappropriate discipline
S.167	Offence relating to protection of children from harm and hazards
84	Awareness of child protection law
155	Interactions with children
168	Education and care service must have policies and procedures
358	Working with children check to be read

OTHER RELEVANT LAWS

Education and Training Reform Act 2006- Child safe standards- Managing the risk of child abuse in schools. Ministerial Order No.1359
The Commission for Children and Young People Act 2012
Failure to Disclose 2014
Failure to Protect 2015
The Charter of Human Rights and Responsibilities Act 2006 (Vic)
Working with Children Act 2005 (Vic)
Child Wellbeing and Safety Act 2005 (Vic)
Family Law Act 1975
Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
Children Youth and Families Act 2005 (Vic)
Reportable Conduct Scheme

RELATED POLICIES AND PROCEDURES RELATED TO CHILD SAFETY AND WELLBEING

Additional Needs Policy Anti-Bias and Inclusion Policy Assessment of Family Day Care Educators and Persons Residing at Family Day Care Residences Policy Bullying, Discrimination and Harassment Policy Delivery of Children to and collection from Education and Care Premises Child Protection Policy Child Safe Environment Policy	Interactions with Children, Families and Staff Policy Multicultural Policy Physical Environment Policy Performance Management Policy Privacy and Confidentiality Policy Probation, Induction and Orientation Policy (Employee) Probation, Induction and Orientation Policy (Educator)
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Code of Conduct Policy	Professional Development Policy
Cyber Safety Policy	Record Keeping and Retention Policy
Dealing with Complaints Policy	Recruitment Policy
ECIP Management Policy	Reportable Conduct Scheme Policy
Family Communication Policy	Respect for Children Policy
Governance Policy	Staffing Arrangements Policy
Information Sharing and Family Violence Reforms (The Reforms) Policy	Visitors to Family Day Care Residences Policy
	Writing Reviewing and Maintaining Policies

PURPOSE

Our *Child Safety and Wellbeing Policy* will ensure the FDC Service meets all obligations and requirements under the Child Wellbeing Safety Act 2005 (Vic). Our *Child Safety and Wellbeing Policy* will work together with the Service's *Code of Conduct Policy*, *Recruitment Policy*, *Child Safe Environment Policy*, *Reportable Conduct Scheme Policy* *Dealing with Complaints Policy* and other related policies to develop a child safe culture within the service and community. This policy will provide direction and guidance for all FDC educators, staff and visitors (including students and volunteers) to comply with and adhere to the 11 new Child Safe Standards (2022) to ensure a child safe environment for all children.

The 11 Child Safe Standards aim to create a culture where:

- the safety of children is promoted,
- child abuse is prevented and
- allegations of child abuse will be taken seriously and acted upon.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

OUR COMMITMENT TO CHILD SAFETY AND WELLBEING STATEMENT

Our FDC Service is committed to the safety and wellbeing of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Victorian Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our FDC Service is committed to implementing and abiding by our *Child Safety and Wellbeing Policy* based on Child Safe Standards in Victoria (2022), which accentuates our zero tolerance for child abuse and raising awareness about the importance of child safety in our service and the community. We are dedicated to protecting children from abuse and neglect and promote a child safe environment, maintaining children's wellbeing. We adhere to our comprehensive *Child Protection Policy*, standing by our mandatory reporting responsibilities to protect children from physical, sexual, emotional and psychological abuse and neglect.

We work to ensure there is clear awareness between appropriate and inappropriate behaviour concerning adults and children. We require clear precincts between children and employees, volunteers and the community to maintain children's safety.

We are dedicated to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We value diversity and do not tolerate any discriminatory practices.

We are committed to ongoing professional development for educators and staff to maintain their ability to distinguish and respond to situations of abuse and neglect, ensuring educators and staff are responsive to their responsibilities in keeping children safe.

We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe. We believe in teaching children what to do if they feel unsafe and encouraging them to express their view and thoughts on matters that directly affect them.

As FDC educators we listen to and empower children to act on any concerns, they or others may raise which is reflective in our policies and procedures in keeping children safe.

IMPLEMENTATION

Our FDC Service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the Victorian Child Safe Standards. All FDC educators, staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

From 1 January 2023 Quality Assessment and Regulation Division (QARD) will become the sole regulator of the Standards in the early childhood sector. Every Service in Victoria will have a new condition imposed on its service approval that requires AP to ensure their Service complies with the new Child Safe Standards.

Authorised Officers will be checking compliance with National Law, National Regulations, the Children's Services Act (CS Act) the Children's Services Regulations (CS Regulations) and encouraging continuous improvement over time.

DEFINITIONS

Child/Children refers to both children and young people under the age of 18 years.

Child Abuse refers to a sexual offence committed against a child, an offence committed against a child under section 49M (1) of the Crimes Act 1958 (Vic) such as grooming, physical violence against a child, causing serious emotional or psychological harm to a child, serious neglect of a child (Child Wellbeing and Safety Act 2005. Vic)

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Information Sharing Obligations refers to the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme.

Significant Harm refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Reasonable grounds refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- firsthand observation of the child or family
- what the child, parent, or other person has disclosed
- what can reasonably be inferred based on observation, professional training and/or experience that causes the mandated reporter to believe the child has been abused or is likely to be abused or,
- signs of physical or sexual abuse leading to the belief that the child has been abused.

Failure to disclose refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.

Failure to protect refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

CHILD SAFE STANDARDS

In Relation to Standard 1: *Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.*

Through the identification and journey of establishing a culturally safe organisation, our FDC Service will:

- show respect and a commitment to reconciliation
- promote cultural safety for Aboriginal children
- will reflect on the current level of cultural competence of our educators and staff
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the FDC Service
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- encourage educators and staff to attend professional development to support educator and staff knowledge and understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, educators, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities to access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.
- ensure our *Anti-Bias and Inclusion Policy* is adhered to, so all children, families, educators and staff are welcomed and treated equitably and with respect.

- ensure our *Respect for Children Policy* is adhered to as educators develop positive relationships with children based on respect and fostering children's self-esteem and development

FOUNDATION STEPS OR FUTURE STEPS

Our FDC Service will reflect and review our cultural practices to determine the Service's journey and stage of cultural competence. Foundation Steps are to be identified for services that are just starting out on their cultural competence journey. Foundation Steps are to be documented to outline changes required to policies, procedures and public commitments to show a plan of action to comply with Standard 1. Further Steps are to be documented for services who have already begun a journey of cultural competence and the Service indicates they are meeting all Compliance Indicators of Standard 1.

A *Child Safety and Wellbeing Action Plan* has been developed to assist services to document their progress and compliance of **Standard 1** and identify actions required for Foundation Steps or to identify compliance as Further Steps.

In Relation to Standard 2: *Child safety and wellbeing is embedded in organisational leadership, governance and culture.*

In the planning, development and implementation of a *Child Safety and Wellbeing Policy*, our FDC Service will:

- create and maintain a child safe environment and comply with the Ministerial Order No.1359 - Child Safe Standards and Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
- ensure a *Child Safety and Wellbeing Policy* is developed, implemented and reviewed with children, families and educators
- complete a self-audit to assess our progress in meeting the requirements of the Child Safe Standards
- develop a Child Safety Code of Conduct specific to our Service and ensure the Code of Conduct is adhered to by all educators, staff and visitors to set behavioural expectations when working with children
- ensure compliance of the *Child Safety and Wellbeing Policy* and implementation of the 11 Child Safe Standards within the Service
- include child safety as a regular agenda item at team meetings
- adhere to a zero tolerance for child abuse
- value the input of and communicate regularly with families and carers regarding our *Child Safety and Wellbeing Policy*
- embed the eleven Child Safety Standards into Service policies and procedures
- promote the safety of children at all times
- foster a culture of openness and respect where children and adults feel safe to disclose risk of harm to children

In Relation to Standard 3: *Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.*

With a focus on children's rights to safety and participation, our FDC Service will:

- listen to and act decisively on any child safety concerns or allegations of abuse that are made

- recognise, respect and foster children’s rights where their voices and views are listened to and valued
- promote the inclusion of children’s voices in all decisions that affect them
- ensure every child will be equally valued. Their achievements and learning will be celebrated.
- collaborate with children and families to support children’s learning
- ensure information about the child’s participation in the program is available to the child’s family
- view children as active participants and decision makers, working with each child’s unique qualities and abilities
- undertake critical reflection practices to reflect upon children’s participation within the educational program
- ensure educators and staff adhere to the *Respect for Children Policy* and provide a child safe, comfortable and happy environment where children’s concerns are always taken seriously and responded to
- support children’s consent by acknowledging and respecting a child’s right to refuse or say no
- never force a child to do something against their requests: This includes rest, eat, participation in group experiences and activities
- respond respectfully and appropriately to children’s attempts as they participate within the educational program
- empower children to speak up and raise any concerns
- encourage children to develop confidence in their ability to express themselves
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- discuss with children how their photos and images will be used within the service or outside of the service and where age-appropriate ask children’s permission before taking photos or videos
- ensure all educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people and adhere to the *Child Protection Policy*
- ensure the *Behaviour Guidance – Bullying Policy* is adhered to as educators and staff provide support and direction for children to raise concerns
- educate children about protective behaviours through educational programs that are at an age-appropriate level and understanding
- complete a Risk Assessment regarding the implementation of Child Protection Educational Programs
- provide opportunities for children to contribute to the development of the *Service Philosophy* and Service Policies and Procedures

In Relation to Standard 4: *Families and communities are informed and involved in promoting child safety and wellbeing.*

As we endeavour to inform and involve families and communities in establishing and maintaining a Child Safe approach, our FDC Service will:

- ensure new families are provided with a *Family Handbook* during the enrolment and orientation process to share information regarding service operations and governance of the Service
- ensure all families are welcomed and respected at our FDC Service and are encouraged and supported to participate in decision making

- maintain confidentiality and privacy as per our *Privacy and Confidentiality Policy* when working with children, families and educators in relation to Child Protection matters
- respond to requests for information from Information Sharing Entities (ISEs) to improve children's wellbeing and safety under the Child Information Sharing Scheme
- ensure families are informed of our *Child Safety and Wellbeing Policy* upon enrolment through the Family Handbook and orientation process.
- ensure families are invited and encouraged to participate in the development and review of Service Policies and the *Service Philosophy*
- provide regular information about the FDC Service and ongoing opportunities for families to contribute to our curriculum
- inform families about the processes for providing feedback and making complaints
- encourage families to contribute to the continuous quality improvement progression within the Service through their involvement in the self-assessment and QIP review
- invite families to be involved with the self-assessment process and be informed of goals developed that form the Quality Improvement Plan (QIP)

In Relation to Standard 5: *Equity is upheld and diverse needs respected in policy and practice.*

As we aim to recognise and support diversity and work to promote vulnerable children, our FDC Service will:

- ensure a *Statement of Commitment to Child Safety and Wellbeing* is developed to demonstrate a strong culture of child safety within the FDC Service
- work in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation and achieve positive learning outcomes
- ensure all children are supported to participate in the educational program
- be responsive to each child, irrespective of their additional needs and abilities
- practice inclusivity and support children with additional needs to enable them to have equitable access to resources and participation of the educational program
- gather information about children's additional needs, cultural background and supports that may be required through the enrolment and orientation process
- support educators to implement inclusive strategies and practices in the delivery of quality education and care
- ensure the educational program and curriculum are inclusive and meet the individual needs of children with additional needs disability or developmental delay
- create an inclusive program, which is adaptable and supportive of all children
- ensure all children have the right to be treated equally and with respect

In Relation to Standard 6: *People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.*

To ensure suitable educators and staff are employed in line with Child Safe recruitment practices, our FDC Service will:

- implement a probation and induction orientation program to ensure new educators and staff are aware of their roles and responsibilities in relation to ensuring children are safe and well within the Service

- ensure comprehensive processes are followed in relation to recruitment of new educators and staff to include a commitment to Child Safe practices
- implement effective pre-employment screening to ensure we engage educators and staff who have the skills, experience, qualifications and general ‘fit’ in line with legislative and regulatory requirements.
- ensure all preferred candidates undergo appropriate pre-employment checks including reference checks, Working with Children Checks (WWCC), immunisation status checks (including COVID-19 vaccination, as required), and where applicable National Police criminal history checks before an offer of employment is recommended
- ensure all educators and staff are required by law to undergo a Working with Children Check (WWCC) which is verified by the Service to ensure it is valid and current
- ensure at least 2 references are provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant’s attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints
- provide an induction process for all new educators and staff including relevant information on child safe practices adhering to the Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures
- ensure comprehensive job descriptions for each position will be available for all applicants, educators and staff members

In Relation to Standard 7: *Processes for complaints and concerns are child-focused.*

With a focus on responding appropriately to complaints and concerns, Our FDC Service will:

- ensure educators, staff and visitors follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding Child Safety and Wellbeing
- follow the *Dealing with Complaints Policy* for procedures regarding receiving and managing informal and formal complaints
- safeguard the interests of all children, their families, educators, staff and visitors, using procedures to ensure appropriate privacy and confidentiality practices are upheld
- inform families about the processes for providing feedback and making complaints
- investigate and document the grievance or complaint fairly and impartially as per the Grievance/Complaints procedure
- keep appropriate records of any complaint investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at a FDC residence or approved venue or any allegation that sexual or physical abuse of a child has occurred or is occurring at a FDC residence or approved venue
- ensure the *Reportable Conduct Scheme Policy* is adhered to and ensure that all allegations based on reasonable grounds are reported, including allegations made against educators or staff who do not have direct contact with children, and conduct that allegedly occurred outside of their work
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring

- ensure educators or staff will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management as per the *Reportable Conduct Scheme Policy*

In Relation to Standard 8: *Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.*

In order to demonstrate our commitment to education and training for our educators, staff and volunteers, our FDC Service will:

- provide all educators and staff with professional learning for the Child Safe Standards
- ensure Child Protection training is valid and updated every **12months**, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by National Regulations and best practice
- develop a culture of learning through reflective practice within the service to drive continuous improvement
- ensure educators and staff participate in professional development to keep up to date with Child Protection ‘refresher’ and Child Safe Standards training ensuring currency and compliance
- ensure a person’s Working with Children Check is read before the person is engaged as an educator, volunteer or staff member at the FDC Service
- ensure the approved provider has read a person’s Working with Children Check before nominating that person as a nominated supervisor or person in day-to-day charge of the service.
- ensure visitors to FDC Services are suitable and approved to work with children, including visitors engaged to provide professional development or allied health professionals

In Relation to Standard 9: *Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.*

In order to demonstrate our commitment to providing a safe physical and online environment for children, our FDC Service will:

- ensure that the approved FDC residence and/or approved venue are designed to facilitate adequate supervision of children at all times while maintaining the rights and dignity of all children
- ensure risk assessments are completed to contribute to the development of identifying, preventing and reducing risks of child abuse and harm
- strongly oppose any type of abuse against a child and endorse high quality practices in relation to protecting children
- ensure no child being educated and cared for by the Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (Sec. 166 National Law)
- ensure all educators, staff and visitors understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law
- ensure educators and staff undertake child protection awareness training every **12 months**, and whenever significant changes are made to the child protection law or reporting requirements
- assess and manage the risk of abuse to children as part of our daily practice
- work with an ICT security specialist to ensure the latest security systems are in place to ensure best practice
- obtain parent permission for children to use computers as part of the enrolment procedure

- ensure that children are never left unattended whilst a computer or mobile device is connected to the internet
- ensure personal mobile phones are not used to take photographs, video or audio recordings of children at the FDC Service
- only use educational software programs and apps that have been thoroughly examined for appropriate content prior to allowing their use by children
- provide parents and families with information about the apps or software programs accessed by children at the FDC Service
- ensure educators and staff participate in professional development regarding online safety
- ensure privacy filters and parental control settings are turned on and used when children are accessing digital technologies online

In Relation to Standard 10: *Implementation of the Child Safe Standards is regularly reviewed and improved.*

With a focus on regular review of Child Safe Standards policies and procedures, our FDC Service will:

- ensure our *Child Safety and Wellbeing Policy* is reviewed each year as part of our cycle of self-evaluation each year
- welcome input and plan consultation from children, families, educators and staff as part of the policy review process
- include the development of a Quality Improvement Plan (QIP) as part of the reflection procedure
- reflect on what current practices and actions regarding Child Safety and additional actions will be included in the QIP
- review the effectiveness of the *Dealing with Complaints Policy* and procedures to ensure all complaints and grievances have been handled fairly and professionally
- track complaints to identify recurring issues within the FDC Service and/or any individual FDC residence or approved venue
- reflect and review complaints provided to our service as opportunities for learning and improvement
- keep a complaints/grievance register to record details of complaints such as complainant details, investigation details and further action taken
- ensure each policy has a recommended review date stated in the ‘Review’ section of the policy document and changes are clearly documented through version control

In Relation to Standard 11: *Policies and procedures document how the organisation is safe for children and young people.*

To ensure our policies and procedures demonstrate how the organisation is safe for children, our FDC Service will:

- ensure all policies and procedures will be made available for families and educators to view at all times
- ensure all policies developed will be made in consultation with management, staff, educators and families of children attending the FDC Service
- ensure policies include clear, simple statements and are presented in a logical format
- ensure Risk Assessments are completed to address risks of child abuse and harm, including a supervision risk assessment
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families

- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at each FDC Service residence and approved venue
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC Service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC Service
- provide information relating to Child Safe practices within our *Recruitment Policy* to ensure our recruitment and screening processes play a vital role in protecting children from harm
- ensure Early Childhood Intervention Practitioners (ECIP) or 3rd party visitors to the FDC Service follow our *ECIP Management Policy* to ensure a Child Safe environment
- ensure any ECIP or 3rd party visitors are made aware of our *Code of Conduct Policy* and child safe policies including the *Reportable Conduct Scheme Policy*

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Child Safety and Wellbeing Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Child Safe Standards - Checklist	Child Safety and Wellbeing Action Plan
Child Safe Standards - Commitment Statement	Child Safe Risk Assessment VIC
Child Safe Standards – Guide	

SOURCES

- Australian Children's Education & Care Quality Authority. (2014).
- Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Child Protection (Working with Children) Act 2012*
- Child Wellbeing and Safety Act 2005 (Vic)*
- Children and Young Persons (Care and Protection) Act 1998*
- Children, Youth and Families Act 2005 (as amended 2014) (Vic)*
- Commission for children and young people. *Being a child safe organisation* <https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/>
- Commission for children and young people. *Creating a Child Safety and Wellbeing Policy* <https://ccyp.vic.gov.au/assets/resources/New-CSS/Creating-a-Child-Safety-and-Wellbeing-Policy.docx>
- Commission for children and young people. [A guide for creating a Child Safe Organisation](#)
- Commission for children and young people. *Short Guide to the Child Safe Standards*
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023). [Education and Care Services National Regulations](#). (Amended 2023).
- Failure to Disclose 2014
- Failure to Protect 2015
- Family Law Act 1975*
- State of Victoria (Department of Education and Training). (2024) Early childhood guidance: Identifying signs of child abuse: [Identify signs of child abuse](#)

The Charter of Human Rights and Responsibilities Act 2006 (Vic)

The Commission for Children and Young People Act 1998

The Commission for Children and Young People Act 2012

The Victorian Government. (2023). [Advice for implementing the Child Safe Standards in early childhood services.](#)

The Victorian Government. Child Information Sharing Scheme. (2024). <https://www.vic.gov.au/child-information-sharing-scheme>

The Victorian Government. Family Violence Information Sharing Scheme <https://www.vic.gov.au/family-violence-information-sharing-scheme>

Working with Children Act 2005 (Vic)

UNICEF Australian. UN Convention on the Rights of the Child <https://www.unicef.org.au/our-work/information-for-children/un-convention-on-the-rights-of-the-child>

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	REVIEW MAY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	REVIEWED MAY 2025
VERSION NUMBER	V14.05.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• minor edits within policy• sources checked for currency and repaired as required		
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V3.5.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• additional National law added and reflected in policy• minor edits within policy (NQS table formatting)• sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	<ul style="list-style-type: none">• Policy review• Updated QARD information for implementing CSS and compliance• continuous improvement/reflection section added• Childcare Centre Desktop Related resources section added		MAY 2024
MAY 2022	New Policy Developed for Victorian FDC Services		MAY 2023

CHILD SAFE ENVIRONMENT POLICY

(Victoria)

Our Family Day Care (FDC) Service is committed to the safety, wellbeing and support of all children and young people. Management, staff, educators and volunteers take every reasonable precaution to protect children in our care and treat all children with the utmost respect and understanding at all times. We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

Our FDC Service embeds the new Child Safe Standards (VIC) and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

We acknowledge that staff within an early childhood service are in a unique position to monitor behavioural and emotional changes, physical injuries, and the general wellbeing of a child due to the development of safe environments and trusting relationships with children and families. Our Family Day Care educators are trained to identify signs and behaviours that may indicate child abuse and thoroughly understand their obligations and responsibilities to respond to incidents, disclosures or suspicions of child abuse as mandated reporters.

Our FDC Service takes a 'zero' tolerance approach to child abuse and are committed to raise awareness about the importance of child safety in our environment and the community.

'Keeping children safe is everyone's responsibility.'

Victoria State Government- Education and Training (2019).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Safety and protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S162 (A)	Child protection training
S165	Offence to inadequately supervise children
S166	Offence to use inappropriate discipline
S167	Offence relating to protection of children from harm and hazards
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
102(A-D)	Transportation of children (risk assessments and authorisations)
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
116	Assessments of family day care residence and approved family day care venues
117	Glass
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for by family day care educator
136	First aid qualifications
145	Staff records
149	Volunteers and students
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
168(2) (h)	Education and care services must have policies- Providing a child safe environment
169 (2)g	Additional policies and procedures- family day care services
170	Policies and procedures to be followed

171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
358	Working with children check to be read

OTHER RELEVANT LAWS

Education and Training Reform Act 2006- Child safe standards- Managing the risk of child abuse in schools. Ministerial Order No.1359
The Commission for Children and Young People Act 2012
Failure to Disclose 2014
Failure to Protect 2015
The Charter of Human Rights and Responsibilities Act 2006 (Vic)
Working with Children Act 2005 (Vic)
Child Wellbeing and Safety Act 2005 (Vic)
Family Law Act 1975
Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
Children Youth and Families Act 2005 (Vic)

RELATED POLICIES AND PROCEDURES RELATED TO CHILD SAFE ENVIRONMENT

Adventurous (Risky and Nature) Play Policy Behaviour Guidance: Bullying Policy Child Safety and Wellbeing Policy (VIC) Child Protection Policy Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Delivery of Children to and Collection from an Education and Care Service Premises Emergency and Evacuation Policy Excursion/Incursion Policy Furniture and Equipment Safety Policy Injury, Incident, Trauma and Illness Policy Interactions with Children, Families and Staff Policy Managing an Unidentified Dog Policy Medical Conditions Policy	Photograph Policy Physical Environment Policy Privacy and Confidentiality Policy Probation Induction and Orientation Policy Recruitment Policy Reportable Conduct Scheme Policy (VIC) Safe Arrival of Children Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation of Children Policy Sleep and Rest Policy Staffing Arrangements Policy Student, Volunteer and Visitors Policy Sun Safe Policy Supervision Policy Technology Policy Tobacco Drug Alcohol Free Policy Water Safety Policy
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PURPOSE

Our Service has a legal and ethical responsibility to provide and maintain a child safe organisation where all children are safe, respected, valued and encouraged to reach their full potential. Children's safety and wellbeing is paramount, and we aim to take all practical steps to protect children from harm, ensuring a healthy and child safe environment. Our Service provides children and staff with an environment free from the use of tobacco, alcohol and illicit drugs.

SCOPE

This policy applies to families, staff, educators, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. (Reg. 168, Reg. 170). The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Our focus is to build a child safe environment which is reflected in our Service policies and procedures and understood and practiced by all children, young people, families, educators, staff, visitors, volunteers and students.

KEY TERMS-DEFINITIONS

Code of Conduct	Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards
Disclosure	The process where a child or young person conveys or attempts to convey that they are being or have been abused.
Information sharing	Refers to the <i>Child Information Sharing Scheme</i> (CISS)- sharing or exchanging information, including personal information about or related to, abuse in organisational contexts. The terms refer to sharing information between (or within) organisations, as well as sharing information with professionals who provide key services for children.
Mandatory reporter	A person who is required to report to Child Protection if they suspect on reasonable grounds that a child has been abused or is at risk of being abused.
Mandatory reporting	The legislative requirement for selected classes of people to report their concerns for a child to child protection if they form a belief on reasonable grounds that a child is in need of protection
Reportable conduct	Certain organisations or entities have legal obligations under the <i>Reportable Conduct Scheme</i> to notify and investigate certain allegations of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined in the legislation.
Rights of the Child	Human rights belonging to all children, as specified in the United Nations

Convention of the Rights of the Child.

Victoria's Child Safe Standards

The Child Safe Standards (the Standards) are a compulsory framework that support organisations to promote the safety of children, prevent, respond to and report allegations of child abuse and harm. There are 11 Child Safe Standards.

Wellbeing

Sound wellbeing results from the satisfaction of basic needs. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.

Working with Children / working with vulnerable people check (WWCC/WWVP)

A notice, certificate or other document granted to, or with respect to a person under a working with children law. The person has been assessed as suitable to work with children; there has been no information that if the person worked with children the person would pose a risk to the children; or the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.

Definitions sourced from

ACECQA. (2023). Policy and procedure guidelines. *Providing a Child Safe Environment*.

Commission for Children and Young People- Child Protection Manual

OUR COMMITMENT TO CHILD SAFETY

Our Service is committed to safety and wellbeing of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Victorian Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse. We have a dedicated *Child Safety and Wellbeing Policy* which explains our Service's approach to meeting the Standards.

Our Service has a zero tolerance to child abuse, and we are committed to the safety, participation and empowerment of all children. We ensure all staff, educators, volunteers and students have undertaken current child protection training and understand their obligations as mandatory reporters. We promote diversity and tolerance and aim to form equitable and positive relationships with children. We ensure children participate in decisions affecting them and listen and respect their suggestions and ideas. We respond to any concerns, disclosures, allegations or suspicions of harm.

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. All staff understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law (Reg. 84). Staff will undertake child protection awareness training every 12-24 months, and whenever significant changes are made to the child protection law or reporting requirements. Staff, educators, visitors and students will comply with our Code of Conduct at all times.

Our Service has adopted the [National Model Code and Guidelines](#) and implement child safe practices regarding the use of electronic devices for taking images or video of children whilst providing education and care.

We are committed to diversity and welcome all children and young people regardless of their abilities, sex, gender or social economic or cultural background. Our Service will not tolerate bullying or harassment and our *Behaviour Guidance - Bullying Policy* and procedure outlines the preventative strategies and supervision implemented by our Service to deal with bullying and help protect children. Our priority is to ensure the safety and wellbeing of children and young people and encourage positive relationships.

[Primary policy- Child Safety and Wellbeing (VIC); Behaviour Guidance - Bullying; Code of Conduct; Interactions with Children, Families and Staff, Photograph]

RECRUITMENT

Our Service maintains a rigorous and consistent recruitment, screening and selection process to ensure the best staff members and educators are employed based on skills, qualifications, experience and suitability for the position available. All staff and educators participate in robust interviews and have reference checks completed to ensure the applicant's suitability to the role, previous experiences and their commitment to child safe values and practices.

All prospective applicants must declare that they do not hold any prohibition notices preventing them from working with children (Reg 188). The approved provider will verify prohibition notices using the [NQA ITS](#) 'register search' tool. Candidates applying for roles such as nominated supervisor or responsible person must also complete a Compliance History notice. Existing employees are encouraged to disclose any enforcement actions taken against them.

All staff and educators are provided with a comprehensive induction process which outlines our Code of Conduct, current policies including *Child Protection, Child Safety and Wellbeing, Reportable Conduct Scheme, Work Health and Safety Policy* and other related policies to ensure a child safe environment. New employees (including the nominated supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand the Child Protection Law and their obligations and mandatory reporting duties to ensure the safety and wellbeing of children at the Service.

[Primary policy – Probation Induction and Orientation; Recruitment]

WORKING WITH CHILDREN CHECK

Working in conjunction with the *Child Wellbeing and Safety Act 2005* and National Regulations, the safety, welfare and wellbeing of children is paramount within our Service and community. A Working with Children Check (WWCC) is a requirement for people who work in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct and child protection concerns. The result of a Working with Children Check is either a clearance to work with children and is valid for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

The approved provider or nominated supervisor will ensure they have read each person's Working with Children Check before engaging educators, staff or volunteers in the FDC Service. The approved provider will use the 'register search' tool on the NQA ITS to check prohibition notices linked to prospective staff as part of the recruitment process. The WWCC will be placed in the individual's file

and continue to be updated as required.

Management is responsible for the periodic review and maintenance of up-to-date records of employees' Working with Children Check, including the Working with Children Check number and the date on which each clearance expires.

Management will verify all student and volunteer WWCCs prior to placement. Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children (*best practice*).

The approved provider will keep a record for each day a student or volunteer participates in the Service including date and hours of participation.

[Primary policy – Child Protection; Recruitment; Staffing Arrangements; Student, Volunteer and Visitor]

CHILD PROTECTION

Children and young people always have a right to be safe and protected. To comply with legislation and ensure a child safe environment, all FDC educators, staff, volunteers and students are advised of current child protection law and understand any obligations under the law. Supervision is effective to ensure they understand that *child safety is everyone's responsibility*.

All FDC educators and staff are mandatory reporters and have a legal obligation to make reports if they suspect on reasonable grounds, a child is at risk of significant harm. Neglecting these obligations could potentially be deemed a criminal offence.

Coordinators or responsible persons in day-to-day charge must complete a course in child protection approved by the regulatory authority on an annual basis. All FDC educators, educator assistants and staff are provided with up-to-date training about child protection law and their obligations under this law and to ensure they are confident in following the reporting guidelines within Victoria and adhere to our *Child Protection Policy*. (Reg 84). Through continual education and training, educators and staff are equipped with the knowledge, skills and awareness to keep children safe. Training gives educators and staff confidence to identify, respond and report child abuse.

To protect children and young people and ensure their safety, welfare and wellbeing, management is responsive to report allegations or convictions of harm or risk of harm to a child or young person and child related misconduct by any staff member, educator, volunteer or contractor.

[Primary policies – Child Protection, Child Safety and Wellbeing; Reportable Conduct Scheme]

REPORTABLE CONDUCT SCHEME

The Reportable Conduct Scheme seeks to improve organisation's responses to allegations of child abuse and neglect by their employees and volunteers. The approved provider must notify the Commission for Children and Young People (the Commission) about any allegations of misconduct involving a child.

Reportable conduct applies to all employees, volunteers, students (over the age of 18) and contractors at our Service.

Our Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children's Guardian Act 2019. We take our legislative responsibilities as part of the Reportable Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

As an Information Sharing Entity our Service is obligated to share confidential or sensitive information about a person with other ISEs to support safety and wellbeing as part of the [Child Information Sharing Scheme](#) and the [Family Violence Information Sharing Scheme](#) and [MARAM reforms](#).

[Primary policy- Reportable Conduct Scheme (VIC)]

CODE OF CONDUCT

Management, educators, staff, volunteers and students will adhere to our Service's Code of Conduct Policy. Our *Code of Conduct Policy* clearly outlines expectations regarding behaviour and describes the principles, values, and ethical guidelines that guide our staff and stakeholders in their interactions and activities. All educators and staff members are made fully aware that following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment. Individuals can report any concerns they may have about inappropriate actions of any educator, staff, student or volunteer that involves children or young people to management, ensuring a prompt and thorough response to maintain a safe and secure environment for all.

We will:

- promote a culture of child safety and wellbeing in all aspects of our Service's operations
- adhere to our *Child Safe Environment Policy*, *Child Protection Policy* and *Child Safety and Wellbeing Policy* at all times
- provide adequate and effective supervision of children at all times
- ensure all staff, educators, volunteers and students have undertaken current child protection legislation training
- provide adequate and effective supervision of children at all times
- ensure the safe use of online environments
- take reasonable action to protect children and young people for risk of harm
- ensure the Service premise is free from the use of tobacco, illicit drugs and alcohol
- adhere to our *Privacy and Confidentiality Policy*
- not discriminate against any child, because of culture, race, ethnicity or disability
- be responsible for their own, and others health and safety
- be a positive role model to children
- respect children's privacy and dignity at all times
- report any allegations of child abuse
- notify the approved provider and/or the regulatory authority within 24 hours of any serious incident or complaint as per the National Regulations
- encourage children and young people to 'have a say' on issues that are important to them

Staff, educators, students and volunteers must:

- not discriminate against any child, because of age, gender, cultural background, race, ethnicity or disability
- not put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos or music)
- not develop any ‘special’ relationships with children or young people that could be seen as favouritism such as the offering of gifts or special treatment
- not be under the influence of drugs or alcohol while working; bring alcohol or drugs onto the premises
- not smoke or vape in or on surrounding areas of the Service.

[Primary policies – Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation Policy; Technology; Tobacco, Drug and Alcohol-Free Policy]

REPORTING AND RESPONDING TO GENERAL COMPLAINTS

Feedback from children, families, educators, staff and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education.

We ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA, 2023)

We aim to investigate all complaints and grievances with a high standard of equity and fairness. Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence.

The approved provider will place a prominently displayed notice in the foyer area of our Service, providing contact information, including the name and telephone number for lodging complaints. FDC Educators and staff will receive guidance on the *Dealing with Complaints Policy* and procedure and the process for reporting complaints during their service induction. Families, children and young people will be advised of the complaint/ grievance policy and procedure and how to report complaints during orientation of enrolment.

All grievances and complaints will be treated seriously and as a priority, in accordance with the *Dealing with Complaints Policy* and procedure. Any complaints that allege a breach of the National Law and Regulations or alleges that the health, safety and wellbeing of a child or young person at the Service may have been compromised will be documented and reported to the regulatory authority within 24 hours.

[Primary policy – Dealing with Complaints]

PHYSICAL ENVIRONMENT – SUPERVISION AND SAFETY CHECKLISTS

Children's safety is embedded in our day-to-day practices. We ensure effective and adequate supervision is provided to children at all times at all times consistently, while ensuring educator to child ratios are met at all times. Educators will employ 'active supervision' strategies within the service environment and when participating in excursions or transporting children. Consideration will be made for the different ages and abilities of children and the activities that may require different levels of supervision.

Sleeping infants and toddlers will be closely monitored at regular intervals and will always be within sight and hearing distance of educators so a child's breathing, and the colour of their skin can be monitored. Consideration will be provided when older children are using the toilet and bathroom areas, including monitoring and supervision across all areas that children access.

Through conducting risk assessments, we assess and manage risks in the physical environment collaborating with children to develop behaviour guidelines for play including adventurous play to ensure their safety. Educators have a sound understanding of their duty of care and responsibilities in ensuring a child safe environment.

Educators conduct regular safety checks to maintain basic standards of safety within our Service. We believe that child safety is a shared responsibility at all levels within our Service. Children are encouraged to speak up about their safety and the safety of their friends by telling an educator if they feel unsafe in a particular situation or environment.

Educators will complete the following daily checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child:

Any findings that require attention will be either dealt with immediately or submitted into the maintenance book depending on priority.

[Primary policies – Code of Conduct; Supervision; Sleep and Rest; Nappy Change and Toileting; Health and Safety; Staffing Arrangement; Supervision]

STORAGE OF HAZARDOUS SUBSTANCES

We reduce the risk of harm to children and educators by using eco-friendly products. Our Service will endeavour to provide a safe environment where necessary chemical and hazardous equipment are safely stored away from children and handled appropriately.

EQUIPMENT, FURNITURE AND MAINTENANCE RECORD

There are several factors that can contribute to a hazard, such as a deprived program, insufficient supervision and dilapidated equipment. To ensure a child safe environment free from hazards, our Service has implemented practices and continue to monitor Service policies and procedures that uphold Australian Safety Standards.

The premises and all equipment and furniture used within the Service are audited to ensure all aspects are safe, clean and in good repair. We understand that hazards are specific to developmental stages; educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for children. Regular checks occur within the Service

to ensure that all toys, furniture and equipment are in good condition and working order.

These checks include:

[Primary policy – Furniture and Equipment Safety]

RISK ASSESSMENT AND RISK ASSESSMENT TOOL

It is a legislative requirement that management, staff and educators implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety is embedded across our FDC Service through compliance with the *Education and Care National Regulations* and the Child Safe Standards.

The key principles of risk management include:

1. Identifying all hazards or potential hazards in the Service
2. Assess the risk of harm or potential harm for each hazard
3. Control or manage the risk – Risk Rating Matrix
4. Monitor and improve safety – Risk Assessment Action Plan
5. Evaluate and Review

It is the responsibility of all staff and educators at the Service to complete a risk assessment where children's safety may be jeopardised and when organising an excursion/incursion or any transportation of children. Children's safety must be incorporated into everyday practice within the Service. Common hazards within the Service which may require a risk assessment include:

- cross-infection and infectious disease
- administration of medication
- anaphylaxis procedures and management
- building and equipment (including storage)
- inadequate space for conducting activities and experiences
- hazardous chemicals
- electrical appliances
- food preparation and storage
- environmental influences such as shade, noise etc
- sun safety
- children's behaviours
- water safety
- fire equipment
- pets and/or animals
- inadequate supervision of children
- children's activities and experiences
- Work Health and Safety such as manual handling (e.g., safe lifting children from cots and highchairs)
- non-compliance risk
- hot drinks
- transportation of children (regular outing and regular transportation)
- excursions
- potential emergencies

- natural disasters
- safe arrival of children
- sleep and rest
- organisation culture (child-safe culture)
- physical contact
- training
- online activities
- electrical devices (photographs/videos)
- privacy and confidentiality

To maintain a child safe environment, all staff and educators will adhere to Service policies and procedures and conduct the following checklist and audits:

[Primary policies – Child Protection; Code of Conduct; Behaviour Guidance Emergency and Evacuation; Incident, Injury; Photograph; Trauma and Illness; Sleep and Rest; Safe Arrival of Children; Safe Transportation of Children; Sun Safety; Administration of First Aid; Medical Conditions]

EMERGENCY AND EVACUATION PROCEDURES

Management will ensure that copies of the emergency and evacuation floor plan is displayed in prominent positions near each exit of the service premises, including indoor and outdoor learning areas.

All staff and educators are familiar with emergency evacuation procedures and regulatory requirements.

Rehearsals for emergency and evacuation procedures, including lock downs, are conducted at least once every 3 months. Records will be kept for all rehearsals.

[Primary policy- Emergency and Evacuation]

ARRIVAL AND DEPARTURE AUTHORISATION

Our Service prioritises children's safety at all times. FDC educators will only release children to an authorised person as named on the child's enrolment form. Management request families provide current court orders, and parenting plans to ensure our records are up to date.

National Regulations require our Service to keep a record of children and visitor's arrival and departures, with the signatures of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child.

Educators will work in collaboration with our *Delivery of Children to and Collection from an Education and Care Service Premises Policy, Safe Arrival of Children Policy and Student, Volunteers and Visitors Policy* to promote a culture of child safety and wellbeing in the FDC Service.

To ensure children's safety, educators have a clear understanding of their legal obligation to check identification when a person is collecting a child. To maintain compliance, parents and educators will complete an if they authorise a person who is not on their emergency contact form to pick up their child.

[Primary policies – Delivery of Children to and Collection from an Education and Care Service Premises; Safe Arrival of Children; Student, Volunteers, Visitors to Family Day Care Residences]

ONLINE SAFETY

Our Service is committed to create and maintain a safe online environment with support and collaboration with children, young people, staff, educators, families and community. Management ensures anti-virus and internet security systems are installed to block access to unsuitable web sites, newsgroups and chat rooms.

Our Service ensures backups of important and confidential data is made regularly and either stored securely offline, or online. Software and devices are updated regularly to avoid any breach of confidential information.

Families are provided with information about our software program which is password protected and used to share observations, photos, videos, daily reports and portfolios. Passwords are not to be shared with others as per our written agreement.

Written authorisation is requested as part of the enrolment process for children to use computers/tablets; have their photo taken and published as part of promotional marketing or on the app program used by the service. The identity of a child is not published on any platform.

All electronic devices, including mobile phones and iPads, are used to photograph children for Family Day Care (FDC) purposes only. Additionally, access to these devices will be restricted to ensure the privacy and protection of the children, with strict security measures in place.

Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use are used in the Service. Children are always supervised using any technology.

[Primary policies – Code of Conduct; Cyber Safety; Technology; Photograph, Privacy and Confidentiality]

FAMILIES

Our Service ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child's safety whilst at our Service including:

- policy and procedure review
- child protection
- Child Safe Standards (VIC)
- allegations/grievance procedures
- sun safety
- written authorisations- parenting orders
- code of conduct
- inclusivity and supporting children with diverse needs

CONTINUOUS REVIEW

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated and improved. We aim to ensure all educators, staff, students and volunteers understand and effectively implement our policies and procedures to provide a child safe environment at our Service.

We will regularly review and monitor the effectiveness of our child safe policies and procedures and invite children, staff members, families and communities to contribute to their development.

Any updates or revisions will be communicated to all stakeholders. Our *Child Safe Environment Policy* will be reviewed on an annual basis.

CHILDCARE CENTRE DESKTOP – RELATED RESOURCES

Child Safe Standards Checklist	Child Safe Standards Risk Assessment
Child Safe Standards Commitment Statement	Child Safety and Wellbeing Action Plan
Child Safe Standards Guide	

SOURCES

- ACECQA. (2023). Policy and procedure guidelines. [*Providing a Child Safe Environment*](#).
- Australian Children's Education & Care Quality Authority. (2024). [*Guide to the National Quality Framework*](#)
- Australian Government Department of Education. [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia*](#). V2.0, 2022
- Australian Government Department of Education. [*My Time, Our Place- Framework for School Age Care in Australia*](#).V2.0, 2022
- Child Protection (Working with Children) Act 2012*
- Child Wellbeing and Safety Act 2005 (Vic)*
- Children and Young Persons (Care and Protection) Act 1998*
- Children, Youth and Families Act 2005 (as amended 2014) (Vic)*
- Commission for children and young people [*Being a child safe organisation*](#)
- Education and Care Services National Law Act 2010. (Amended 2023).
- [*Education and Care Services National Regulations*](#). (Amended 2023).
- The Charter of Human Rights and Responsibilities Act 2006 (Vic)*
- The Commission for Children and Young People Act 1998*
- The Commission for Children and Young People Act 2012*
- Victoria State Government. Families, Fairness and Housing. Children, youth & families. [*Child Protection*](#).
- Victoria State Government Families, Fairness and Housing. [*Child Safe Standards*](#)
- Victoria State Government. [*The Child Safe Standards. Early Childhood Services*](#).
- Working with Children Act 2005 (Vic)*

REVIEW

POLICY REVIEWED	[NAME]	[POSITION]	NEXT REVIEW JULY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JULY 2025
VERSION NUMBER	V01.07.25		
MODIFICATIONS	<ul style="list-style-type: none"> • addition of online safety regarding photos and devices • policy maintenance 		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	NOVEMBER 2024
VERSION NUMBER	V11.11.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • inclusion of National Model Code and Guidance [optional] • inclusion of checking for prohibition of WWCC in recruitment section • changed order of Families and Continuous Review sections • sources checked for currency and updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2023	<ul style="list-style-type: none"> • policy maintenance • Terminology section added • added section – Reporting and responding to general complaints • updated content to reflect NQF review and legislation changes re: child protection law; register for students/visitors • additional related policies added • sources reviewed and updated 		NOVEMBER 2024

CLOSED-CIRCUIT TELEVISION SYSTEM (CCTV) POLICY

Our Family Day Care (FDC) Service believes in the operation of Closed-Circuit Television System (CCTV) to ensure the health, safety and protection of children, staff, educators, parents and visitors of the FDC Service residence or approved venue.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident
181	Confidentiality of records kept by approved provider
195	Application of Commonwealth Privacy Act 1988

RELATED POLICIES

Child Safe Environment Policy	Record Keeping and Retention Policy
Code of Conduct Policy	Supervision Policy
Health and Safety Policy	Work Health and Safety Policy
Privacy and Confidentiality Policy	

PURPOSE

Our Family Day Care (FDC) Service has the responsibility to provide a safe and secure working and learning environment for staff, children, visitors and contractors. The use of Close Circuit Television (CCTV) installed at the FDC Service residence or approved venue aims to address crime prevention strategies to reduce concerns, deal with complaints and support investigations. Our FDC Service adheres to the Privacy Act 1988 (Privacy Act) and comply with the Australian Privacy Principles.

SCOPE

This policy applies to children, families, staff, FDC educators, educator assistants, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our Family Day Care (FDC) Service uses Closed-Circuit Television (CCTV) to monitor the physical environment. It provides protection and security for educators and children in care, assisting in assuring families that their children are in a safe environment and may also assist with misunderstandings, damages to the FDC Service, residence or approved venue, theft and potentially false accusations by providing digital evidence. Child safety is embedded in our organisation, and we believe the use of CCTV assists in our risk management strategies to prevent, identify and mitigate risks to children.

CAMERA USE

Closed-Circuit Television (CCTV) operates at the FDC Service residence or approved venue and comprises of:

- fixed position cameras
- A monitor
- Digital Hard Drive Recorder
- Public Information Sign

CAMERA LOCATIONS

- The entrance and exit points

The CCTV recording system operates in real mode, monitoring the site continuously 24 hours a day. Footage and information collected via the recording system will be governed by [Australian Privacy Principles](#) (There are some Commonwealth, State and territory laws that restrict the use of listening, optical, data and tracking surveillance devices).

Access to the recordings will only be disclosed to:

1. the Ombudsman [<https://www.ombudsman.vic.gov.au>] to assist with investigations on 'child protection' (e.g., abuse, neglect and ill treatment).
2. to a member or officer of a law enforcement agency e.g., Police for use in assisting with investigations.

- the Approved Provider, Nominated Supervisor on duty to investigate situations that may have occurred.

STORAGE OF FOOTAGE

CCTV footage is kept in a secure location at the FDC Service for a period of up to 30 days.

Any recorded footage will be destroyed or de-identified when it is no longer needed for the purpose it was collected.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR/FDC EDUCATOR WILL:

- comply with current CCTV Australian laws to ensure-
- all families have been notified in writing about the surveillance devices at the FDC Service including:
 - the kind of surveillance to be carried out (CCTV camera)
 - how the surveillance will be carried out (access to cameras by phone or monitor)
 - when the surveillance will start and if it will be continuous or intermittent (based on a verbal agreement between the Parent & Educator)
 - whether the surveillance will be for a specified limited period or ongoing
 - who has access to the footage (police, legal representatives)
 - how and when the footage will be deleted (Automatically)
- all cameras are clearly visible
- signs are placed at the entrance of the FDC Service residence or approved venue to advise families, and visitors about the surveillance
- there is no external access to the footage (e.g., families cannot log in and view footage)
- cameras are not installed in private areas such as bathrooms or shower areas
- cameras are positioned to ensure the most effective coverage
- compliance with the Privacy Act, including handling of any personal information
- CCTV footage is kept secure and destroyed or de-identified when it is no longer required
- confidentiality is maintained at all times
- the time and date are correct and displayed
- a request to view a recording is in accordance with Australian law
- families are provided with a copy of this policy/ or access to this policy during enrolment or orientation to the FDC Service.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *CCTV Policy* will be reviewed on an annual basis in consultation with children, families, staff,

educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#)

Australian Government, Office of the Australian Information Commissioner. (2019). Australian Privacy Principles: <https://www.oaic.gov.au/privacy/australian-privacy-principles-guidelines/> [Education and Care Services National Regulations](#). (Amended 2023).

Fleming, J. (2016). Childcare centre safety. *Belonging Early Years Journal* (5)1, 86-88.

NSW Government, Office of the Children's Guardian *Child Safe Standards* (2020).

Privacy Act 1988

Workplace Surveillance Act 2005

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	APRIL 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	APRIL 2025
VERSION NUMBER	V30.04.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy review• no major changes to policy• Ombudsman hyperlink added		
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V4.10.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• National Model Code and the Guidelines added (not mandatory)• minor edits within policy• sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
OCTOBER 2023	<ul style="list-style-type: none">• annual policy review• no major changes to policy• updated National Regulations revised 2023• sources checked for currency		OCTOBER 2024

SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. “*At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.*” (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows Family Day Care (FDC) educators to actively engage in play and leisure opportunities that are meaningful to children and support their wellbeing, development

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
116	Assessments of family day care residences and approved family day care venues
119	Family day care educator and family day care educator assistant to be at least 18 years old
121	Application of Division 3
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care
127	Family day care educator qualifications

144	Family day care educator assistant
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care service
176	Time to notify certain circumstances to Regulatory Authorities

RELATED POLICIES

Administration of Medication Policy Adventurous (Risky and Nature) Play Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Emergency Evacuation Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Multi-Storey Building Policy Nappy Change and Toileting Policy Nutrition and Food Safety Policy Physical Environment Policy Road Safety Policy Safe Transportation Policy Sleep and Rest Policy Visitors to Family Day Care Residences Policy Water Safety Policy
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PURPOSE

Family Day Care (FDC) educators have a duty of care to ensure children are actively supervised at all times, maintaining a safe and secure environment adhering to Education and Care Services National Law and National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

FDC educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides FDC educators with the opportunity to support and build on children's play experiences. Our FDC Service will ensure no child or children are left alone with a visitor, student or volunteer.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The Family Day Care environment requires careful consideration for supervision as there may be a variety of ages of children attending for care and before/after school care. The FDC educator must respond to each child's developmental needs and provide a child safe environment at all times. Children may be involved in play in different parts of the FDC residence or approved venue and the educator will need to consider how to effectively supervise children. Supervision of infants and toddlers who are sleeping also need careful consideration to ensure the FDC educator can see and hear children. (See: *Sleep and Rest Policy*).

(Source: ACECQA, 2020).

Adequate supervision means:

- that the FDC educator can respond immediately to a child
- knowing where children are at all times and monitoring their activities actively and diligently
- the FDC educator using different skills when supervising and engaging with children—monitoring changes in noise and stress levels, using peripheral vision and changing position regularly
- assessing the risks in the environment and experiences children are engaged in when providing supervision.

(Source: ACECQA, 2024).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR /FDC COORDINATOR WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure engaged FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure a copy of this policy is provided to all newly engaged FDC educators , students and volunteers and staff as part of their induction process
- provide families with a copy of this policy upon enrolment
- ensure that the Family Day Care approved residence or approved venue is organised and maintained to facilitate effective supervision of children while maintaining the rights and dignity of all children
- assist in the development and regular review of supervision plans and strategies for both the indoor and outdoor area which will support the FDC educator and educator assistant (if in attendance) to position themselves effectively to allow them to observe the maximum area possible
- provide FDC educators and educator assistants with information and guidance to ensure a range of strategies are used to provide effective supervision in any situation/environment including conducting regular head counts
- ensure additional risk assessments are conducted for FDC residences/venues located in multi-storey buildings to ensure adequate supervision (See: *Multi-storey Building Policy*)
- conduct a thorough review of any risk assessments submitted for transportation of children and excursions to ensure supervision is adequately planned for before approving
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24-hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event
- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the FDC Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
- conduct a review of practices following a supervision related incident, such as a child being missing or unaccounted for, including an assessment of areas for improvement

- ensure all FDC educators hold an approved certificate III level (or higher)
- ensure students, volunteers and/or visitors are never left alone with a child whilst at the FDC Service under any circumstance
- ensure the required educator-to-child ratio and maximum number of preschool age children or under is adhered to at all times-
 - 1:7 educator to child ratio
 - Maximum of 4 children preschool age or under
 - Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them

FAMILY DAY CARE EDUCATOR/EDUCATOR ASSISTANT WILL:

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- conduct risk assessments taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and/or nappy change facilities
- develop, maintain and regularly review supervision plans and strategies for both the indoor and outdoor areas in collaboration with the coordinator and nominated supervisor.
- respond immediately to children, especially if they are distressed or in a hazardous situation
- promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- ensure each child will be within sight and/or hearing of the FDC educator or educator assistant
- actively engage with children to support their learning whilst actively supervising and observing children
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- avoid activities or actions that will distract them from supervision, such as speaking on the phone for prolonged periods of time, taking personal phone calls, checking mobile phones or administrative tasks
- implement vigilant supervision strategies for hygiene requirements including:
 - regular handwashing
 - toileting
 - cough and sneeze routines- using disposable tissues and handwashing
- respond to the different levels of supervision required due to children's ages and individual needs- (supervision of infants and toddlers will require children remaining in close proximity to the FDC educator, where older school aged children may be able to be effectively supervised whilst in the outdoor environment)
- conduct a risk assessment to determine how children are supervised while being transported [Reg. 102C]
- in the event of a child missing or unaccounted for, ensure the *Missing Child Procedure* is followed. (See *Incident, Injury, Trauma & Illness Policy*)
- ensure children are never left in an unattended vehicle under any circumstances. This applies even if the vehicle remains in sight of the FDC educator and/or educator assistant

- ensure adequate supervision is provided when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- ensure a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- ensure visitors (including students and/or volunteers) are never left alone with a child whilst at the FDC residence or approved venue under any circumstance
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- ensure supervision of sleeping children is active, effective and frequent [as per our supervision plan relevant to the ages and developmental stages of children attending the service [see: *Safe Sleep Policy/Procedure*]
- adhere to *Nutrition Food Safety Policy* to ensure provide supervision during mealtimes to prevent and manage allergy and anaphylaxis risks
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- ensure that hazardous equipment and chemicals are inaccessible to children

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- considering supervision of children when FDC residence/venue is located on different levels of a residence/building
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk (e.g. water play, climbing)
- making decisions and guiding FDC educators and educator assistants to make decisions about when children's play needs to be interrupted and redirected
- supporting FDC educators and educator assistants with specific strategies positioning, peripheral vision and monitoring children's arrival and departure from the FDC residence or venue

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Child Safe Environment Procedure Missing Child Procedure Risk Assessment Guide and Procedure Supervision Audit	Supervision Guidelines and Procedure (including <i>Head Count</i>) Supervision Plan Supervision Risk Assessment
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SOURCES

Australian Children's Education & Care Quality Authority. (2023). [*Active Supervision: Ensuring safety and promoting learning.*](#)

Australian Children's Education & Care Quality Authority. Children's Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard*. Occasional Paper 2. (2016).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. 2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Victoria Department of Education and Training. (2012). *Supervision* [Practice Note 12]:

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	MAY 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2025
VERSION NUMBER	V14.05.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• additional points added to strengthen policy for compliance focus• sources checked and repaired as required		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V9.04.24		
MODIFICATIONS	<ul style="list-style-type: none">• regular policy maintenance• some wording refined/reworded• related policies updated• minor formatting edits within text• sources checked and repaired as required		
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V10.04.24		
MODIFICATIONS	<ul style="list-style-type: none">• major review of policy- approved provider/nominated supervisor section separated from responsibilities of FDC educator/educator assistant• added information related to FDC qualification/approval of risk assessments/consideration of supervision in multi-storey buildings/ supervision strategies• sources checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

APRIL 2023	<ul style="list-style-type: none"> • minor formatting edits within text • additional information added re: supervision requirements for transportation of children/risk assessment • additional statement re: visitors to FDC service • hyperlinks checked and repaired as required • EYLF/MTOP sources updated to V2.0 • Continuous Improvement section added • Childcare Centre Desktop Resource section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	APRIL 2024
APRIL 2022	<ul style="list-style-type: none"> • policy maintenance • additional information regarding consideration of supervision added to implementation section • minor formatting edits within text • hyperlinks checked and repaired as required 	APRIL 2023
APRIL 2021	<ul style="list-style-type: none"> • policy review - minor edits • sources checked for currency 	APRIL 2022
APRIL 2020	rearranged some points for better flow amended National Regulations specifically for FDC additional information added in some sections supervision for handwashing added	APRIL 2021
APRIL 2019	Terminology changed to be specific to FDC services. Introduction changed Additional information added to points. Irrelevant information deleted.	APRIL 2020
APRIL 2018	Minor terminology changes made to improve understanding and implementation	APRIL 2019
DECEMBER 2017	Updated policy to comply with current National Quality Standard	APRIL 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	TBA

REPORTABLE CONDUCT SCHEME POLICY (VIC)

Our Family Day Care (FDC) Service is committed to the safety, wellbeing, and support of all children in our care. From January 1st, 2019, the Reportable Conduct Scheme has been implemented in Victoria. This aims to complement the [Child Safe Standards](#) and other existing child safety measures and ensure that timely reports are made and investigated should there be allegations against employees, volunteers, or visitors of the Service (State of Victoria [Commission for Children and Young People], 2018).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDRENS HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S162A	Child protection training
84	Awareness of child protection law
149	Volunteers and students
155	Interactions with children
165	Record of visitors
166	Children not to be alone with visitors
169 (2)g	Additional policies and procedures- family day care service

RELEVANT LAWS

Child Wellbeing and Safety Act 2005 (Vic)

Children, Youth and Families Act 2005 (Amended 2014) (Vic)

<i>Commission for Children and Young People Act 2012 (Amended 2014) (Vic)</i>
<i>Failure to Disclose 2014 (Under Section 327 of the <i>Crimes Act 1958</i> [Vic])</i>
<i>Failure to Protect 2015 (Under Section 327 of the <i>Crimes Act 1958</i> [Vic])</i>
<i>The Charter of Human Rights and Responsibilities Act 2006 (Vic)</i>
<i>Working with Children Act 2005 (Vic)</i>
<i>Family Law Act 1975 (Cth)</i>
<i>Crimes Act 1958 (Vic)</i>

RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Child Safety and Wellbeing Policy Code of Conduct Policy Dealing with Complaints Policy	Privacy and Confidentiality Policy Recruitment Policy Supervision Policy Visitors to FDC Residence and or Venue Policy
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PURPOSE

The approved provider, coordinators and FDC educators are committed to identifying possible risk and significant risk of harm to children and young people at the Family Day Care Service. We understand our duty of care to protect children from all types of abuse, including protecting them from potential abuse that could occur within the service by employees, visitors, students or contractors. It is therefore imperative that all staff have a thorough knowledge and understanding of the requirements of the Reportable Conduct Scheme, which seeks to improve the responses of organisations to allegations of child abuse and neglect by their employees or volunteers.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

DEFINITIONS

Reportable Conduct

There are five types of 'reportable conduct':

- Sexual offences committed against, with or in the presence of a child.
- Sexual misconduct committed against, with or in the presence of a child.
- Physical violence against, with or in the presence of a child.
- Any behaviour that causes significant emotional or psychological harm to a child.
- Significant neglect of a child.

Head of the organisation

The structure of the organisation will determine the 'head'. In Early Childhood Services this will likely be the Approved Provider, or Chief Executive Officer (CEO) of larger organisations.

Failure to disclose

Under the *Crimes Act 1958* (Vic) all adults must make a report to the Victoria Police if they hold a reasonable belief that a sexual offence has been committed by an adult against a child under the age of 16 years.

Failure to protect

Under the *Crimes Act 1958* (Vic) a person in a position of authority in an organisation must act to reduce or remove a substantial risk to a child under 16 years of age who is under their care or supervision who may become the victim of sexual abuse committed by an adult associated with their organisation.

Mandatory reporters

Professional groups, including early childhood teachers and workers, who are mandated under the *Children, Youth and Families Act 2005* (CYFA) (s. 182) to report a reasonable belief of child physical or sexual abuse to child protection authorities. (Source: Victorian Government: Child Protection Manual).

Reasonable grounds

A belief on reasonable grounds is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example,

- a child states they have been physically or sexually abused
- a child states they know someone who has been physical or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child states the child has been physically or sexually abused
- professional observations of the child's behaviour or development leads the mandated professional to form a belief the child has been abused or is likely to be abused
- signs of physical or sexual abuse leads to a belief the child has been abused.

(Source: Victorian Government, CCYP)

IMPLEMENTATION

The Head of the organisation must:

- be fully aware of, and knowledgeable about the responsibilities of the head of an organisation, which include all points below
- sign up and maintain a subscription for Commission updates in order to maintain current knowledge on Child Protection issues in Victoria (See Resources).
- ensure there are systems in place to prevent child abuse (See: *Child Safety and Wellbeing Policy*; *Child Protection Policy*, *Child Safe Environment Policy*)
- ensure allegations are brought to the attention of appropriate persons for investigation and response
- ensure that all allegations based on reasonable grounds are reported, including allegations made against employees who do not have direct contact with children, and conduct that allegedly occurred outside of their work
- contact 000 if they have immediate safety concerns about a child or young person

- Contact the Commission if unclear on whether or not a reportable allegation should be made about a person: Phone 1300 78 29 78
- Email: contact@ccyp.vic.gov.au
- gather the information required to complete the report. *Note: The types of information required can be found in Appendix A.*
- notify the Commission within three business days of becoming aware of a reportable allegation, using the online forms found at <https://ccyp.vic.gov.au/reportable-conduct-scheme/notify-and-update/> *Note: You are not able to save the form once commenced: It must be completed in one session.*
- make a report to Victoria Police as soon as you aware that a reportable allegation may involve criminal conduct (if any reportable allegation involves suspected criminal behaviour, notify both the Victoria police and the Commission)
- understand that police investigations take priority over reportable allegation notifications and as such the organisation's investigation may need to be deferred until the police investigation has been completed
- provide the Commission with details of who is conducting the investigation
- begin an investigation using the CCYP Investigation Guide (see Resources)
- manage risks to children whilst undertaking the investigation
- maintain detailed and objective notes on all aspects of the investigation
- provide the Commission with updates on the organisation's response to the allegation via the online forms
- assess the evidence and make a decision based on the strength of the evidence as to whether or not the Reportable Conduct occurred
- provide the Commission with detailed information on the reportable allegation and any action taken within thirty calendar days of the initial notification via the online forms. This should include (Source: CCYP Information sheet 8: Investigation findings.):

The findings:

- *Substantiated* - This finding should be used when a decision maker has decided that the reportable conduct has been proven to have happened on the balance of probabilities. The evidence suggests it is more likely than not that the reportable conduct happened because there is enough reliable, convincing, evidence of weight.
- *Unsubstantiated - insufficient evidence* - This finding should be used when there was some evidence of weight to support the allegation, but not enough for the decision maker to make a substantiated finding. The evidence does not suggest that it is more likely than not that the reportable conduct happened.
- *Unsubstantiated - lack of evidence of weight* - This finding should be used when there is not enough evidence to properly investigate the allegation, or the small amount of evidence available is contradictory or confusing. There is not enough evidence to establish whether the reportable conduct did, or did not happen.
- *Unfounded* - This finding should be used when there is strong evidence that the reportable conduct did not happen. The evidence suggests that it is more likely than not that the reportable conduct did not happen.
- *Conduct outside scheme* - This finding should be used when the decision maker has investigated the conduct and, although the conduct occurred, it does not fit any of the

types of reportable conduct listed in the Act. An example of this might be slapping a child's hand away from a hot stove.

The reasons for the finding, which should explain:

- How the investigation was done.
- The evidence that was collected and how it was assessed.
- Whether the evidence was relevant and reliable.
- How the evidence supported or contradicted the allegation of Reportable Conduct.
- How convincing the evidence was in all of the circumstances.
- Seek help from the Commission if there are any concerns or guidance is required:
Phone: 1300 78 29 78
- Understand that the Reportable Conduct Scheme does not replace the legal requirement to report allegations to the Victoria Police.

THE APPROVED PROVIDER/MANAGEMENT AND COORDINATORS WILL ENSURE:

- a robust recruitment process is implemented with effective pre-employment screening including at least 2 reference checks, WWCC and where applicable National Police criminal history checks
- induction includes relevant information on child safe practices adhering to the new Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures
- new employees (including the nominated supervisor and staff members), engaged FDC educators, students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand the Child Protection Law and their obligations and mandatory reporting duties to ensure the safety and well-being of children at the FDC service
- that they, and all employees and engaged educators have an in-depth understanding of the Reportable Conduct Scheme and how to notify reportable conduct
- all employees and educators are aware of who holds the position of 'head of organisation'
- there are systems in place to prevent child abuse
- that they, and all educators maintain a current Working with Children Check
- all student and volunteer WWCCs are verified prior to placement. Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children (*best practice*). The approved provider will keep a record for each day a student or volunteer participates in the service including date and hours of participation
- that they, and all educators follow policies and procedures concerning Child Protection, Child Safe Environments, Child Safety and Wellbeing – including the [New Child Safe Standards](#) for Victoria and Reportable Conduct
- allegations are immediately brought to the attention of the Head of the organisation
- that they will notify the Commission of any alleged Reportable Conduct if the Head of the organisation fails to do so for any reason
- educators employ '*active supervision*' strategies at all times
- visitors, students are never left with children unsupervised

FAMILY DAY CARE EDUCATORS WILL ENSURE:

- that they have a thorough understanding of their duty of care in relation to Child Protection
- that they maintain a current Working with Children Check (WWCC)
- that they have an in-depth understanding of the Reportable Conduct Scheme and how to notify Reportable Conduct
- they have a thorough understanding, and follow all policies and procedures concerning Child Protection, the new Child Safe Standards, and Reportable Conduct
- all allegations are immediately brought to the attention of the Head of the organisation and/or the Nominated Supervisor and/or Responsible Person
- they contact 000 if they have any immediate safety concerns about a child or young person
- that they will notify the Commission of any alleged Reportable Conduct if the Head of the organisation and/or the Nominated Supervisor and/or Responsible Person fails to do so for any reason
- that they understand that failure to comply with the Reportable Conduct Scheme requirements may lead to their Working with Children Check being revoked
- they are always actively supervising children whilst providing education and care in their residence or approved venue
- to keep a record of all visitors to the FDC residence or approved venue
- visitors and/or students are never left alone with a child whilst at the service under any circumstance.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Reportable Conduct Scheme Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

RESOURCES

Subscription to Commission updates:

<https://ccyp.vic.gov.au/contact-us/sign-up-for-commission-updates/>

Information sheets

Available from <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/>

[Information sheet 1: About the Reportable Conduct Scheme](#)

[Information sheet 2: What is reportable conduct?](#)

[Information sheet 3: Responsibilities of the head of an organisation](#)

[Information sheet 4: Investigation overview](#)

[Information sheet 5: Other reporting obligations](#)

[Information sheet 6: Child Safe Standards and Reportable Conduct Scheme](#)

[Information sheet 7: Reporting to the Commission](#)

[Information sheet 8: Investigation findings](#)

[Information sheet 9: Sexual misconduct](#)

[Information sheet 10: Physical violence](#)

[Information sheet 11: Significant neglect](#)

[Information sheet 12: Historical allegations](#)

[Information sheet 13: Workers and volunteers](#)

[Information sheet 14: Commission own motion investigations](#)

[Information sheet 15: Identifying the head of an organisation](#)

[Information sheet 16: Reviews of Reportable Conduct Scheme and Child Safe Standards decisions made by the Commission](#)

[Information sheet 17: Reporting past harm or abuse as an adult](#)

[Information sheet 18: Behaviour that causes significant emotional and psychological harm](#)

[Frequently asked questions](#)

NOTIFICATION FORMS

Available from <https://ccyp.vic.gov.au/report-an-allegation/notify-about-a-reportable-allegation/>

Three-day notification – head of organisation

- 30-day update
- Investigation outcome update
- Investigator update
- Other information update

SOURCES

Australian Government: Australian Institute of Family Studies. (2022). [Australian child protection legislation](#) [CFCIA resource sheet].

State of Victoria (Commission for Children and Young People). (2024). [Investigation findings](#) [Information sheet 8].

State of Victoria (Commission for Children and Young People). (2024) [Reportable conduct scheme](#).

Victoria State Government. Department of Families, Fairness and Housing (DFFH). (2021). [Child protection manual](#).

[Victoria State Government. \(2022\). Family Violence Information Sharing Scheme](#)

[Victoria State Government. \(2021\). Information Sharing guides, templates and tools](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NOVEMBER 2025
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	NOVEMBER 2024
VERSION NUMBER	V6.11.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• sources checked and updated as required		
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V5.11.23		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance- minor formatting changes• additional information added re: students/volunteers' knowledge of Child Protection Law• reviewed and updated resources/sources		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
NOVEMBER 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy information related to Child Safe Standards and associated policy added hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added 	NOVEMBER 2023
NOVEMBER 2021	<ul style="list-style-type: none"> additional related policies addition of new Child Safe Standards Victoria (effective from July 2022) information related to recruitment and induction added visitors not to be left unsupervised with children at any time sources checked for currency 	NOVEMBER 2022
NOVEMBER 2020	<ul style="list-style-type: none"> Policy reviewed minor editing sources checked for currency 	NOVEMBER 2021
NOVEMBER 2019	New policy created for Family Day Care Services	NOVEMBER 2020

Appendix A: Information the Commission will require for a Reportable Conduct Notification.

Three business day notification	30 calendar day update	Advice on investigation	Outcomes of investigation	Additional documents
<ul style="list-style-type: none"> Name of the worker or volunteer Date of birth Police report Organisation contact details Head of organisation's name Initial advice on the nature of the allegation 	<ul style="list-style-type: none"> Details of the allegation Details of your response to the allegation Details about any disciplinary or other action proposed Any written response from the 	<ul style="list-style-type: none"> Name of investigator Contact details <p><i>As soon as practicable</i></p>	<ul style="list-style-type: none"> Copy of findings and reasons for the findings Details about any disciplinary or other action proposed Reasons for taking or not taking action <p><i>As soon as practicable</i></p>	<ul style="list-style-type: none"> The Commission may request further documents from the head of the organisation

	worker or volunteer about the allegation and the proposed disciplinary or other action			
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Source: State of Victoria (Commission for Children and Young People). (2018). *Reporting to the Commission* [Information sheet 7].

ANIMAL AND PET POLICY

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy and improved communication. Having a pet in an early childhood environment enables children who are not otherwise exposed to animals learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Our Family Day Care Service will ensure that no animal poses a health or safety risk to children, adults or visitors in approved family day care residences or venues.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
116	Assessments of family day care residences and approved family day care venues
116 (2)	Risk posed by animals
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Assessment, approval and re-assessment of approved family day care residence and/or venue policy	Managing Unidentified Dogs Policy Physical Environment Policy Sandpit Policy
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Educational Program Policy	Snake Awareness Policy
Environmentally Responsible Policy	Supervision Policy
Hand Washing Policy	Work Health and Safety Policy

PURPOSE

Having a pet at our Family Day Care (FDC) Service can be a valuable part of children's education enriching their learning about nature, ecology and relationships. Our FDC Service aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the FDC educator's residence and/or approved venue educating children in the proper care of animals.

SCOPE

This policy applies to the approved provider, coordinators, educators, educator assistants, children, families, students, volunteers and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and provide basic natural science experiences. If the educator wishes to have a pet in their Family Day Care residence or approved venue, they must make all the decisions in consultation with the approved provider/ coordinator and families. An assessment of each residence is conducted at least annually to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected. Regulation 116 includes ensuring the risk posed by any animals at the residence/or venue is considered during the annual assessment.

Whilst there are several benefits to keeping animals within a family day care residence, there are also a range of concerns which need to be considered to ensure the safety and wellbeing of both the children and the animals. Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our service will help them learn about life cycles and relationships and improve communication skills. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

QUESTIONS TO CONSIDER PRIOR TO HAVING A PET AT THE FDC APPROVED RESIDENCE OR VENUE

- Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?
- What physical space is available in the FDC residence? Is it adequate for the animal you are considering?
- Is the FDC educator and families happy with the decision to keep an animal at the service?
- What time will be available throughout the day to care for the animal?
- Are there any children or adults residing at the family day care residence who are allergic to, or have phobias of, animals?
- What changes to Service's policies and procedures need to be considered? For example, hand washing policy will need to be updated to include washing hands after having contact with the animal.

- What are the health and safety risks?

OTHER THINGS TO CONSIDER INCLUDE

- Some animals, such as lizards, turtles, snakes, spiders and tropical fish may not be an appropriate choice. Check with a veterinarian if you are unsure whether an animal is suitable for children and check with the local health department for regulations and advice regarding animals in family day care services/residences. Some states and territories require a license for keeping certain animals.
- Animals that may be more likely to be suitable for family day care may include goldfish, hermit crabs, stick insects, mice or rats. All these animals are relatively low maintenance and can be left safely over a weekend if they are provided with enough food and water.

ASSESSING AND MANAGING RISKS

Whilst there are many benefits to providing children with access to animals and keeping pets at the family day care residence, there are matters that management and educators need to consider for the safety and wellbeing of both the children and the animals concerned prior to choosing a pet or having an animal visit the Service.

A risk assessment should therefore be conducted when deciding the type of animal and the way the children engage with it. The risk assessment should be reviewed every 12 months.

Potential risks may include:

- diseases- from birds (Parrot fever -psittacosis) and other animals
- injury due to biting, kicking or pushing a child over (e.g., farm animals, dogs)
- scratching (e.g., chickens, rabbits, guinea pigs)
- pests and vermin (snakes, rats, mice)
- allergies (e.g., bees, wasps, ants)

DISEASE

As animals can spread disease, access to animals at the FDC residence requires special consideration to prevent this. Health authorities identify that germs can be present on the skin, hair, feathers and scales, and in the faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans.

EFFECTIVE HAND WASHING AND CLEANING

Children and adults should employ effective hand washing after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures. However, it is important to engage children with these tasks as they learn responsibility through ‘hands on’ learning experiences.

APPROPRIATE SUPERVISION AND CLOTHING

Children should also be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.

Ensure children wear appropriate clothing and footwear when handling animals and pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more

apparent when animals are kept at the FDC residence.

FDC SERVICE PETS

- The educator should prepare children for the animal visit, gaining perception into how the children may react to the pet.
- The educator, children and families should consider the rationale for having a pet and long-term implications of such a decision prior to getting the pet.
- All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water.
- **Pet and animal droppings** cleared or inaccessible to children in outdoor areas, exclude dogs from children's play areas; **finger proof pet enclosures**; supervise pet interactions with children.
- Food will be made available for all pets and animals but kept out of reach of children at all times.
- Any animal or pet kept at the family day care residence will be regularly fed, cleaned, vaccinated, and wormed (as appropriate), and checked for fleas and diseases.
- Animals including pets will not be allowed in the sand pit or any other play area. In event that this happens, educators will refer to and adhere to the *Sand Pit Policy*.
- Animals including pets will never be taken into the food preparation area/kitchen nor will they have access to the eating or sleeping areas, toys, bedding, eating surfaces and/or utensils.
- Anyone who has handled the animal or pet will immediately wash their hands.
- Children's animal or pets will only be allowed in the educator's residence with granted permission from the coordinator and educator.
- The educational program will include how to properly care for animals and how to treat them appropriately.

UNINVITED ANIMAL VISIT

There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the FDC residence or approved venue. Depending upon the type of animal or bird the educator may use this as a spontaneous learning experience for the children. At all times the highest priority will be to ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous such as a snake or spider, educators will contact an appropriate authority for assistance.

Victoria: [Wildlife Victoria](#): Australian Wildlife Emergency Response 03 8400 7300

New South Wales: [NSW Wildlife Information, Rescue and Education Service](#) Inc. (WIRES) 13 000 WIRES - 13 00 094 737

A professional should monitor the animal's movements to ensure a speedy and efficient capture, but priority is to be given to educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by educators, children or families.

VISITS FROM CHILDREN'S PETS

Occasionally a child may have a new pet such as a puppy or kitten that they wish to bring to the

service to show their peers and educator. Whilst this provides a wonderful learning experience for children, families must be advised to seek permission from the educator prior to bringing in the pet. A risk assessment should then be completed before giving permission to the family. Families should also be advised that pets visiting the service that are not confined (for example, in a fishbowl or bird/mouse cage) must not be left at the service but be taken with the family member at the conclusion of their visit.

PESTS AND VERMIN

- The coordinator or approved provider will monitor any occurrences at the FDC residence to determine the success of control measures.
- If pests and/or vermin are seen, or evidence of pests and/or vermin such as droppings, the FDC educator must take the necessary action to arrange for an inspection
- The FDC educator is responsible for arranging pest control visits for their home as required.
- Where appropriate, the educator will discuss safety issues relating to dangerous products, plants, vermin and objects with the children.
- FDC educators will thoroughly clean all areas that pests have accessed in the residence/property with disinfectant.
- If the remains of animal or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected.
- FDC educators are responsible for assessing any situation where animals are involved to ensure the health, safety and wellbeing of children, families and animals.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Animal and Pet Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Risk Assessment Action Plan- Pets/Animals

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

Bone, J. (2013). The animals as the fourth educator: A literature review of animals and young children in pedagogical relationships. *Australasian Journal of Early Childhood* 38(2). Deakin West, ACT: Early Childhood Australia.

Early Childhood Australia Code of Ethics. (2016).

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Elliott, S., McCrea, N., Edwards, H., & University of New England. (2012). Sustainable outdoor play spaces in early childhood centres: Investigating perceptions, facilitating change and generating theory.

Guide to the National Quality Framework. (2017). (Amended 2023).

Kidsafe NSW Inc. <https://kidsafe.com.au/>

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.).

NSW Government Department of Health. (2018). Petting zoos and personal hygiene fact sheet. Retrieved from <https://www.health.nsw.gov.au/Infectious/factsheets/Pages/petting-zoos-and-personal-hygiene.aspx>

Revised National Quality Standard. (2018).

Western Australian Education and Care Services National Regulations

REVIEW

NEXT REVIEW	[REVIEWED BY]	[POSITION]	SEPTEMBER 2025
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	SEPTEMBER 2024
VERSION NUMBER	V3.09.24		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• hyperlinks checked and repaired as required• added section to FDC service pets section regarding enclosures		
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V6.9.23		
MODIFICATIONS	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• sources checked for currency• Continuous improvement/reflection section added• CCD related resource section added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	<ul style="list-style-type: none">• policy maintenance - no major changes to policy• hyperlinks checked and repaired as required• link to Western Australian Education and Care Services National Regulations added in 'Sources'		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none">• minor formatting edits• consistency of use of FDC residence/approved venue terms in policy• addition of Educational Program Policy• sources checked for currency		SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none">• additional regulations added re: assessments of residence• risk assessment inclusions• pest control certificates• links added to state/territory contacts for wildlife assistance• policy more relevant to family day care educators		SEPTEMBER 2021

SEPTEMBER 2019	<ul style="list-style-type: none"> • Sentences reworded/refined. • Additional information added. • New section added – Visits from children's pets. • Sources/references corrected, updated, and alphabetised. • Related policies alphabetised. 	SEPTEMBER 2020
SEPTEMBER 2018	<ul style="list-style-type: none"> • New policy created for Family Day Care Services 	SEPTEMBER 2019

CORONAVIRUS (COVID-19) MANAGEMENT POLICY

(Effective from 27 July 2022)

Introduction

Our Service has been responding to the Coronavirus (COVID-19) pandemic since March 2020 by implementing a range of explicit measures to manage the risk of COVID-19. Our duty of care and responsibilities to children, parents, families, educators and staff to provide a safe environment remain our priority.

The COVID-19 pandemic is still active in Australia, however management of COVID-19 in the community and workplace has changed significantly in each state and territory as the majority of the ECEC workforce is vaccinated and the Omicron COVID-19 variant is less severe than the original Delta strain.

However, Australia is currently seeing a third wave of COVID-19 due to subvariants BA.4 and BA.5. The chances of reinfection of COVID-19 is higher due to these subvariants being better able to evade immunity from vaccination. Vaccination, and booster vaccinations are still recommended to strengthen protection against COVID-19.

This policy has continued to be updated over the past 2 years to reflect current Public Health Orders related to vaccinations, wearing of face masks, self-isolation for close contacts, use of Rapid Antigen Tests (RATs) and other COVIDSafe requirements.

As there are NO standard COVIDSafe principles for all states and territories Education and Care Services are required to check with the regulatory authority in their state/territory and implement practices in their setting to limit the spread of transmission of any variant of COVID-19. [All of [The COVID-19 Test and Isolate National Protocols](#) do not apply across all states and territories.]

Recommendations within this policy should be viewed as best practice.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness

87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
93	Administration of medication
110	Ventilation and natural light
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
173 (2)(g)	Prescribed information to be displayed- centre based service and family day care service, a notice stating that there has been an occurrence of an infectious disease at the premises or venue

RELATED POLICIES

Control of Infectious Diseases Policy Family Communication Policy Hand Washing Policy Health and Safety Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Families and Staff Policy	Medical Conditions Policy Nappy Change & Toileting Policy Payment of Fees Policy Privacy and Confidentiality Policy Physical Environment Policy Sick Children Policy Work Health and Safety Policy
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PURPOSE

To provide consistency and clarity on the management of COVID-19 in education and care services including preschool, long day care, out of school hours care, vacation care, family day care, mobile and occasional care services.

SCOPE

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

IMPLEMENTATION

This policy is guided by recommendations and health measures by the Australian Government, local Public Health Units and the Regulatory Authority in Department of Health Victoria to promote evidence-based COVID-safe behaviours to help minimise the community transmission of COVID-19. The *National Guiding Principles for Managing COVID-19 in Schools and Early Education and Care Services* state that ECEC services are essential and should remain open wherever possible in outbreak situations. ECEC workers are designated as ‘essential workers’ in all jurisdictions.

Our Service has a *COVID-19 Safe Plan* in place and a copy is available on our premises at all times. This policy must be read in conjunction with our other Service policies:

- Sick Children Policy



- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy
- Handwashing Policy
- Health and Safety Policy
- Interactions with Children, Families and staff Policy
- Payment of Fees Policy

Risk Management

Our Service has effective and systematic risk management processes in place to identify any possible risks and hazards to our learning environment and practices related to COVID-19. Where possible, we have eliminated or minimised these risks as are reasonably practicable. Control measures are reviewed in consultation with staff members and effectively communicated with families and visitors. Due to the constant changes in managing our Service during the pandemic, our approach to risk management is ongoing and fluid.

Our Service implements health and safety procedures as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council as part of our day-to-day operation of the Service. During the pandemic, we have increased our health and safety procedures by implementing a combination of COVID-safe practices including:

- adhering to mandated COVID-19 vaccinations for all ECEC staff and visitors (including booster vaccinations in state/territories where this is mandated by a PHO)
- maintaining an accurate workplace attendance register for all staff, parents, visitors at all times (including contact phone numbers) as per National Regulations
- wearing of face masks and other PPE (as required)
- ensuring staff maintain physical distancing of 1.5m from each other, especially in tea rooms (where possible)
- enhanced personal hand and respiratory hygiene for children, staff and parents (including cough and sneeze hygiene)
- improving ventilation in indoor spaces and adhering to any ‘ventilation plans’ implemented in schools or buildings as per Department of Health guidelines in Victoria.
- where possible, moving lessons and activities to outdoors to reduce transmission between groups
- managing situations where children are required to queue- waiting their turn to use bathroom for handwashing or toileting, waiting their turn to use a piece of equipment etc.
- full adherence to the NHMRC childcare cleaning guidelines and cleaning and disinfecting high touch surfaces at least twice daily, washing and laundering play items and toys
- restricting the number of visitors to our service - for example:
 - use of QR codes for all visitors to our Service
 - not permitting parents to enter the Service
 - using signage and markings on the floor to indicate a 1.5 metre mark for parents/families to use
 - ensuring face masks are worn by all adults (staff and visitors) at all times in indoor settings (subject to exemptions)

- ensuring face masks are worn by staff when engaging with other adults, such as during pick up and drop offs
 - requiring all staff to wear face coverings when not working directly with children in areas of the service
- communicating with parents of children who have chronic medical conditions or immunosuppression as they may be at an increased risk of disease and require additional ongoing support/care
- conducting COVID-safe risk assessments for any group outings to public places (excursions to local shops, schools, libraries)
- conducting COVID-safe risk assessments for any large group celebrations and adhering to Department of Health Victoria restrictions for groups size, square metre allowance and other measures

Vaccinations for COVID-19 in ECEC settings

As children aged 0-4 years are not currently eligible for COVID-19 vaccination, reinforcing prevention strategies in ECEC settings is a priority. Vaccination is the leading public health prevention strategy to ending the COVID-19 pandemic. Each State/Territory have had their own Public Health Orders related to mandatory vaccinations for education and care services. While no longer mandated, decisions about vaccination can be made at a local level based on the requirements of each service. Approved Providers are encouraged to review their own COVID-19 vaccination related policies, procedures, work health and safety obligations and risk management strategies.

Handwashing/personal hygiene measures

Effective handwashing remains a vital strategy to help reduce the spread of the COVID-19 virus.

Our Service will ensure:

- all employees, parents, children and visitors must wash their hands with soap and water or use the alcohol-based hand sanitiser provided upon arrival to the Service
- educators and staff must adhere to our *Handwashing Policy* at all times
- children are supervised when washing hands
- educators and staff must adhere to effective food preparation and food handling procedures
- educators will wash their hands or use alcohol-based sanitiser, before wearing gloves and wash their hands after wearing gloves
- hands must be washed thoroughly using soap and water before and after using the toilet
- cough and sneeze etiquette must be used- cover your cough and sneeze with your hand or elbow

Managing a positive case of COVID-19

Testing and isolation are no longer mandatory in ECEC settings as per the updated health advice and National Protocols. [[COVID-19 Test and Isolate National Protocols](#)].

To assist our service manage the risk of transmission of COVID-19 (especially the Omicron and other subvariants) management will:

- remind families that any person (employee, enrolled child, parent, caregiver, visitor or contractor) who is displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath, should have a PCR or Rapid Antigen Test and not attend our Service under any circumstance until they receive a negative test result.

In the event of a positive case, management will:

- follow ECEC service actions/guidance provided by state regulatory authority
- ensure daily attendance records for staff, children and visitors are up to date
- provide Health Fact Sheets to families ([NSW Health fact sheet for families](#))
- provide information about [getting tested for COVID-19](#)
- conduct a thorough clean of the service

National Protocols require:

- any person who tests positive to COVID-19 to inform their workplace/employer, school and early childcare facility and any other social contact they have spent time with from the 2 days they started having symptoms or 2 days before they tested positive. COVID-19 can be confirmed by a positive Rapid Antigen Test (RAT) or a polymerase chain reaction (PCR) test.
- register positive test results (refer to each [State/territory Health Department](#))
- anyone who tests positive to COVID-19 to self-isolate for at least 7 days from the day they test positive.

Close Contacts

Updates have been made to the '*close contact*' requirements in most states and territories [May 2022].

Close contacts are required to:

- wear a face mask at all times when outside the home
- undertake rapid antigen tests on 5 during the 7 days after exposure OR test for COVID-19 if symptoms develop
- not attend vulnerable settings for 14 days unless in exceptional circumstances
- work from home where possible
- notify employer, early childcare setting or education setting
- children who are close contacts may be required to submit negative RAT tests to attend an education and care service [Check your state/territory for further clarification]

STATE SPECIFIC INFORMATION

VICTORIA	Managing a confirmed case of COVID-19 in early childhood education and care services Current COVIDSafe settings for business and industry in Victoria
NSW	Managing COVID cases NSW Health close contact guide
QUEENSLAND	Managing a confirmed case of COVID-19 Guidelines for close contacts Queensland
NORTHERN TERRITORY	Close Contacts Business and work
SOUTH AUSTRALIA	Managing a confirmed case of COVID-19 Close Contact advice South Australia
TASMANIA	COVID care Tasmanian Government Close Contacts
WESTERN AUSTRALIA	Education and Care Regulatory Unit COVID-19 preparation and response guidelines for early childhood services

	<u>COVID-19 close contacts</u>
AUSTRALIAN CAPITAL TERRITORY	<u>Managing a confirmed case of COVID-19 in education and care services</u>
	<u>Information for people who test positive for COVID-19</u>

Unwell children at our Service

As per our *Sick Child Policy* we reserve the right to refuse a child into care if they:

- have a contagious illness or infectious disease
- have been in close contact with someone who has a positive confirmed case of COVID-19 and display COVID symptoms [or are unable to provide a negative RAT test- or as per Department of Health (Victoria) regulations and guidelines.
- are unwell and unable to participate in normal activities or require additional attention
- have had a temperature/fever, or vomiting in the last 24 hours
- have had diarrhoea in the last 48 hours
- have been given medication for a temperature prior to arriving at the Service

What happens if our Service is forced to close?

The current health advice is that ECEC services should continue to remain open unless otherwise directed with risk mitigation measures in place. (DESE, 2022). Any decision to temporarily close our Service will be made in collaboration with our Regulatory Authority and all families will be notified immediately via email and/or phone.

The Approved Provider must notify the [Regulatory Authority](#) within 24 hours of any closure via the [NQA IT System](#) and the [Department of Education, Skills and Employment \(DESE\)](#) via the [Provider Entry Point \(PEP\)](#) or your third-party software provider.

Allowable Absences from childcare

For the 2021-22 and 2022-23 financial year, all Australian families can access 10 extra allowable absence days per child in this current financial year (i.e., 52 days) due to COVID-19.

These extra absences are to help services and families affected by COVID-19 but can be used for any reason. They will be applied automatically.

Waiving of gap fees

The gap fee is the difference between the Child Care Subsidy (CCS) the Government pays to a service and the remaining fee paid by the family. Until 30 June 2023, services can waive the gap fee and receive Child Care Subsidy (CCS) if a child is unable to attend care because:

- they, or a member of their immediate household, must isolate due to COVID-19.
- the service, or a room at the service, is closed on advice from the state or territory government due to COVID-19. This includes where:
 - a Family Day Care or In-Home Care educator isn't able to provide their usual service because they, or a member of their immediate household is quarantining or isolating
- the state or territory has restricted access to childcare in a region due to COVID-19.

Services must keep a record of the advice by a state or territory authority advising that they close and accurately reflect waived gap fees in the fee statements provided to parents. Check the [Australian Government Department of Education, Skills and Employment website](#) for further information regarding gap fee waiving general information.

Caring for a family member or emergency

If an employee cannot attend work due to caring for a family member due to COVID-19, they are entitled to take paid carer's leave. Casual employees are eligible to have 2 days unpaid carer's leave per occasion. See [Fair Work Act](#) for entitlements for casual, part time and full-time employees. Reasonable evidence is required to justify the absence.

Pandemic Leave Disaster Payment

This lump sum payment is available for people who can't work and earn an income due to:

- Self-isolation or quarantine due to COVID-19
- You are caring for someone who has to self-isolate or quarantine due to COVID-19.

From 10 January 2022 Services Australia will accept both Rapid Antigen Test (RAT) and Polymerase Chain Reaction (PCR) results. See: [pandemic leave](#) for further information.

Pandemic Leave is only available until 30 September 2022.

Waivers

The Approved Provider may apply to the Regulatory Authority for waivers for staff qualifications to minimise disruptions to our provision of care. Waivers for ratios will only be considered in exceptional circumstances. Waivers will be considered on a case-by-case basis. see: [NGA ITS Portal Emergency Management Help Guide](#)

Talking to children about COVID-19

As per our *Interactions with Children, Families and Staff Policy*, our Service is committed to maintaining positive interactions and relationships with children and their families. Information provided to children about COVID-19 will be age appropriate and sensitive to their emotional wellbeing. Educators will both acknowledge children's concerns and be open to discussions about COVID-19.

Communicating with families

Our Service will continue to provide regular communication with families and share information about COVID-19 as required. Due to the fluid nature of COVID-19 and the necessity for some staff members to be absent to care for their own children, our Service will endeavour to inform parents and families of any staff changes on a daily basis.

Caring for our community

Our Service is committed to continue to provide quality education and care to all children and support families responsibly during these unprecedented challenges of the COVID-19 pandemic. Knowing how to look after yourself, and others is very important during this crisis.

We will promote a safe and supportive environment by:

- reassuring children they are safe
- acknowledging and listening to children's questions
- promoting and implementing hygiene routines for handwashing and cough and sneezing
- keeping regular and familiar routines within our Service
- ensuring children eat well throughout the day
- engaging children in play, games and other physical activities
- being alert to children's level of anxiety and provide quiet and relaxing activities
- ensuring children are provided with rest and sleep when needed

- providing information to families and support services as required

Disclaimer

The information contained in this ‘draft’ policy is based on current information from the Australian Government Department of Education, Skills and Employment, Australian Government Department of Health, Australian Government- The Treasury, Family Assistance Law and Fairwork Ombudsmen (27 July 2022)

Information and resources

National Coronavirus (COVID-19) Health Information Line	1800 020 080 Call 131 450 for translating and interpreting service
Health Direct	1800 022 222
Public Health Unit- Local state and territory health departments	

[Australian Government Department of Education Skills and Employment- absences from child care due to local emergency](#)

[Beyond Blue Coronavirius \(COVID-19\) Supporting educators, children and young people](#)

[CCS Helpdesk 1300 667 276](#)

[Coronavirus \(COVID-19\) resources Australian Government](#)

[COVID-19 Infection control training](#)

[Emerging Minds Community Trauma Toolkit](#)

[Fairwork Australia- Coronavirus and Australian workplace laws](#)

[Healthdirect Coronavirus hub](#)

[Information on Social distancing](#)

[Local state and territory health departments](#)

[NSW Department of Education. \(March 2022\). COVID safety in early childhood education and care services: Guidance.](#)

[NSW Department of Education COVID-19 Management of confirmed case in early childhood education and care services NSW Department of Education](#)

[Queensland Department of Education. COVID-19 Confirmed case management process- early childhood education and care services. QLD Department of Education](#)

[Raising Children](#)

[Safe Work Australia](#)

State and Territory specific information

[ACT Health- Latest information about COVID-19](#)

[NSW Health alert COVID_19](#)

[Northern Territory Government Department of Health](#)

[Queensland Health – Novel coronavirus \(COVID-19\)](#)

[SA Health – COVID-19 health information](#)

[Tasmanian Government Department of Health – Coronavirus](#)

[Victorian Government Department of Health and Human Services – Coronavirus disease \(COVID-19\)](#)

Source

Australian Council of trade unions Coronavirus (COVID-19) Privacy at work

<https://www.actu.org.au/coronavirus>

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Health *Health Topics*

[Australian Government Department of Health Coronavirus \(COVID-19\)](#)

[Australian Government Department of Health. \(2022\). COVID-19 Test & Isolate National Protocols](#)

Australian Government Department of Health. Australian Health Protection Principal Committee (AHPPC)

statement on COVID-19, schools and early childhood education and care ([15 November 2021](#)).

Australian Government Fair Work Ombudsman *Coronavirus and Australian workplace laws* (updated 13 March 2020)

Australian Government Department of Education, Skills and Employment

Australian Government Department of Health

[Education and Care Services National Regulations](#). (2011).

Fair Work Ombudsman Coronavirus and Australian workplace laws (2020)

<https://coronavirus.fairwork.gov.au/coronavirus-and-australian-workplace-laws>

National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

NSW Government. Department of Education. (2021). COVID safety in early childhood education and care services:

Guidance.

Public Health Act 2010

Public Health Amendment Act 2017

Public Health and Wellbeing Regulations 2019 Victoria

The Australian Parenting website Raisingchildren <https://raisingchildren.net.au/guides/a-z-health-reference/coronavirus-and-children-in-australia>

Revised National Quality Standard. (2018).

Safe Work Australia (2020)

REVIEW

NEXT REVIEW DATE	AS REQUIRED	{REVIEWED BY}	
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	MAY 2024
VERSION NUMBER	V15.05.24		
MODIFICATIONS	<ul style="list-style-type: none">minor formatting edits within textpolicy maintenance – no major changes policy		
POLICY REVIEWED	MAY 2022	NEXT REVIEW DATE	As required
JULY 2022	<ul style="list-style-type: none">Policy reviewedMandated vaccination information removedLinks to state specific information checked and links repairedExtension of Pandemic LeaveExtension of additional absences (DESE)		
MAY 2022	<ul style="list-style-type: none">Policy updateChanges to close contact rulesRepeal of mandatory vaccinations (NSW)Broken links fixed		

	<ul style="list-style-type: none"> • Updated state by state information on managing COVID-19 in workplace
JANUARY 2022	<ul style="list-style-type: none"> • Re-write of Policy to reflect COVID-19 National Protocols and changes to managing a positive COVID-19 case in education and care settings • Update of WA links to Regulatory Authority • Policy Version 31 available in COVID-19 Archives
16 MARCH 2020	<ul style="list-style-type: none"> • original policy drafted

INCIDENT, INJURY, TRAUMA & ILLNESS POLICY

The health and safety of Family Day Care (FDC) educators, educator assistants, children, families and visitors to our Family Day Care (FDC) Service is of the utmost importance. We aim to reduce the likelihood of incidents, illness, accidents and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

We acknowledge that in FDC Services, illness and disease can spread easily from one child to another, even when implementing the recommended hygiene and infection control practices. Our FDC Service aims to minimise illnesses by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases and adhere to exclusion periods recommended by the Australian Government National Health and Medical Research Council (NHMRC) [Staying healthy guidelines](#) and Public Health Unit.

When groups of children play together and are in new surroundings accidents causing injuries and illnesses may occur. Our FDC Service is committed to effectively manage our physical environment to allow children to experience challenging situations whilst preventing serious injuries.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
Sec.165	Offence to inadequately supervise children
Sec. 174	Offence to fail to notify the regulatory authority
Sec. 174A	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
77	Health, hygiene and safe food practices

85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
93	Administration of medication
95	Procedure for administration of medication
97	Emergency and evacuation procedures
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
169	Additional policies and procedures-family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain circumstances to regulatory authority
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Dealing with Infectious Disease Policy Delivery of Children to, and collection from Education and Care Service Premises	Family Communication Policy Handwashing Policy Health and Safety Policy Immunisation Policy Medical Conditions Policy Pregnancy in Early Childhood Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy
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Diabetes Management Policy Enrolment Policy Epilepsy Policy	Road Safety Policy Safe Transportation Policy Work, Health and Safety Policy
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PURPOSE

Our FDC Service has a duty of care to respond to and manage illnesses, accidents, incidents, and trauma that may occur at the Service to ensure the safety and wellbeing of children, FDC educators, educator assistants, coordinators and visitors. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases and provide guidance of the required action to be taken in the event of an incident, injury, trauma or illness occurring when a child is educated and cared for.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for incident, injury, trauma and illness and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021). In the event of an incident, illness, injury or trauma, FDC educators will implement the guidelines set out in this policy to adhere to National Law and Regulations and management will inform the regulatory authority as required.

Our Service requires FDC educators to implement risk management planning to identify any possible risks and hazards in their learning environments and practices. Where possible, FDC educators have eliminated or minimised these risks as is reasonably practicable by implementing risk management strategies and providing adequate supervision to ensure children are protected from harm or hazards. FDC educators will follow this policy and procedures to minimise the impact of incidents and injury to children.

In the event of a serious injury or accident, an ambulance will be called immediately, and the FDC educator will follow any instructions provided by emergency services. FDC educators will ensure parents/guardians are contacted as soon as practicable and the principal office of our FDC Service will also be contacted.

Our FDC Service will ensure we review and evaluate our policies and procedures and ensure that educators' physiological wellbeing is supported following any serious incident, injury or trauma. The approved provider or nominated supervisor must be contactable by the FDC educator at all times education and care is provided.

An *Incident Injury Report Register* will be completed to assist with a review of practices following an incident or injury at a FDC Service, including an assessment of areas for improvement.

INJURY, INCIDENT OR TRAUMA

In the event of any child, educator, volunteer or visitor having an accident at the FDC Service, residence or venue, the FDC educator will attend to the person immediately and follow the *Administration of First Aid procedure*. The FDC educator will:

- ensure any workplace incident, injury or trauma will be investigated, and records kept as per WHS legislation and guidelines
- contact the nominated supervisor/coordinator for support and assistance
- ensure supervision is provided to other children in care at the residence or approved venue
- provide details for notification to the regulatory authority to the approved provider if the incident or injury is a notifiable incident
- complete an *Incident, Injury, Trauma and Illness Record* and ensure parents have verified the information, signed and dated the record
- keep a copy of all records on file at the FDC residence and principal office.

DEFINITION OF SERIOUS INCIDENT

Regulations require the approved provider or nominated supervisor to notify regulatory authority **within 24 hours of any serious incident at the FDC Service** through the [NQA IT System](#).

A serious incident (Reg. 12) is defined as any of the following:

- a) The death of a child:
 - (i) while being educated and cared for by an Education and Care Service or
 - (ii) following an incident while being educated and cared for by an Education and Care Service.
- (b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:
 - (i) a reasonable person would consider required urgent medical attention from a registered medical practitioner or
 - (ii) for which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb and anaphylaxis reaction
- (c) Any incident or emergency where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought (eg: severe asthma attack, seizure or anaphylaxis)
- (d) Any circumstance where a child being educated and cared for by an Education and Care Service
 - (i) Appears to be missing or cannot be accounted for or
 - (ii) Appears to have been taken or removed from the Education and Care Service premises in a manner that contravenes these regulations or
 - (iii) Is mistakenly locked in or locked out of the Education and Care Service premises or any part of the premises.

A serious incident should be documented in an *Incident, Injury, Trauma and Illness record* as soon as possible and within 24 hours of the incident, with any evidence attached.

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

An *Incident, Injury, Trauma and Illness record* contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for at the FDC Service. The record will include:

- name and age of the child

- circumstances leading to the incident, injury, illness
- time and date the incident occurred, the injury was received, or the child was subjected to trauma
- details of any illness which becomes apparent while the child is being cared for including any symptoms, time and date of the onset of the illness
- details of the action taken by the educator including any medication administered, first aid provided or medical professionals contacted
- details of any person who witnessed the incident, injury or trauma
- names of any person the educator notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and the time and date the record was made

FDC educators are required to complete documentation of any incident, injury or trauma that occurs when a child is being educated and cared for by the FDC Service. This includes recording incidences of biting, scratching, dental or mouth injury. Due to Confidentiality and Privacy laws, only the name of the child injured will be recorded on the *Incident, Injury, Trauma or Illness Record*. Any other child/ren involved in the incident will not have their names recorded. If other children are injured or hurt, separate records will be completed for each child involved in the incident. Parents/authorised nominee must acknowledge the details contained in the record, sign and date the record on arrival to collect their child. All *Incident, Injury, Trauma and Illness Records* must be kept until the child is 25 years of age. (See: *Record Keeping and Retention Policy*).

MISSING OR UNACCOUNTED FOR CHILD

At all times, reasonable precautions and adequate supervision is provided to ensure children are protected from harm or hazards. However, if a child appears to be missing or unaccounted for, removed from the FDC residence or venue premises that breaches the National Regulations or is mistakenly locked in or locked out of any part of the service, a serious incident notification must be made to the regulatory authority.

A child may only leave the FDC Service in the care of a parent, an authorised nominee named in the child's enrolment record or a person authorised by a parent or authorised nominee or because the child requires medical, hospital or ambulance care or other emergency.

FDC educators must ensure that

- the attendance record is regularly cross-checked to ensure all children signed into the FDC Service are accounted for
- children are supervised at all times
- visitors to the service are not left alone with children at any time
- a headcount of children is conducted as the visitor leaves the residence

Should an incident occur where a child is missing from the FDC Service, the educator will:

- attempt to locate the child immediately by conducting a thorough search of the residence and premise (checking any areas that a child could be locked into by accident)
- cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out by another person – e.g.: educator assistant or coordinator

- if the child is not located within a **10-minute** period, the educator will notify emergency services and notify the parent/s or guardian and the Approved Provider of the Family Day Care Service
- continue to search for the missing child until emergency services arrive whilst providing supervision for other children in care
- provide information to Police such as: child's name, age, appearance, (provide a photograph), details of where the child was last sighted.

If a child is missing during or following transportation the *Missing Child During Regular Transportation Procedure* is to be followed.

The approved provider is responsible for notifying the regulatory authority of a serious incident within 24 hours of the incident occurring.

HEAD INJURIES

All head injuries will be considered as serious.

In the event of a head injury, the FDC educator will assess the child, administer any urgent First Aid and notify parents/guardians of the incident.

Head injuries are generally classified as mild, moderate or severe. Mild head injuries may result in a small lump or bruise, however, may still result in a possible concussion. Parents/guardians will be advised to seek medical advice if their child develops any new symptoms of head trauma.

Emergency services will be contacted immediately on 000 if the child:

- has sustained a head injury involving high speeds or fallen from a height (play equipment)
- loses consciousness
- has a seizure, convulsion or fit
- seems unwell or vomits several times after hitting their head
- has a severe or increasing headache

(see: *Head Injury Guide and Procedure*)

The FDC educator must contact the principal office of the FDC Service at the time of the incident and also after the child has been collected or transferred to hospital. An *Incident, Injury, Trauma and Illness* record must be completed and signed by the parent. The approved provider will notify the regulatory authority on behalf of the Family Day Care educator.

TRAUMA

Trauma is defined as the impact of an event or a series of events during which a child feels helpless and pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters (bush fires), assault, and threats of violence, domestic violence, neglect or abuse and war or terrorist attacks. Parental or cultural trauma can also have a traumatising effect on children. This definition firmly places trauma into a developmental context: "*Trauma changes the way children understand their world, the people in it and where they belong*" (Australian Childhood Foundation, 2010).

Trauma can disrupt the relationships a child has with their parents, educators and staff who care for them. It can transform children's language skills, physical and social development and the ability to

manage their emotions and behaviour.

Behavioural response in babies and toddlers who have experienced trauma may include:

- Avoidance of eye contact
- Loss of physical skills such as rolling over, sitting, crawling, and walking
- Fear of going to sleep, especially when alone
- Nightmares
- Loss of appetite
- Making very few sounds
- Increased crying and general distress
- Unusual aggression
- Constantly on the move with no quiet times
- Sensitivity to noises.

Behavioural responses for pre-school aged children who have experiences trauma may include:

- new or increased clingy behaviour such as constantly following a parent, carer around
- anxiety when separated from parents or carers
- new problems with skills like sleeping, eating, going to the toilet and paying attention
- shutting down and withdrawing from everyday experiences
- difficulties enjoying activities
- being jumpier or easily frightened
- physical complaints with no known cause such as stomach pains and headaches
- blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust to the way they are feeling. When parents, educators and staff take the time to listen, talk, and play they may find children begin to say or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for educators to be patient when dealing with a child who has experienced a traumatic event. It may take time to understand how to respond to a child's needs and new behaviours before parents, educators and staff are able to work out the best ways to support a child. It is imperative to realise that a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour.

Educators can assist children dealing with trauma by implementing trauma-informed practice including:

- getting children to identify their emotions
- debriefing with children after any incident, illness or trauma to support their understandings of the events
- providing opportunities for children to voice their feelings, ask questions and talk
- supporting children to regulate their emotions and build positive relationships
- observing the behaviours and expressed feelings of a child and documenting responses that were most helpful in these situations

- creating a ‘relaxation’ space with familiar and comforting toys and objects children can use when they are having a difficult time
- having quiet time such as reading a story about feelings together
- trying different types of play that focus on expressing feelings (e.g., drawing, playing with play dough, dress-ups and physical games such as trampolines)
- helping children understand their feelings by using reflecting statements (e.g., ‘you look sad/angry right now, I wonder if you need some help?’).

There are a number of ways for parents, educators to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

STRATEGIES TO ASSIST FAMILIES AND EDUCATORS TO COPE WITH CHILDREN’S STRESS OR TRAUMA MAY INCLUDE:

- taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another educator or staff member if possible.
- planning ahead with a range of possibilities in case difficult situations occur.
- remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- using supports available to you within your relationships (e.g., family, friends, colleagues).
- identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.
- accessing support resources- BeYou, Emerging Minds, Kids Help Line

Living or working with traumatised children can be demanding so it is important to be aware of your own responses and seek support from management when required.

An *Incident, Injury, Trauma and Illness Record* must be completed detailing the trauma the child was subjected to, the time and date and circumstances as per Regulation 87.

ILLNESS MANAGEMENT

To reduce the transmission of infectious illness, our FDC Service implements effective hygiene and infection control routines and procedures as per the *Staying healthy: Preventing infectious diseases in early childhood education and care services - 6th Edition*.

Practising effective hygiene helps to minimise the risk of cross infection within our FDC Service include:

- immunisation- for children and adults
 - respiratory hygiene- limiting airborne germs and the transmission of respiratory diseases.
- Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands immediately with soap and water or use hand sanitiser after touching their mouth, eyes or nose.

- hand hygiene- handwashing techniques are practised by all educators and children routinely using soap and water before and after eating, after changing children's nappies, when using the toilet and drying hands thoroughly with paper towel.
 - wearing PPE- gloves and masks to provide a protective barrier against germs
 - environmental strategies- cleaning with specific products after any spills of body fluids (urine, faeces, vomit, blood, breastmilk); All surfaces including bedding (mat, cushions) used by a child who is unwell, will be cleaned with soap and water and then disinfected.
 - nappy changing and toileting- Infection control practices including hand hygiene and proper cleaning and disinfection procedures are implemented when children's nappies are changed. Children are helped and/or supervised using the toilet and washing their hands
- exclusion – children, educators and other staff who show symptoms of infectious disease are excluded from the Service. (Staying healthy, 6th Edition, 2024)

PREVENTING THE SPREAD OF ILLNESS

Practising effective hygiene helps to minimise the risk of cross infection within our FDC Service. FDC Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands with soap and water for at least 20 seconds after touching their mouth, eyes or nose.

Handwashing techniques are practised by all educators and children routinely using soap and water before and after eating and when using the toilet and drying hands thoroughly with paper towel. (See *Handwashing Policy*).

After wiping a child's nose with a tissue, educators will dispose the tissue in a plastic-lined bin and wash their hands thoroughly with soap and water and dry using paper towel.

All surfaces including bedding (mat, cushions) used by a child who is unwell, will be cleaned with soap and water and then disinfected.

Parents, families and visitors are requested to wash their hands upon arrival and departure at the Service or use an alcohol-based hand sanitizer. (Note: alcohol-based sanitizers must be kept out of reach of children and used only with adult supervision.)

CHILDREN ARRIVING AT THE FDC SERVICE WHO ARE UNWELL

FDC educators will not accept a child into care if they:

- have a diagnosed contagious illness or infectious disease [specific exclusion periods may apply]
- have a temperature above 38.0°C
- have been given medication for a temperature prior to arriving at the Service (for example: Panadol)
- have had *any* diarrhoea and/or vomiting in the last 24 hours
- have started a course of antibiotics in the last 24 hours.

IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

FDC educators are not doctors and are unable to diagnose an illness or infectious disease, however, as our FDC educators are familiar with the children in their care, they will watch for symptoms of sickness. If a child becomes ill whilst at the Service, FDC educators will respond to their individual symptoms of illness and provide comfort and care.

FDC educators will closely monitor the child focusing on the symptoms displayed and how the child behaves and be alert to the possibility of symptoms that may suggest the child is very sick and needing urgent medical assistance.

FDC educators will:

- understand the differences between *concerning and serious symptoms*
- if any *serious symptoms* are observed (breathing difficulties, drowsiness or unresponsiveness, looking pale or blue or feeling cold)
 - an ambulance will be called immediately
- if any *concerning symptoms* are observed (lethargy, fever, poor feeding, new rash, poor urine output, irritation or pain or sensitivity to light) educators will:
 - monitor the child carefully
 - call parents/carers
 - discuss symptoms with parents/carers and help them decide whether the child needs to see a doctor
- educators will monitor the child and will consider calling an ambulance if:
 - any concerning symptoms become severe
 - the child gets worse very quickly
 - there are multiple concerning symptoms.

(Staying healthy, 6th Edition, 2024)

In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) by the approved provider.

If the child has symptoms that suggest they are sick and they are not well enough to enjoy activities, they should go home and parents/caregivers will be contacted. A child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) will be moved away immediately from the rest of the group and supervised until he/she is collected by a parent or emergency contact person.

SYMPTOMS INDICATING ILLNESS MAY INCLUDE:

- lethargy and decreased activity
- difficulty breathing
- fever (temperature more than 38°C)
- headaches
- poor feeding
- poor urine output/ dark urine
- a stiff neck, irritability or sensitivity to light
- new red or purple rash
- pain
- diarrhoea
- vomiting
- discharge from the eye or ear
- skin that displays rashes, blisters, spots, crusty or weeping sores
- loss of appetite
- difficulty in swallowing or complaining of a sore throat
- persistent, prolonged or severe coughing

(This is not an exhaustive list of indicators of illness)

HIGH TEMPERATURES OR FEVERS

Children get fevers or temperatures for all kinds of reasons. Most fevers and the illnesses that cause them last only a few days. Recognised authorities suggest a child's normal temperature will range between 36.5°C and 38.0°C.

WHEN A CHILD DEVELOPS A HIGH TEMPERATURE OR FEVER AT THE SERVICE

- For infants under 3 months old, parents/guardians will be notified immediately for any fever over 38°C for immediate medical assistance. If a parent is uncontactable, emergency contacts will be contacted. If family members are unable to be contacted and emergency medical assistance is required, the Service will follow the *Administration of First Aid Policy* and contact emergency services
- FDC educators will check a child's temperature if they think the child has a fever. If it is between 37.5°C and 37.9°C educators will retest within 30 minutes (records will be kept of time, date and temperature)
- FDC educators will notify parents when a child registers a temperature of 38°C or higher

- FDC educators will follow the *Illness Management Procedure* for methods to reduce a child's temperature or fever
- The child will need to be collected from the FDC Service as soon as possible (**within 30 minutes**)
- FDC educators will monitor the child carefully to ensure their condition does not get worse and call an ambulance immediately if required
- Parents/carers will be provided with a *Fever* factsheet for further information
- FDC educators will complete an *Incident, Injury, Trauma and Illness* record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.).
- If the child has gone home from the FDC Service with a fever but their temperature is normal the next morning they can return to the Service. (Staying healthy, 6th Edition, 2024)

RESPIRATORY SYMPTOMS

Respiratory symptoms include cough, sneezing, runny or blocked nose and sore throat. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year. A runny or blocked nose is a common symptom for many respiratory conditions or diseases which may be infectious such as a cold, influenza or COVID. Some causes, however, are not infectious such as allergies (hay fever).

As each child may have different symptoms of a respiratory illness, our FDC Service will consider exclusion based on the severity of the symptoms and the child's behaviour. Children can become distressed and lethargic when unwell and should be at home with a parent or carer under close supervision.

A child will be excluded from the FDC Service if:

- the respiratory symptoms are severe or;
- the symptoms become worse during the course of the day (more frequent or severe) or;
- the child has other concerning symptoms (fever, tiredness, pain, poor feeding).

(Staying healthy, 6th Edition, 2024).

DIARRHOEA AND VOMITING (GASTROENTERITIS)

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea, and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days. However, gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. Therefore, if a child does not receive

enough fluids, he/she may require fluids intravenously.

If a child has diarrhoea and/or vomiting whilst at the FDC residence or venue, the educator will notify parents or an emergency contact to collect the child immediately. Parents/carers will be provided with a *Diarrhoea or vomiting (gastroenteritis)* fact sheet for further information.

In the event of an outbreak of viral gastroenteritis, the FDC educator must inform their coordinator/nominated supervisor and they will contact the local Public Health Unit.

[Public Health Unit- Local state and territory health departments](#) An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. (See: *Illness or Infectious Disease Register*). The FDC educator and coordinator must document the number of cases, dates of onset, duration of symptoms.

FDC educators and children that have had diarrhoea and/or vomiting will be excluded from the FDC Service until there has not been any diarrhoea or vomiting for at least **24 hours**. If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least **48** hours. FDC educators who handle food will be excluded from for up to **48 hours** after they have stopped vomiting or having diarrhoea. [[Staying healthy, 2024.](#)]

An *Incident, Injury, Trauma and Illness Record* must be completed as per regulations. Notifications for serious illnesses must be lodged with the regulatory authority and Public Health Unit.

NOTIFYING FAMILIES AND EMERGENCY CONTACT- SICKNESS OR INFECTIOUS ILLNESS

- It is a requirement of the Service that all emergency contacts are able to pick up an ill child within a 30-minute timeframe
- In the event that the ill child is not collected in a timely manner, or should parents refuse to collect the child, a warning letter will be sent to the families outlining FDC Service policies and requirements. The letter of warning will specify that if there is a future breach of this nature, the child's position may be terminated.
- Parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring
- Families will be notified of any outbreak of an infectious illness (e.g.: Gastroenteritis, whooping cough) within the Service via our notice board, online app or email to assist in reducing the spread of the illness

- When a child has been diagnosed with an illness or infectious disease, the FDC Service will refer to information about recommended exclusion periods from the Public Health Unit (PHU) and *Staying healthy: Preventing infectious diseases in early childhood education and care services 6th Edition (2024)*.
- Exclusion periods for illness and infectious diseases are provided to families and included in our Family Handbook and *Dealing with Infectious Disease Policy*
- Families are provided with clear information about any illness or disease via Factsheets from [Staying healthy, 6th Edition.](#)

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR AND FDC EDUCATORS

WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- FDC policies and procedures are adhered to at all times
- each child's enrolment records include authorisations by a parent or person named in the record for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and if required, transportation by an ambulance service
- accurate attendance records are kept at all times
- parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, incident, injury or trauma occurring at a FDC residence or venue whilst in the care of an educator
- an *Incident, Injury, Trauma and Illness Record* is completed accurately and in a timely manner as soon after the event as possible (within 24 hours)
- if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of any person present at the FDC Service or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident
- families are advised to keep their child at home until they are feeling well, and they have not had any symptoms for at least 24-48 hours (depending upon the illness and exclusion periods)
- children or FDC educators who are diagnosed with an illness or infectious disease may be excluded as per recommended exclusion periods for common or concerning conditions
- families are notified of any infectious diseases circulating the FDC service within 24 hours of detection

- families of a child with complex and chronic medical conditions will be notified in the event of an outbreak of an illness or infectious disease that could compromise their health
- a child who has not been immunised will be excluded from the FDC Service if a vaccine preventable disease is reported within the Service community and that child is deemed to be in danger of contracting the illness. Please refer to our *Dealing with Infectious Diseases Policy*
- families are notified to collect their child if they have vomited or had diarrhoea whilst at the FDC Service
- FDC educators and educator assistants:
 - hold current ACECQA approved first aid qualification including emergency life support and CPR resuscitation
 - has undertaken current approved emergency anaphylaxis and
 - has undertaken current emergency asthma management training
- first aid kits are suitably equipped and checked on **a monthly basis** (see *First Aid Kit Checklist*).
- first aid kits are easily accessible when children are present at the FDC residence and during excursions
- CPR charts are displayed in a prominent position in the indoor and outdoor environment
- FDC educators or educator assistants who have diarrhoea, or an infectious disease do not prepare food for others for at least 48 hours after the symptoms have resolved
- cold food is kept cold (below 5 °C) and hot food, hot (above 60°C) to discourage the growth of bacteria
- children are excluded from the FDC Service if the educator feels the child is too unwell to attend or is a risk to other children
- educators, coordinators, visitors and children always practice appropriate hand hygiene and cough and sneezing etiquette
- appropriate cleaning practices are followed
- toys and equipment are cleaned and disinfected on a regular basis which is recorded in the toy cleaning register or immediately if a child who is unwell has mouthing or used these toys or resources
- additional cleaning will be implemented during any outbreak of an infectious illness or virus
- support, advice and tools will be provided to assist educators manage their mental health following any traumatic event/experience
- information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation.

FAMILIES WILL:

- adhere to the Service's policies regarding *Incident, Injury, Trauma and Illness*
- provide authorisation in the child's enrolment record for the FDC educator, approved provider, nominated supervisor to seek medical treatment from a medical practitioner, hospital or ambulance service and if required, transportation by ambulance service
- provide up to date medical and contact information in case of an emergency
- provide emergency contact details and ensure details are kept up to date
- ensure that their child is able to be collected from the FDC Service within a **30-minute** timeframe if required due to illness by either a parent or emergency contact
- provide the FDC Service with all relevant medical information, including Medicare and **private health insurance**
- provide a copy of their child's medical management plans and update these annually or whenever medication/medical needs change
- adhere to recommended periods of exclusion if their child has a virus or infectious illness-
[\(exclusion for common or concerning conditions\)](#)
- seek medical advice for their child's illness/fever as required
- complete documentation as requested by the FDC educator and/or approved provider- *Incident, Injury, Trauma and Illness record* and acknowledge that they were made aware of the incident
- inform the FDC Service if their child has an infectious disease or illness
- provide evidence as required from doctors or specialists that the child is fit to return to care if required- including post-surgery
- complete and acknowledge details in the *Administration of Medication Record* if required

BREACH OF POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action.

RESOURCES

[beyou Natural Disaster Resource](#)

[Emerging Minds Community Trauma Toolkit](#)

[Common cold fact sheet](#)

[Concussion and mild head injury](#)

[Exclusion for common or concerning conditions](#)

[Stopping the spread of childhood infections factsheet.](#)

Staying healthy- 6th Edition Fact sheets

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

The Sydney Children's Hospitals network (2020). [Fever](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Incident, Injury, Trauma and Illness Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form or Administration of Paracetamol Record First Aid Checklist Hand Washing Procedure Head Injury Guide and Procedure	Illness Management Procedure Illness or Infectious Disease Register Incident, Injury, Trauma or Illness Record Missing Child During Regular Transportation Procedure Missing Child Procedure
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SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. 2021. [Policy and Procedure Guidelines. Incident, Injury, Trauma and Illness Guidelines.](#)

Australian Childhood Foundation. (2010). [Making space for learning: Trauma informed practice in schools;](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

BeYou (2024) [Natural disaster Response](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Health Direct <https://www.healthdirect.gov.au/>

National Health and Medical Research Council. (2024). [Staying healthy: Preventing infectious diseases in early childhood education and care services. 6th Edition.](#)

Raising Children Network: <https://raisingchildren.net.au/guides/a-z-health-reference/fever>

SafeWork Australia: [First Aid](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2025/NOVEMBER	NEXT REVIEW DATE	MARCH 2026

	2024		
VERSION NUMBER	15a.03.25		
MODIFICATIONS	<p>MARCH</p> <ul style="list-style-type: none"> • annual policy review • edits to head injury management • added information on reviewing/reflecting/identifying areas for improvement following an incident, injury, trauma or illness • sources updated as required <p>NOVEMBER 2024</p> <ul style="list-style-type: none"> • review of Illness section of policy updated to include revised recommendations from Staying healthy in Childcare 6th Edition • removed some procedural information re: reducing child's fever from policy • link to fact sheets for illnesses added • links to Staying healthy exclusion periods updated • sources checked and updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2024	<ul style="list-style-type: none"> • major review of policy • rearranged content of policy and responsibilities to align with policy title (incident, injury, trauma and illness) • merged contents of <i>Sick Children's Policy</i> into this current policy • sources checked for currency and repaired as required 	MARCH 2025	

DEALING WITH INFECTIOUS DISEASE POLICY

The National Quality Standard requires early childhood education and care services implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, staff, educators and families. The spread of infections in the early childhood environment is facilitated by microbial contamination of the environment, as well as the greater exposure to young children who are still developing hygienic behaviours and habits. Our Family Day Care (FDC) Service will minimise children's exposure to infectious diseases by ensuring FDC educators and staff adhere to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation, and implementing effective hygiene practices.

Our FDC Service will provide up-to-date information and advice to parents, families and educators sourced from the Australian Government Department of Health, Australian Health Protection Principal Committee (AHPPC) and state Ministry of Health about infectious diseases as required. Recommendations from the Health Department will be strictly adhered to at all times.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

Sec. 172	Offence to fail to display prescribed information
Sec.174(2)(a)	Serious incident- any emergency for which emergency services attended
12	Meaning of serious incident
77	Health, hygiene and safe food practices
83	Staff members and family day care educators not to be affected by alcohol or drugs
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record

88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures for family day care service
170	Policies and procedures to be followed
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
175(2)(c)	Prescribed information to be notified to the Regulatory Authority— (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Dental Health Policy Enrolment Policy Family Communication Policy Governance Policy Hand Washing Policy Health and Safety Policy	Immunisation Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nappy Change and Toileting Policy Physical Environment Policy Pregnancy in Early Childhood Policy Privacy and Confidentiality Policy Sleep and Rest Policy Work Health and Safety Policy
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PURPOSE

Children encounter many other children and adults within the FDC environment which can result in the contraction of infectious illnesses. Our FDC Service has a duty of care to ensure that children, families, educators and visitors of the Service are provided with a high level of protection during the hours FDC educators provide education and care to children. We aim to minimise cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within our FDC Service.

This policy communicates clear directions and guidance about protocols and actions to be followed to avoid adversely affecting the safety and health of children, other staff members and visitors to the

service. A simple, safe and effective way of protecting individuals and others within the community against harmful diseases is immunisation.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place in relation to dealing with infectious diseases. (ACECQA, August 2021). Our FDC Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (6TH Edition) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the *Australian Government- Department of Health* and local Public Health Units in our jurisdiction as per the Public Health Act.

This policy must be read in conjunction with our other Quality Area 2 policies:

- Immunisation Policy
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy *and*
- Handwashing Policy

DEFINITION OF INFECTIOUS DISEASE

In relation to a participating jurisdiction, means an infectious disease that is designated under a law of that jurisdiction or by a health authority (however described) as a disease that would require a person with the disease to be excluded from an education and care service (Definitions- National Regulations).

PREVENTING INFECTIOUS DISEASES

Children enter education and care services when their immune systems are still developing. They have not been exposed to many common germs and therefore are susceptible to bacteria that may cause infections. Given the close physical contact children have with other children in early childhood and care, it is very easy for infectious diseases and illnesses to spread through normal daily activities as germs can be picked up directly from an infected person or from the environment. It is important to understand that an infected person may not show any signs or symptoms of illness.

Our FDC Service implements rigorous hygienic practices to limit the spread of illness and infectious diseases including:

- immunisation- for children and adults
- effective hand washing hygiene
- respiratory hygiene- cough and sneeze etiquette

- appropriate use of gloves and other PPE
- exclusion of children when they are unwell or displaying symptoms of an infectious disease or virus
- effective environmental cleaning including toys and resources and bedding
- encouraging use of the outdoors environment
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the FDC Service
- ensuring adequate ventilation
- encouraging children, FDC educators or staff to seek medical attention and get tested if they show symptoms of an infectious disease or virus, including COVID-19.

IMMUNISATION REQUIREMENTS

- Immunisation is a reliable way to prevent many child hood infectious diseases. Unvaccinated children due to their parent's conscientious objection are no longer able to be enrolled in approved early childcare services.
- Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be enrolled upon presentation of the appropriate form signed by a medical practitioner who meets the criteria stated by the Australian Government.
- Only parents of children who are fully immunised or are on a recognised catch-up schedule or have an approved medical exemption recorded on the Australian Immunisation Register (AIR) can receive Child Care Subsidy (CCS). The relevant vaccinations are those under the *National Immunisation Program* (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).
- FDC educators and other staff are highly recommended to keep up to date with all immunisations including yearly influenza vaccinations and COVID-19 vaccinations. These include vaccinations recommended by the National Health and Medical Research Council (NHMRC). The Australian Government recommends all people over the age of 6 months have an annual Influenza (flu) vaccine and all adults receive COVID-19 vaccinations and boosters.
- Staff are required to provide an *Immunisation History Statement* from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff record.
- Vaccination is important as not only can staff members and FDC educators catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in their care who are too young to have had their vaccinations or to women who may be pregnant.

EXCLUDING CHILDREN FROM THE FDC SERVICE

'Excluding children, staff and parents who are at risk of transmitting infection to others limits the spread of infection in education and care services.' (Staying healthy, 2024, p. 75)

The need for exclusion and the length of time a person is excluded from the Service depends 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

When a child or adult has symptoms or has been diagnosed with an illness or infectious disease, the FDC Service will refer to information about recommended exclusion periods from the [Public Health Unit \(PHU\)](#) and *Staying healthy: Preventing infectious diseases in early childhood education and care services, 6th Edition*.

Although some illnesses will state '*not excluded*', any child or FDC educator displaying symptoms of an illness or condition are encouraged to stay at home and/or seek medical advice for any concerning symptoms or if symptoms continue. [Exclusion for common or concerning conditions](#)

- When an infectious disease has been diagnosed or suspected, the FDC Service will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period and the exclusion period. (Fact sheets are available [Staying Healthy Guidelines](#))
- If a vaccine preventable disease occurs in the FDC Service, children who have not been fully immunised will be excluded from care; staff who are not vaccinated will be notified and should be excluded from the workplace. Management will check all children's Immunisation records and alert parents as required.
- FDC educators and children that have had diarrhoea and/or vomiting will be excluded from the Service until there has not been any diarrhoea or vomiting for at least **24 hours**. If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least 48 hours. FDC educators who handle food will be excluded from the FDC Service for up to **48 hours** after they have stopped vomiting or having diarrhoea. **[Staying healthy, 2024.]**
- Children that have had diarrhoea will be asked to stay away from the Service for 24 hours after symptoms have ceased to reduce infection transmission

REPORTING OUTBREAKS TO THE PUBLIC HEALTH UNIT AND REGULATORY AUTHORITY (REG. 175 (2) (C))

Outbreaks of communicable diseases and contagious viruses represent a threat to public health. To help prevent outbreaks, the Department of Health monitors the number of people who contract certain infectious diseases and their characteristics, the recent travel or attendance of infected people in a public place or on public transport and works with health specialists and doctors to help prevent the transmission of diseases to other people.

The Public Health Act 2010 lawfully requires and authorises doctors, hospitals, laboratories, school principals and childcare centre directors to confidentially notify the Public Health Unit of patients with certain conditions, and to provide the required information on the notification forms. Specialist trained public health staff review this information and if necessary, contact the patient's doctor, and sometimes the patient, to provide advice about disease control and to complete the collection of information.

All information is held confidentially in order to protect the patient's privacy. Under the Commonwealth Privacy Acts, patient information is only released/disclosed where it is lawfully

required or authorised.

FDC educators must notify the approved provider/nominated supervisor of any incidence of an infectious disease.

The approved provider is required to notify the local Public Health Unit (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the Family Day Care Service is suffering from one of the following vaccine preventable diseases

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus

Notification is also required for:

- Gastroenteritis (if 2 or more people are affected and an outbreak is suspected)

The approved provider/nominated supervisor will closely monitor health alerts and guidelines from Public Health Units and the Australian Government- Department of Health for any advice and emergency health management in the event of a contagious illness outbreak. The approved provider must also notify the regulatory authority of any incidence of a notifiable infectious disease or illness.
Services in NSW- A notification must be lodged through the [NQA-ITS](#) if there is an outbreak of COVID-19 in the service (5 cases or more within a 7-day period)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- obligations under Education and Care National Law and Regulations are met and understood by all FDC educators, educator assistants and coordinators
- FDC educators, educator assistants, coordinators and staff comply with this policy
- all new employees and engaged educators are provided with a copy of this policy as part of their induction process
- families are aware of this *Dealing with Infectious Diseases Policy* upon enrolment
- infection control measures are implemented in each FDC residence or approved venue
- children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within each family day care residence/or venue
- an Immunisation History Statement for each child is collected on enrolment and maintained/updated regarding the child's immunisation status (AIR) and any medical conditions
- required enrolment information, including health and immunisation records of enrolled children is collected, maintained and appropriately and securely stored
- a staff immunisation record that documents each staff member's previous infection or immunisations (including dates) is developed and maintained
- the FDC Service implements recommendations from [*Staying healthy: Preventing infectious diseases in early childhood education and care services*](#)- 6th Edition to maintain a healthy environment

- that all information regarding the prevention and transmission of infectious diseases is sourced from a recognised health authority [Australian Government Department of Health](#)
- exclusion periods for people with infectious diseases recommended by Government Authorities are implemented for all educators, children, parents, families and visitors
- wall charts about immunisation are displayed in each room
- the Public Health Unit is notified as soon as possible after they are made aware that a child enrolled has a vaccinated preventable disease
- the Public Health Unit is notified in the event of an outbreak of viral gastroenteritis. Management must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period.
- after confirmation that a child is suffering from an infectious disease, and as soon as practical, the family of each child enrolled in the FDC Service must be notified whilst maintaining the privacy of the ill/infectious child. Communication may be:
 - verbal
 - through a letter from the educator or approved provider
 - via electronic message- text message or email
 - notice displayed at the approved FDC Service residence or venue
- families are advised that they are requested to alert the FDC Service if their child is diagnosed with an infectious illness, including COVID-19
- families are advised to keep children at home if they are unwell and not return to the FDC Service until they have improved
- the recommended minimum exclusion periods from Staying healthy are followed for children or staff depending on their symptoms or disease and whether a medical professional has diagnosed a specific condition
- to minimise the chance of disease/illness spreading, children must be well for **24hrs** before returning to the FDC Service
- daily attendance records for staff, children and visitors are up to date at all times
- safe health and hygiene practices are implemented at all times throughout the day
- FDC educators routinely role model hand washing, hand drying, cough and sneeze etiquette
- infection control practices are implemented for nappy changing and toileting
- effective environmental cleaning policies and procedures are adhered to all times
- children are supported in their understanding of health and hygiene practices throughout the daily program and routine (hand washing, hand drying, cough and sneeze etiquette)
- families are provided with relevant sourced materials and information on infectious diseases, health, and hygiene including:
- the current National Immunisation Schedule
 - exclusion guidelines in the event of a vaccine preventable illness at the Service for children that are not immunised or have not yet received all their immunisations
 - advice and information regarding any infectious diseases in general and information regarding any specific infectious illnesses that are suspected/present in the Service.
- FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (reg 176A)

- FDC educators are mindful and maintain confidentiality of individual children's medical circumstances
- that opportunities for FDC educators to source pertinent up to date information from trusted sources on the prevention of infectious diseases and maintaining health and hygiene are provided
- that opportunities for educators, children, and families to have access to health professionals by organising visits/guest speakers to attend the FDC Service to confirm best practice are provided
- to complete the register of *Incident, Injury, Trauma or Illness* and/or document incidents of infectious diseases no later than 24 hours of an illness or infectious disease occurring in the Service
- a review of practices is conducted following an outbreak of illness or infectious diseases at the FDC Service, including an assessment of areas for improvement
- FDC educators who have diarrhoea or an infectious disease do not handle food for others and are not to return to work until they have been symptom free for 48 hours
- any risk to a child or adult with complex medical needs is minimised in the event of an outbreak of an infectious disease or virus. This may require a risk assessment and decision-making regarding the suitability of attendance of the child or staff member during this time.

FDC EDUCATORS WILL ENSURE:

- a healthy environment is provided through adherence to the [Staying Healthy cleaning guidelines](#)
- that any child suspected of having an infectious illness is responded to and their health and emotional needs supported at all times
- any child suspected of having an infectious illness is isolated from other children and supervised whilst waiting for collection by parents or guardian or emergency contact person
- notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)
- that appropriate health and safety procedures are implemented when treating ill children- [wear disposable gloves, face mask or other PPE if needed]
- families are aware of the need to collect their unwell child/ children as soon as practicable from the FDC Service
- all resources or items touched by a child with a suspected illness are thoroughly cleaned and disinfected- (cushions, pillows, toys)
- their own immunisation status is maintained, and the approved provider/nominated supervisor is advised of any updates to their immunisation status
- opportunities are provided for children to participate in hygiene practices, including routine opportunities, and intentional practice such as hand washing, sneezing and cough etiquette

PREVENTION STRATEGIES FOR MINIMISING THE SPREAD OF DISEASE WITHIN OUR FDC SERVICE INCLUDE ALL EDUCATORS, EDUCATOR ASSISTANTS AND COORDINATORS ENSURING:

- they adhere to the FDC Service's *Health and Safety Policy* including:
 - hand washing
 - daily cleaning of the FDC residence/approved venue

- wearing gloves (particularly when in direct contact with bodily fluids- nappy changing and toileting)
 - appropriate and hygienic handling and preparation of food
 - wearing of face masks (Optional)
 - providing adequate ventilation to reduce the transmission of diseases that are airborn
- they maintain up-to-date knowledge regarding best practice principles and high standards of hygiene to reduce the spread of spread of infectious disease and promote good health and safety
- they clean surfaces first with detergent and water before using disinfectants. [Disinfectants cannot kill germs unless areas are clean]
- children do not share beds at the same time
- bedding is cleaned using detergent and water after each use and if the surface is known to be contaminated with a potential infectious disease, disinfectant is also used to clean beds
- all play dough is freshly made every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease, play dough is to be discarded at the end of each day and a new batch made each day for the duration of the outbreak.
- children and adults are to wash their hands before and after using the play dough
- that a daily clean is carried out on other surfaces that may transmit germs such as high touch objects including doorknobs, tables, light switches, handles, remotes, play gyms, low shelving, etc. This will be increased if an outbreak has been recorded in the FDC Service or to minimise the risk of transmission of a virus such as COVID-19
- that if a child has a toileting accident, the items are placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home.
- cloths and mops are colour coded so that a separate cloth or mop is used to clean floors, bathroom, art and craft, and meal surfaces
- detachable mop heads and cloths are washed in a washing machine using hot water and air dried
- that any toy that is mouthing by a child is placed immediately in the 'toys to be washed' basket located on the top shelf in the nappy change area and washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis to decrease the risk of cross contamination and recorded with the date and a signature as evidence.
- toys and equipment (that are difficult to wash) will be washed with detergent (or soap and water) and air-dried in sunlight
- washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry (toys will not be washed in the dishwasher at the same time as dishes). All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- a 'Dummy Basket' is located by the sign in sheet that requires all children that use a dummy to place the dummy in the basket in an individual container, small zip locked plastic bag, or a protector with the child's name clearly stated to reduce the risk of cross contamination.
- dummies are stored out of children's reach and never shared with other children
- all cushions, including floor cushions, should have removeable cushion covers and will be laundered regularly as well as whenever they are visibly dirty or contaminated

- floor surfaces will be cleaned on a daily basis after each meal and at the end of each day
- toilets/bathrooms will be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant and paper towel
- when cleaning up spills of faeces, vomit or urine off beds, floors, bathrooms etc. FDC educators will use disinfectant on the surface after cleaning it with detergent and warm water
- management must ensure pregnant women are aware of the occupational risks and exposure to specific infectious diseases including Cytomegalovirus (CMV). Occupational risks of CMV in childcare should be individually managed and control measures implemented. Risk management may include ensuring pregnant women do not work with children under two years of age including avoiding changing nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination and risk of contracting Cytomegalovirus (CMV). (see *Pregnancy in Early Childhood Policy*)

FAMILIES WILL:

- adhere to the Service's policies regarding *Dealing with Infectious Diseases, Immunisation and Incident, Injury, Trauma and Illness* and adhere to exclusion requirements
- adhere to the FDC Service's restrictions of entry into approved FDC residences and/or venues in the event of an outbreak of an infectious disease or virus
- adhere to the FDC Service's policy regarding *Hand Washing*
- exclude their child from care if they display symptoms of an infectious illness or disease or in the event of a vaccine preventable disease occurs in the residence/venue where their child is educated and cared for and their child is not fully immunised
- alert the FDC Service if their child is diagnosed with an infectious illness, including COVID-19
- advise the coordinator/FDC educator of their child's immunisation status, by providing a current Immunisation History Statement recorded on the Australian Immunisation Register (AIR) for the service to copy and place in the child's file.
- advise the coordinator/FDC educator when their child's medical action plan is updated
- provide sufficient spare clothing, particularly if the child is toilet training
- adhere to the FDC Service's risk minimisation strategies if their child has complex medical needs in the event of an outbreak of an infectious disease or virus

RESOURCES

[Gastro Pack NSW Health](#)

[Common cold fact sheet](#)

[Exclusion for common or concerning conditions](#)

[Minimum periods for exclusion from childcare services](#)

NSW Health [Stopping the spread of childhood infections factsheet](#).

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Dealing with Infectious Diseases Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Control of Infectious Diseases Letter to Families	Immunisation Register
Exclusion Letter Conjunctivitis	Incident injury trauma and illness Record
Exclusion Letter Diarrhoea and Vomiting	Reporting Infectious Diseases Procedure
Exclusion Letter Hand Foot and Mouth	Illness Management Procedure
Exclusion Letter Head Lice	Illness or Infectious Disease Register
Hand Washing Procedure	

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

ACECQA. (2021). Policy and procedure guidelines. (2021). [Dealing with Infectious Diseases](#).

[Australian Government Department of Health Australian Health Protection Principal Committee \(AHPPC\)](#)

Department of Human Resources: [National Immunisation Program Schedule](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2024). [Staying healthy: Preventing infectious diseases in early childhood education and care services. 6th Edition.](#)

NSW Government. Department of Education. [Managing COVID cases](#)

NSW Government Department of Health. [Vaccination requirements for child care.](#)

[Public Health Act 2010](#)

[Public Health Amendment Act 2017](#)

Public Health Regulation 2012

Public Health and Wellbeing Regulations 2019 Victoria

Safe Work Australia

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW MARCH 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2025
VERSION NUMBER	V18.03.25		
MODIFICATIONS	<p>MARCH</p> <ul style="list-style-type: none"> • annual policy review • definition of Infectious Disease added to policy • review of practices is conducted following an outbreak of an infectious disease added • no major edits from V17 <p>NOVEMBER 2024</p> <ul style="list-style-type: none"> • review of policy following updated recommendations from Staying Healthy in Childcare 6th Edition • Links to Staying Healthy exclusion periods updated <p>Sources checked and updated as required</p>		

POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V16.03.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • deleted reference to 'Sick Children Policy' (now merged with Incident, Injury, Trauma and Illness Policy) • deleted managing COVID-19 positive case section • merged '<i>nominated supervisor/ responsible person /family day care educator</i>' section • order of some statements moved within paragraphs for consistency and repetition • merged minor formatting edits within text • hyperlinks checked and repaired as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DEC/MARCH 2023	<ul style="list-style-type: none"> • Change of name of policy from <i>Control of Infectious Diseases</i> to <i>Dealing with Infectious Diseases</i> • Edits to COVID-19 practices and references • removal of reference to the COVID-19 Management Policy • policy maintenance • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		
MARCH 2022	<ul style="list-style-type: none"> • deleted information about a confirmed COVID-19 case replaced by <i>Managing a positive case of COVID-19 in an ECEC Service</i> • services must check with their state regulatory authority for current guidelines for managing a positive case of COVID-19 as definitions of close contacts and management of cases may change • minor edits 		MARCH 2023

	<ul style="list-style-type: none"> sources checked for currency 	
OCTOBER 2021	<ul style="list-style-type: none"> Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document- Dealing with Infectious Diseases (August 2021) additional related policies added Additional information added re: mandated COVID-19 vaccinations 	MARCH 2022
MARCH 2021	<ul style="list-style-type: none"> review of policy changed to March each year in readiness for cold/flu season 'Information to be displayed at the Service' deleted (This is contained in Immunisation Policy) sources checked for currency and links updated where needed additional resources added for Queensland services 	MARCH 2022

IMMUNISATION POLICY

When groups of children are together, illness and disease can spread rapidly. Preventable diseases such as measles and whooping cough can have serious health consequences for children, and especially young children. Staff members who work in an early childhood education and care service are also at increased risk of contracting certain infectious illnesses. Immunisation is a simple, safe and effective way of protecting people against harmful diseases. Our Family Day Care (FDC) Service implements the Australian Government Department of Health, 'No Jab No Play' policy.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
174(2)(a)	Notification to the Regulatory Authority- (a) any serious incident at the approved education and care service
12	Meaning of serious incident
77	Health, hygiene and safe food practices
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record

168	Education and care service must have policies and procedures
173	Prescribed information to be displayed
175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service

RELATED POLICIES

Dealing with Infectious Disease Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Orientation of New Families Policy Pregnancy in Early Childhood Policy Record Keeping and Retention Policy Work Health and Safety Policy
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PURPOSE

The purpose of this policy is to provide information to manage and prevent the spread of infectious illnesses and diseases. Our FDC Service has a duty of care to ensure that all children, families, and FDC educators are protected from infectious diseases whilst attending an education and care service. Along with maintaining a clean and hygienic environment, this also includes notifying families when an excludable illness or disease is present in a FDC residence/venue, maintaining a record of children's and educators' immunisation status, complying with relevant health department exclusion guidelines, and increasing educators' awareness of cross-infection.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Immunisation is a reliable way to prevent many childhood diseases. Immunisation works by giving the person a vaccine (weakened or killed disease-causing bacteria or virus), against a particular disease. This makes the person's immune system respond in a similar way to how it would respond if they actually had the disease, but with less severe, or possibly no symptoms. The vaccine therefore leads to the creation of antibodies that provide future protection if the person comes into contact with the disease.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people; this is known as 'herd immunity'.

Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). As of January 2018, unvaccinated children due to their parent's conscientious objection are no longer able to receive CCS benefits. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be able to receive CCS benefit.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure FDC educators, educator assistants, coordinators staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new engaged educators and employees are provided with a copy of this policy as part of their induction process
- ensure information about immunisation, infectious diseases and exclusion periods is available to families at time of enrolment/orientation and is included in the Family Handbook
- advise parents and families about the [National Immunisation Program \(NIP\)](#)
- ensure that evidence is provided for each child prior to enrolment that confirms the child is fully immunised for their age or has a medical reason not be immunised (Immunisation History Statement from the Australian Immunisation Register (AIR) as evidence)
- provide FDC educators and other staff with information about vaccine-preventable diseases
- develop a staff immunisation record that documents each staff members' and approved FDC educators' previous infection and immunisations (include dates)
- require all new and current FDC educators and staff to complete the staff immunisation record
- update staff immunisation records as staff/educators become vaccinated
- take all reasonable steps to encourage non-immune staff and FDC educators to be vaccinated
- document advice given to FDC educators and other staff, and any refusal to comply with vaccination requests
- review children's immunisation regularly, updating the child's records kept at the FDC service, and sending reminder letters and emails to families as required
- provide updates to FDC educators for their own records
- provide wall charts about childhood immunisation schedules to FDC educators to display in their residence/venue
- notify families when an outbreak of a vaccine-preventable disease occurs though various channels of communication:
 - verbally
 - through a letter from the FDC educator or Approved Provider
 - posting a note or sign at the entry of the residence
 - via electronic message- text message or email
- notify the Regulatory Authority of any incidence of a notifiable infectious illness or disease [ACECQA contact regulatory authority](#)
- exclude any child who is not immunised from the FDC Service if and when an outbreak of a vaccine-preventable disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised but the immunisation record has not been sighted by the FDC Service, the child is to be considered as not being immunised

- advise female FDC educators, educator assistants or coordinators of child bearing age, to discuss [Cytomegalovirus during pregnancy](#) (CMV) with their doctor if they are planning a pregnancy and inform management so that their individual risk can be assessed and managed. There is NO vaccination to prevent against infection with CMV. Educators working with young children in ECEC services have an occupational risk of contracting CMV. [see: Pregnancy in Early Childhood Policy]

FAMILIES WILL:

- adhere to the Service's policies regarding *Dealing with Infectious Diseases, Immunisation, Sick Incident, Injury, Trauma and Sickness Policies* and exclusion requirements
- provide the FDC Service with a copy of one or more of the following documents:
 - An Australian Immunisation Register (AIR) Immunisation History Statement which shows that the child is 'up to date' with their scheduled vaccinations; or
 - An AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
 - An AIR Immunisation Medical Exemption Form which has been certified by a GP
- provide the FDC service with an updated copy of their child's current immunisation record every 6 months, or when the next scheduled immunisation has been completed. A current AIR Immunisation History Statement can be accessed at any time by the parent/guardian through logging in to their Medicare online account: [Services Australia](#).
- support their child's exclusion from the Service if there is an outbreak of a vaccine preventable disease at the Service or if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the Service.

INFORMATION TO BE DISPLAYED IN EACH FAMILY DAY CARE RESIDENCE/VENUE AND PRINCIPAL OFFICE

INFORMATION	WEBSITE/INFORMATION	PHONE NUMBER
The National Immunisation Program (NIP) Service	https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program	1800 020 103
Notification of an occurrence of an infectious disease/vaccine preventable disease	Notify local Public Health Unit Provide information to families about the infectious disease- Children unimmunised against vaccine preventable diseases must be excluded from care	1300 066 055

AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH- IMMUNISATION SAVES LIVES
 Currently there are different immunisation requirements for early childhood education and care services across states and territories. . National and state legislation to immunisation requirements for child care are listed below. ([NCIRS- No Jab, No Play, No Jab, No Pay](#)).

Victoria (VIC)

Children must be fully immunised to attend early childhood education and care services. A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services.

The National Immunisation Program (NIP) Schedule **TO BE DISPLAYED IN THE SERVICE** can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait>

- Department of Health, Victoria Immunisation Program- children
<https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children>
Telephone - 1300 882 008
- [No Jab No Play for early childhood education and care services](#)
- Australian Government [Australian Immunisation Register](#)
- Australian Government [Immunisation history statement](#)

RESOURCES

AIR General Enquiries line 1800 653 809

Australian Government Services Australia *Australian Immunisation Register*

<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register>

[NSW Government Immunisation Enrolment Toolkit](#)

Sharing Knowledge About Immunisation. (2020). <http://talkingaboutimmunisation.org.au/>

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

[No Jab No Play for early childhood education and care services \(VIC\)](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Immunisation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government. Department of Health (2019). *National Immunisation Strategy for Australia 2019-2024*

https://www.health.gov.au/sites/default/files/national-immunisation-strategy-for-australia-2019-2024_0.pdf

Australian Government Department Of Health National Immunise Program:

<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Australian Government. Services Australia. [Australian Immunisation Register](#)

Australian Government. Services Australia. (2023). [Immunisation requirements](#)

Australian Government. Services Australia: [How to get immunisation statements](#)

Australian Government Department Of Health National Immunise Program:

<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Early Childhood Australia Code of Ethics. (2016).

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[Education and Care Services National Regulations](#). (Amended 2023).

Federal Register of Legislation *Privacy Act 1988*.

National Centre for Immunisation Research and Surveillance (NCIRS). (2024) . [No Jab No Play, No Jab No Pay:](#)

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services](#) (6th Ed.). NHMRC. Canberra.

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy](#).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	NEXT REVIEW MARCH 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	MARCH 2025
VERSION NUMBER	V9.03.25		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• minor edits• updated state and territory immunisation requirements and links sources checked for currency and updated as required		
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V8.03.24		
MODIFICATIONS	<ul style="list-style-type: none">• annual policy maintenance• minor edits within policy• updated information re: CMV for staff/educators who are pregnant		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2023	<ul style="list-style-type: none">• annual policy maintenance• additional regulations added• name change of Control of Infectious Disease Policy to <i>Dealing with Infectious Disease Policy</i>• Vaccination requirements for COVID 19 removed• hyperlinks checked and repaired as required• Continuous improvement section added• link to Western Australian Education and Care Services National Regulations added in 'Sources'	MARCH 2024	

HEAD LICE POLICY

Head lice continue to cause concern and frustration for families, educators and children. Although head lice are not considered a health hazard, and do not spread disease, infestations can cause anxiety for all stakeholders. Head lice affect all socioeconomic groups and are not a sign of poor hygiene. They have no preference for ethnic background, hair colour, hair type or age. This policy is intended to outline roles, responsibilities and expectations of the Family Day Care (FDC) Service to assist with early identification, treatment and control of head lice in a consistent and coordinated manner.

Whilst families have the primary responsibility for the detection and treatment of head lice, our (FDC) Service and educators will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
88	Infectious Diseases
168	Education and care service must have policies and procedures

RELATED POLICIES

Family Communication Policy Health and Safety Policy Privacy and Confidentiality Policy	Respect for Children Work Health and Safety Policy
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PURPOSE

To ensure parents, staff, educators and educator assistants are well informed about the early identification of head lice and managing infestations through effective treatment and communication with families.

OUR FAMILY DAY CARE SERVICE AIMS TO:

- outline the roles and responsibilities of families, educators and management who are involved in detection, treatment and control of head lice
- document effective treatment and management strategies and,
- provide information and support for families.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

HEAD LICE

Pediculosis Capitis or head lice are insects that live in hair and suck blood from the scalp, usually causing itching of the scalp. Female head lice lay their eggs and glue them to the base of hair shafts. The eggs (nits) are pale cream to yellowish brown in colour and hatch after 7–10 days. The immature lice grow into adults over 6–10 days and start biting the scalp to feed on blood. Adult lice mate, the females lay more eggs, and the cycle continues.

People get head lice from direct head to head contact with another person who has head lice. This can happen when people play, cuddle or work closely together. Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

Head lice do not live or breed on animals, bedding, furniture, carpets, clothes or soft toys. They rarely spread by sharing hats.

While head lice are not known to carry disease, they are a nuisance for parents and children. The social stigma associated with head lice infestation can affect children's comfort and confidence.

FINDING HEAD LICE

Head lice do not necessarily cause an itch and may be difficult to observe. Look for eggs by shining a strong light on the hair near the scalp, or by using the conditioner and combing technique. (See Treatment section below).

Head lice are found on the hair shaft itself and move to the scalp to feed. They can be brown or grey in colour. Head lice have six legs, which end in a claw, and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but can't be brushed off.

IMPLEMENTATION

THE NOMINATED SUPERVISOR, COORDINATOR, EDUCATORS AND EDUCATOR ASSISTANTS WILL:

If one child at the FDC Service has head lice, it is likely that several others also have them. To help prevent the spread of head lice our FDC Service will:

- remind parents to be vigilant in checking for head lice weekly
- confidentially notify the parent/caregiver of a child who is suspected of having live head lice and request that the child is treated and all lice are dead, before returning to the FDC Service the following day
- keep families informed if there is someone at the FDC Service with head lice, ensuring confidentiality is not breached by disclosing the child's name who has head lice
- reduce head-to-head contact between all children when the Service is aware that someone has head lice
- support parents and children who have head lice by providing factual information, reducing parental anxiety and not singling out individual children with head lice
- ensure that the child or children with head lice are not isolated or excluded from learning
- provide families with suggestions of effective treatment for head lice
- encourage parents to tie back children's hair when attending the FDC Service
- record all cases confidentially so an outbreak can be avoided or minimised
- encourage children to learn about head lice so as to help them understand the issue and how to prevent further outbreaks- e.g.: avoid sharing hairbrushes and hats.

FAMILIES WILL:

- check your child's head once a week for head lice
- notify the FDC educator immediately if head lice are found on your child's head
- ensure you check all members of your family if one person has head lice (there is no need to treat the whole family, unless they also have head lice)
- ensure your child does not attend the FDC Service with untreated head lice. If you find any live lice or eggs, begin treatment immediately and notify the service if your child is affected so the Service can monitor the number of cases and act responsibly.
- check for effectiveness of the treatment every 2 days until no live lice are found for 10 consecutive days. Remove eggs from your child's hair using the conditioner method and head lice comb.
- once treatment has started, your child can attend the FDC residence/approved venue
- children with long hair will attend the Service with their hair tied back

- only use safe and recommended practices to treat head lice
- maintain a sympathetic attitude and avoid defaming/blaming families who are experiencing difficulty with control measures.

TREATMENT

The two most common methods used for the treatment of head lice are the conditioner/combing technique and chemical treatments.

Conditioner and Combing Technique

Conditioner stuns lice and blocks their breathing pores. This, together with the slippery effect of the conditioner, makes it easier to mechanically remove the lice.

1. Untangle dry hair with an ordinary comb
2. Apply hair conditioner to dry hair (white conditioner makes it easier to see the eggs). Use enough conditioner to cover the whole scalp and all the hair from roots to tips.
3. Use an ordinary comb to evenly distribute the conditioner and divide the hair into four or more sections using hair clips.
4. Starting with a section at the back of the head, place the teeth of a head lice comb flat against the scalp. Comb the hair from the roots through to the tips.
5. Wipe the comb clean on a tissue after each stroke and check for head lice or eggs on the tissue.
6. Comb each section twice until you have combed the whole head. If the comb becomes clogged, use an old toothbrush, dental floss or a safety pin to remove the head lice or eggs.
7. Wash out the conditioner.
8. Clean the comb using hot soapy water and rinse off with hot water.
9. Repeat the conditioner and combing method after seven days to ensure that any immature head lice that have hatched are removed before they can lay more eggs.

Chemical treatments

There are four main categories of head lice products available in Australia which may include an active compound which kills head lice and some eggs (nits). Any head lice treatment product used should carry an Australian Registered (AUST R) number on the outer packaging indicating the product is accepted by the Therapeutic Goods Administration for supply in Australia. No treatment kills all eggs so the hair must be retreated after 7 to 10 days to kill any head lice that may have hatched or survived the first treatment.

There are many different chemical products available to use for children aged over six months - check with a pharmacist to help choose a product. No single chemical treatment will work for everyone and lice can develop resistance to the chemicals.

JURISDICTION SPECIFICATIONS FOR EACH STATE (DELETE NON-APPLICABLE STATES)

AUSTRALIAN CAPITAL TERRITORY (ACT)

[ACT Government-Education](#)

https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/health/head-lice-policy2/head-lice-policy

NEW SOUTH WALES (NSW)

NSW Department of Education

<https://education.nsw.gov.au/schooling/parents-and-carers/health-and-physical-care/health-care-procedures/conditions/head-lice>

NORTHERN TERRITORY (NT)

Northern Territory Health

<https://nt.gov.au/wellbeing/health-conditions-treatments/parasites/head-lice>

QUEENSLAND (QLD)

Education Queensland

<https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/head-lice>

TASMANIA (TAS)

Department of Education Tasmania

<https://www.decyp.tas.gov.au/wellbeing/health-and-physical-care/medical-conditions/headlice/>

VICTORIA (VIC)

Victoria State Govt. Health Vic.

<https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

WESTERN AUSTRALIA (WA)

Department of Health WA

http://healthywa.wa.gov.au/Articles/F_I/Head-lice

SOUTH AUSTRALIA (SA)

South Australia Department of Health

[Head Lice Management for Schools](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Head Lice Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Better Health Channel. (2019). Head lice (nits) [Fact Sheet].

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/head-lice-nits?viewAsPdf=true>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services. Privacy Act 1988*.

United Nations Convention on the Rights of the Child

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	JULY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JULY 2025
VERSION NUMBER	V15.07.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • minor edits to section headings • links checked for currency • sources updated 		
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V6.06.24		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 		
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V5.07.23		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 		JULY 2023
JULY 2021	Minor formatting edits sources checked for currency		JULY 2022

MEDICAL CONDITIONS POLICY

To support children's wellbeing and manage specific healthcare needs, allergy or relevant medical condition our Family Day Care (FDC) Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are implemented. We aim to take every reasonable precaution to protect children's health and safety by explicitly adhering to individual medical management and risk management plans and responding to any emergency situation should they arise.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain circumstances to Regulatory Authority
S.172	Failure to display prescribed information
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parent of incident, injury, trauma or illness
87	Incident, injury, trauma and illness record
89	First aid kits

90	Medical Conditions Policy
90 (1) (a)	The management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis
90 (1) (iv)	Medical Conditions Communication Plan
90 (2)	The medical conditions policy of the education and care service must set out practices in relation to self-administration of medication by children over preschool age if the service permits that self-administration
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
136	First Aid qualifications
162	Health information to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Celebrations Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy	Epilepsy Management Policy Excursion/ Incursion Policy Family Communication Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy Work Health and Safety Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure services have policies and procedures in place for medical conditions. We aim to efficiently respond to and manage medical conditions, health care needs or allergies of children and staff at the Family Day Care Service ensuring the safety and wellbeing of all children, staff, families and visitors

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the Family Day Care Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide:

- a. a safe environment for children free of foreseeable harm *and*
- b. adequate supervision of children at all times.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Our FDC Service is committed to adhering to privacy and confidentiality procedures when dealing with individual health care needs, allergies or relevant medical conditions.

There are a number of concerns that must be considered when a child with a diagnosed health care need, allergy, or medical condition is enrolled at the FDC Service. Key procedures and strategies must be in place prior to the child commencing care at a FDC residence or venue to ensure their individual health, safety and wellbeing.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

- all enrolment forms are reviewed to identify any specific health care need, allergy or medical condition
- existing enrolment forms are reviewed, and parents contacted to confirm if the existing diagnosed health care need, allergy or relevant medical condition still applies and whether any new needs have been diagnosed
- parents/guardians are provided with a copy of the Service's *Medical Conditions Policy* via email and a copy of this email will be saved in the child's enrolment record
- a child is not enrolled at, nor will attend the FDC Service without a medical management plan and prescribed medication by their medical practitioner. In particular, medication for life-threatening conditions such as asthma, anaphylaxis or diabetes must be provided at the FDC service each day [e.g. asthma inhalers, adrenaline auto injection devices or insulin]
- all medication provided to the FDC Service, including over the counter medication that forms part of the child's medical management plan, must be clearly labelled with the child's name and prescribed dosage

- FDC educators and educator assistants have a clear understanding of children's individual medical conditions enrolled in their FDC service
- FDC educators, educator assistants and other staff have knowledge and access to this policy and relevant health management policies (*Asthma Management Policy/ Anaphylaxis Management Policy, Diabetes Management Policy*)
- medication will only be administered to a child:
 - if the medication is authorised in writing by a parent or authorised person
 - is administered in accordance to a child's Medical Management Plan or other instructions provided by a registered medical practitioner
 - as prescribed by a registered medical practitioner
 - is in the original container
 - has the original label clearly showing the name of the child
 - is before the expiry/use by date
 - after the educator has checked the child's identity and dosage of the medication against the written instructions provided
- an *Administration of Medication Record* is completed for each child and acknowledged by the parent at the end of each day
- a communication plan is developed in collaboration with the Nominated Supervisor/Responsible Person and FDC educator to ensure communication between families and educators is on-going and effective
- communication regarding children's health requirements is delivered to families in a culturally sensitive and respectful manner
- educators and educator assistants receive appropriate professional development and training in managing specific medical conditions and meeting children's individual needs
- FDC educators hold current accredited first aid and CPR qualifications, emergency asthma and emergency anaphylaxis management certificates (as approved by ACECQA)
- FDC educators and educator assistants have a clear understanding about their role and responsibilities when caring for children with a medical condition
- FDC educators and educator assistants adhere to practices and procedures in relation to safe food handling and consumption of food
- families provide required information on their child's medical condition, including:
 - medication requirements
 - allergies
 - medical practitioner contact details
 - medical management plan
- a medical management plan has been developed in consultation with parents and the child's medical practitioner and provided to the FDC service and/or
 - an individual Asthma or Anaphylaxis Action Plan is developed in consultation with parents and the child's medical practitioner eg: (ASClA) or National Asthma Council of Australia
 - an individual Diabetes Management Plan is developed in consultation with parents and the child's medical practitioner
- risk minimisation plan has been developed in consultation with parents and management prior to the child commencing at the FDC service

- FDC educators will be informed immediately about any changes to a child's medical management plan, risk management plan
- to record any prescribed health information and retain copies of medical management plan, anaphylaxis management plan or asthma management plan and risk minimisation plan in the child's enrolment folder
- FDC educators and educator assistants have access to emergency contact information for the child
- casual educators are informed of children (and any other staff-educator assistant) who have specific medical conditions or food allergies, the type of condition or allergies they have and the FDC Service's procedures for dealing with emergencies involving allergies and anaphylaxis
- a notice is displayed prominently in the main entrance of the FDC residence or approved venue stating that a child diagnosed at risk of anaphylaxis is being cared for or educated, and providing details of the allergen/s (regulation 173)
- a copy of the child's medical management plan is visibly displayed in an area not generally available to families and known to educators and educator assistants in the FDC residence/venue with authorisation to display obtained from parent/guardian
- medication self-administered by a child over preschool aged, is only permitted with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication

THE FDC EDUCATOR/ EDUCATOR ASSISTANT WILL:

- In the event of a high-risk scenario where a child suffers from a reaction, incident, situation, or event related to a medical condition the FDC educator will follow the child's medical management plan as per Regulation 90(1)(c)(ii)
- commence first aid measures/monitoring
- call an ambulance immediately by dialling 000
- contact the parent/guardian when practicable but as soon as possible
- contact the emergency contact if the parents or guardian can't be contacted when practicable but as soon as possible
- contact the Coordinator/Nominated Supervisor or Approved Provider of the FDC Service as soon as possible
- complete an *Incident, Injury, Trauma and Illness Record* as soon as possible
- request the approved provider/coordinator to notify the regulatory authority (within 24 hours) in the event of a serious incident.

FOLLOWING AN INCIDENT

- in the event of a high-risk scenario where a child suffers from a reaction, incident, situation, or event related to a medical condition the FDC educator will follow the child's medical management plan as per Reg. 90(1)(c)(ii)
- commence first aid measures immediately as per the child's medical management plan, *Incident, Injury, Trauma and Illness Policy and procedures and Administration of First Aid Policy and Procedures*

- urgent medical attention from a registered medical practitioner is contacted if required
- an ambulance is called by dialling 000 if the child does not respond to initial treatment
- the nominated supervisor or responsible person will contact the child's parent/guardian or emergency contact when practicable, but as soon as possible
- the nominated supervisor will ensure the *Incident, Injury, Trauma and Illness Record* is completed in its entirety
- the approved provider/nominated supervisor will notify the regulatory authority (within 24 hours) in the event of a serious incident (Reg. 12)
- the approved provider/nominated supervisor will conduct a review of practices following a medical emergency at the Service, including an assessment of areas for improvement.

MANAGEMENT OF ASTHMA, ANAPHYLAXIS AND DIABETES

For the management of Asthma, Anaphylaxis and Diabetes see individual Service policies and procedures, which include procedures to follow on the administration medication following an anaphylaxis or asthma emergency.

FAMILIES WILL ENSURE:

- they provide the FDC Service management with accurate information about their child's health needs, allergies, medical conditions, and medication requirements on the enrolment form during the enrolment process
- they provide the FDC Service with a medical management plan prior to enrolment of their child
- they consult with Coordinator and FDC educator to develop a risk minimisation plan and communication plan
- the FDC Service enrolment form is completed in its entirety providing specific details about the child's medical condition
- they acknowledge they have received a copy of the *Medical Conditions Policy* and *Administration of Medication Policy*
- they notify the FDC Service and educator if any changes are to occur to the medical management plan
- they notify the FDC Service and educator verbally when children are taking any short-term medications AND whether or not these medications may be self-administered (only applicable for a child over preschool age)
- they provide adequate supplies of the required medication and complete the *Administration of Medication Record*
- they provide an updated copy of the child's medical management plan annually or evidence from a Medical Practitioner to confirm the plan remains unchanged
- they provide written consent for their child's medical management plan to be displayed in the FDC residence/service.

SELF-ADMINISTRATION OF MEDICATION

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

- a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication
- medication is stored safely by the FDC educator, who will provide it to the child when required
- supervision is provided by the FDC educator whilst the child is self-administering medication
- a recording is made in the medication record for the child that the medication has been self-administered
- parents will acknowledge the details in the medication record upon collection of their child with a signature and date

(See *Administration of Medication Policy* for further information)

MEDICAL MANAGEMENT PLAN

Any medical management plan provided by a child's parents and/or registered medical practitioner should include the following:

- specific details of the diagnosed health care need, allergy or relevant medication condition
 - supporting documentation (if required)
 - a recent photo of the child
 - current medication and dosage prescribed for the child
 - if relevant, state what triggers the allergy or medical condition
 - first aid/emergency response that may be required
 - any medication that may be required to be administered in case of an emergency
 - further treatment or response if the child does not respond to the initial treatment
 - when to contact an ambulance for assistance
 - contact details of the medical practitioner who signed the plan
 - the date of when the plan should be reviewed
- a copy of the medical management plan will be displayed for FDC educators and educator assistants to see to ensure the safety and wellbeing of the child, whilst ensuring the child's privacy by displaying only in an area generally only available to staff of the FDC Service and FDC educator
 - the FDC Service must ensure the medical management plan remains current all times.

RISK MINIMISATION PLAN

All children with a diagnosed health care need, allergy or relevant medical condition must have a risk minimisation plan in place. (Regulation 90(1)(c))

A meeting will be arranged with the parents/guardian as soon as the FDC Service has been advised of the diagnosed health care need, allergy or medical condition. During this meeting a risk minimisation plan will be developed in consultation with the parent/guardian and FDC educator to ensure:

- that the risks relating to the child's specific health care need, allergy, or medical condition are assessed and minimised
- that practices and procedures in relation to the safe handling, preparation, serving, and consumption of food are developed and implemented

- that the parents/families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented
- practices are developed and implemented to ensure that all FDC educators, educator assistants, and volunteers can identify the child, the child's medical management plan and the location of the child's medication
- that the child does not attend the care without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or medical condition
- risk minimisation plan(s) are reviewed at least annually and/or revised with each change in the medical management plan in conjunction with parents/guardians
- all relevant information pertaining to the child's health and medical condition is communicated to parents at the end of each day by the educator
- parents are notified by the educator in advance of any special activities taking place such as celebrations, sporting events or excursions so plans of safe inclusion can be developed
- appropriate hygiene practices are followed by the educator when managing medical conditions in accordance with the *Control of Infectious Diseases Policy*.

COMMUNICATION PLAN

The communication plan explains how relevant staff members and volunteers are informed about the medical management and risk management plans and how the parent of the child can communicate any changes to the diagnosed health care need, allergy or medical condition.

A communication plan will be created after the meeting with the parents/guardian to ensure:

- all relevant staff members, educators and volunteers are informed about the *Medical Conditions Policy*, the medical management plan and risk minimisation plan for the child; and
- an individual child communication document is created so that a parent can communicate any changes to the medical management plan and risk management plan for the child in writing.

At all times, families who have a child attending the FDC Service who have a diagnosed healthcare need, allergy or medical condition will be provided with a copy of this policy and other relevant policies specific to their child's health management and communication plans.

RESOURCES

[ASCIA anaphylaxis e-training for schools and early childhood education/care](#)

[ASCIA plans for Anaphylaxis](#)

[Coeliac Australia](#)

[Cystic Fibrosis Australia](#)

[Diabetes Australia](#)

[Epilepsy Foundation](#)

[National Asthma Australia](#)

[National Allergy Strategy](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Medical Conditions Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Procedure	Medical Management Plan
Administration of Medication Form	Medical Risk Minimisation Plan
Managing a Medical Condition Procedure	Notification of Changed Medication Status
Medication Communication Plan	Permission to Display Medication Action Plan

SOURCE

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority (ACECQA). 2021. [Policy and Procedure Guidelines](#).

[Dealing with Medicals in Children Policy Guidelines](#).

Australian society of clinical immunology and allergy. ASCIA. <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

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[Education and Care Services National Regulations](#). (Amended 2023).

Federal Register of Legislation *Privacy Act 1988*.

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services](#) (6th Ed.). NHMRC. Canberra.

Occupational Health and Safety Act 2004.

REVIEW

NEXT REVIEW DATE	[NAME]	[POSITION]	JUNE 2026
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2025
VERSION NUMBER	V17.06.25		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy maintenance added review of practices following any medical emergency at the FDC Service added additional points in FDC educators will section sources checked for currency and updated as required 		
POLICY REVIEWED BY	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V11.06.24		
MODIFICATIONS	<ul style="list-style-type: none"> minor formatting edits within text policy maintenance – no major changes to policy hyperlinks checked and repaired as required 		
POLICY REVIEWED	JUNE 2023	NEXT REVIEW DATE	JUNE 2024
VERSION NUMBER	V14.06.23		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy maintenance hyperlinks checked and repaired as required 		

	<ul style="list-style-type: none"> • minor formatting edits within text • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JUNE 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	JUNE 2023
OCTOBER 2021	<ul style="list-style-type: none"> • Policy reviewed and included suggested guidelines from ACECQA Dealing with Medical Conditions in Children (June 2021) • Additional section added <i>Cook and Food Handlers</i> • National Allergy Strategy link added 	JUNE 2022
MAY/JULY 2021	<ul style="list-style-type: none"> • Duty of Care section added • minor edits as policy was reviewed in September 2020 following feedback from QLD regulatory authority • inclusion of staff annual ASCIA anaphylaxis e-training as best practice • resources added for management of medical conditions • communication plan information added • sources checked for currency 	JUNE 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> • additional regulations added • administration of medication regarding original container, prescribed dosage/authorisations added • minor changes to relate policy to Administration of Medication Policy • procedure for self-administration of medication added 	JUNE 2021
APRIL 2020	<ul style="list-style-type: none"> • additional information added to points • additional wording added to include diagnosed health care need, allergy or relevant medical condition 	JUNE 2020
JUNE 2019	<ul style="list-style-type: none"> • Some grammar, punctuation and spelling edited. • Some sentences reworded/refined. • Additional information added to points. • Sources/references added & alphabetised. 	JUNE 2020

	<ul style="list-style-type: none"> Related policies added. 	
JUNE 2018	<ul style="list-style-type: none"> Included the 'Related Policies' section and minor adjustments made to terminology. 	JUNE 2019
DECEMBER 2017	<ul style="list-style-type: none"> Updated policy to comply with the changes to the National Quality Standard 	JUNE 2017
MAY 2017	<ul style="list-style-type: none"> Modifications made for Family Day Care Services 	TBA

ASTHMA MANAGEMENT POLICY

Asthma is a chronic health condition, which is one of the most common reasons for childhood admission to hospital. Correct asthma management will assist to minimise the impact of asthma. Children under the age of six usually do not have the skills or ability to recognise and manage their own asthma effectively. Our Family Day Care (FDC) Service recognises the need to educate its staff, educators, educator assistants and families about asthma and to implement responsible asthma management strategies.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan

91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy Handwashing Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy
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PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions including asthma management. We aim to create and maintain a safe and healthy environment for all children enrolled at the FDC Service where all children with asthma can fully participate. We ensure all FDC educators, educator assistants, coordinators and staff follow our *Asthma Management Policy* and procedures and children's medical management plans.

SCOPE

This policy applies to the approved provider, coordinator, staff, educators, educator assistants, children, families, and visitors of the Family Day Care Service.

DUTY OF CARE

We are committed to be an Asthma Friendly Service as outlined by Asthma Australia. This means:

- the majority of staff have current training in Asthma First Aid and routine Asthma management
- each FDC educator and educator assistant holds a current ACECQA-approved Emergency Asthma Management certificate
- Asthma Emergency Kits (AEKs) are accessible and include in-date reliever medication, and single-use spacers with masks for children under 5
- Asthma First Aid posters are on display and information is available for FDC Educators and parents
- Policies are Asthma Friendly.

Source: Australian Children's Education & Care Quality Authority (acecqa.gov.au)

Our FDC Service has a legal responsibility to take reasonable steps to provide

- a safe environment free from foreseeable harm and
- adequate Supervision for children

All FDC educators, educator assistants, including relief staff, must have adequate knowledge of the signs and symptoms of asthma to ensure the safety and wellbeing of the children. Management will ensure all FDC educators and educator assistants are aware of children's medical management plans and risk management plans.

BACKGROUND

Asthma is clinically defined as a chronic lung disease, which can be controlled but not cured. In clinical practice, asthma is defined by the presence of both excessive variation in lung function, i.e., variation in expiratory airflow that is greater than that seen in healthy children ('variable airflow limitation'), and respiratory symptoms (e.g., wheeze, shortness of breath, cough, chest tightness) that vary over time and may be present or absent at any point in time (National Asthma Council Australia, 2015, p.4).

Asthma affects approximately one in 10 Australian children and adults. It is the most common reason for childhood admission to hospital. However, with correct asthma management people with asthma need not restrict their daily activities. Community education assists in generating a better understanding of asthma within the community and minimising its impact.

Symptoms of asthma may vary between children, but may include wheezing, coughing (particularly at night), chest tightness, difficulty in breathing and shortness of breath. It is generally accepted that children under six years of age do not have the skills and ability to recognise and manage their own asthma without adult assistance. Our FDC Service recognises the need to educate FDC educators and parents/guardians about asthma and to promote responsible asthma management strategies.

Asthma causes three main changes to the airways inside the lungs, and all of these can happen together:

- the thin layer of muscle within the wall of an airway can contract to make it tighter and narrower – reliever medicines work by relaxing these muscles in the airways.
- the inside walls of the airways can become swollen, leaving less space inside – preventer medicines work by reducing the inflammation that causes the swelling.
- mucus can block the inside of the airways – preventer medicines also reduce mucus.

Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. Our FDC Service will ensure that all FDC educators and educator assistants have current approved emergency asthma management training in accordance with the Education and Care Services National Regulations.

It can be difficult to diagnose asthma with certainty in children aged 0–5 years, because:

- episodic respiratory symptoms such as wheezing, and coughing are very common in children, particularly in children under 3 years
- objective lung function testing by spirometry is usually not feasible in this age group
- a high proportion of children who respond to bronchodilator treatment do not go on to have asthma in later childhood (e.g., by primary school age).

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of our *Medical Conditions Policy* will be provided to all FDC educators, volunteers, and families of the FDC Service and reviewed on an annual basis. It is important that communication is open between families and educators to ensure appropriate asthma management.

It is imperative that all FDC educators and volunteers at the FDC Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all staff, FDC educators, educator assistants, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record
- if the answer is yes, the parents/guardians are required to provide a medical management plan and signed by a registered medical practitioner prior to their child's commencement at the FDC Service [see section below-*When a child with asthma is enrolled in the FDC Service*]
- parents are provided with a copy of the Service's *Medical Conditions Policy*, *Asthma Management Policy* and *Administration of Medication Policy* upon enrolment of their child
- written authorisation is requested from families on the enrolment form to administer emergency asthma medication or treatment if required
- that all FDC educators, educator assistants and coordinators hold:
 - ACECQA approved first aid qualification (including annual emergency life support and CPR)
 - ACECQA approved anaphylaxis management training and
 - ACECQA approved emergency asthma management training
- records are maintained of all training for staff and engaged educators

- upon employment/engagement at the FDC Service all staff/educators will read and be aware of all medical condition policies and procedures, maintaining awareness of asthma management strategies
- that medication is administered in accordance with the *Administration of Medication Policy*
- an *Administration of Medication Record* is kept for each child to whom medication is to be administered by the FDC Service
- that in the event of a serious incident such as a severe asthma attack, notification to the regulatory authority is made within 24 hours of the incident
- that when medication has been administered to a child in an asthma emergency, the parent/guardian of the child are notified as soon as is practicable or within 24 hours of the incident
- children with asthma are not discriminated against in any way
- children with asthma can participate in all activities safely and to their full potential
- to communicate any concerns with parents/guardians regarding the management of children with asthma at the FDC Service
- Asthma Australia's Asthma First Aid posters are displayed in key locations at the FDC Service
- discussions occur regarding authorisation for children to self-administer asthma medication if applicable. Any authorisations for self-administration must be documented in the child's medical management plan and approved by the FDC Service, FDC educator, parents/guardian and the child's medical management team

WHEN A CHILD WITH ASTHMA IS ENROLLED AT THE FDC SERVICE THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- meet with the parents/guardians to begin the communication process for managing the child's medical condition
- not permit the child to begin education and care until a medical management plan developed in consultation with parents and the child's medical practitioner is provided
- ensure the medical management plan includes:
 - child's name, date of birth
 - specific details of the child's diagnosed medical condition
 - supporting documentation (if required)
 - a recent photo of the child
 - triggers for asthma (signs and symptoms)
 - list of usual asthma medicines including doses
 - response for an asthma emergency including medication to be administered
 - contact details and signature of the registered medical practitioner
 - date the plan should be reviewed
- develop and document a risk minimisation plan in collaboration with parents/guardian and the FDC educator
- ensure the risk minimisation plan is specific to the FDC residence/approved venue environment, activities, incursions and excursions, and the individual child and is reviewed annually
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101
- discuss with the requirements for completing an *Administration of Medication Record* for their child

- discuss any requests for self-administration of medication with families and the FDC educator
- request parental authorisation to display a child's medical management plan in key locations of the FDC residence/approved venue, where the FDC educator is able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)
- keep a copy of the child's medical management plan and risk minimisation plan in the enrolment record
- ensure families provide reliever medication that has not expired and a clean spacer (including a child's face mask, if required) whilst their child is attending the FDC residence or approved venue
- collaborate with parents/guardians and the FDC educator to develop and implement a communication plan and communicate any concerns with parents/guardians regarding the management of their child's asthma
- ensure that whenever the FDC educator takes children out of the FDC residence or approved venue, they carry a copy of each child's individual medical management action plan and required medication
- ensure an *Administration of Medication Record* is kept for each child to whom medication is to be administered by the FDC educator
- ensure families update their child's medical management plan regularly or whenever a change to the child's management of asthma occurs
- regularly check the expiry date of reliever medication and ensure that spacers and facemasks are cleaned after every use

FDC EDUCATORS WILL ENSURE:

- they read and comply with the FDC Service's *Asthma Management Policy*, asthma first aid procedure and *Administration of Medication Policy*
- they are able to identify children displaying the symptoms of an asthma attack and locate their personal medication, and Asthma medical management plan
- to maintain current approved Emergency Asthma Management qualifications
- they are able to identify and, where possible, minimise asthma triggers as outlined in the child's medical management plan and risk minimisation plan
- that the first aid kit, children's personal asthma medication and asthma medical management plans are taken on excursions or other offsite events, including emergency evacuations and drills
- to administer prescribed asthma medication in accordance with the child's asthma medical management plan and the FDC Service's *Administration of Medication Policy*
- to discuss with parents/guardians the requirements for completing an *Administration of Medication Record* for their child
- ensure any asthma attacks are clearly documented in the *Incident, Injury, Trauma or Illness Record* and advise parents as a matter of priority, when practicable
- communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate fully in all activities
- that children with asthma are not discriminated against in any way
- that children with asthma can participate in all activities safely and to their full potential, ensuring an inclusive program

FAMILIES WILL:

- inform staff, either on enrolment or on initial diagnosis, that their child has asthma
- read the FDC Service's *Asthma Management Policy*
- provide a copy of their child's medical management plan to the FDC Service ensuring it has been prepared in consultation with, and signed by, a medical practitioner
- provide written authorisation to the FDC Service for their child to self-administer medication (if applicable)
- develop a risk minimisation plan in collaboration with the nominated supervisor/coordinator and FDC educator
- develop a communication plan in collaboration with the nominated supervisor and FDC educator
- ensure all details on their child's enrolment form and medication record are completed prior to commencement at the FDC Service
- provide an adequate supply of appropriate asthma medication and equipment for their child when they attend the FDC residence or approved venue
- review the risk minimisation plan annually with the nominated supervisor and FDC educator (recommended best practice)
- provide an updated plan at **least annually** or whenever medication or management of their child's asthma changes
- communicate regularly with their FDC educator in relation to the ongoing health and wellbeing of their child, and the management of their child's asthma
- notify the nominated supervisor in writing via email or through the *Notification of Changed Medical Status* form of any changes to their child's medical condition status and provide a new medical management plan in accordance with these changes
- encourage their child to learn about their asthma, and to communicate with their FDC educator if they are unwell or experiencing asthma symptoms

IF A CHILD SUFFERS FROM AN ASTHMA EMERGENCY THE FDC EDUCATOR WILL:

- Follow the child's medical management plan
- If the child does not respond to steps within the medical management plan call an ambulance immediately by dialling 000
- Continue first aid measures
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the approved provider/coordinator of the FDC Service as soon as practicable
- Notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child while the child is being educated and cared for by the FDC Service for which the child attended, or ought reasonably to have attended a hospital e.g., severe asthma attack is considered a serious incident (Reg. 12).

- FDC educator/s involved in the incident are to complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the nominated supervisor/coordinator of the FDC Service
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*

- place a copy of the record in the child's file
- the nominated supervisor /coordinator will inform the management about the incident
- the nominated supervisor or the approved provider will inform regulatory authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)
- the FDC educator will be debriefed after each serious incident and the child's individual medical management plan/action plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used
- discussions about exposure to the allergen/trigger and the strategies that need to be implemented and maintained to prevent further exposure.

RESOURCES

[Asthma First Aid A4 Poster](#)

[Asthma Action Plan](#)

[FIRST AID FOR ASTHMA CHILDREN UNDER 12](#)

[Aiming for Asthma Improvement in Children](#)

[Supporting the Continuity of Asthma Care \(for patients with severe asthma during Coronavirus \(COVID-19\) pandemic](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Asthma Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure	Medication Update Letter to parents
Administration of Medication Form	Medical Conditions Register
Authorisation to Display Medical Management Plan	Medical Management Plan
Managing a Medical Condition Procedure	Medical Risk Minimisation Plan
Medical Communication Plan	Notification of Changed Medical Status

SOURCE

Asthma Australia: <https://asthma.org.au>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Asthma Council Australia. (2015). *Australian asthma handbook: Quick reference guide*.

<https://www.asthmahandbook.org.au/>

National Asthma Council Australia. (2019). *My asthma guide*. <https://www.nationalasthma.org.au/living-with-asthma/resources/patients-carers/brochures/my-asthma-guide>

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

REVIEW

NEXT REVIEW DATE	[NAME]	[POSITION]	JULY 2026
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JULY 2025
VERSION NUMBER	V10.07.25		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • deleted section- Asthma and COVID-19 • deleted sections-Risk Management Plan/Communication Plan (these are covered in Medical Management Policy) • minor edits within policy 		
POLICY REVIEWED BY:	AMY AYACHE	EDUCATIONAL LEADER	JUNE 2024
VERSION NUMBER	V13.06.24		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance – no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 		
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
VERSION NUMBER	V8.7.23		
MODIFICATIONS	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY/SEP 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text- abbreviation of Family Day Care to FDC throughout policy for consistency • hyperlinks checked and repaired as required (updated in September) 		JULY 2023
JULY 2021	<ul style="list-style-type: none"> • Major changes/rearrangement of policy for consistency with related medical conditions policies (anaphylaxis, diabetes, epilepsy) • deletion of repetitive statements in all sections 		JULY 2022

	<ul style="list-style-type: none"> • new sections added- '<i>When a child is diagnosed with asthma is enrolled at the FDC Service</i>' and '<i>Reporting procedures</i>' • Policy review includes ACECQA policy guidelines/components (June 2021) • information regarding self-administration of asthma medication added • additional resources for FDC service added 	
JULY 2020	<ul style="list-style-type: none"> • minor formatting changes • Additional regulations added • Additional related policies added • Additional resources added • COVID-19 recommendations • Communication Plan information included • sources checked for currency 	JULY 2021
JULY 2019	<ul style="list-style-type: none"> • Grammar and punctuation edited. • Additional information added to points. • Sources checked for currency. • New source added to represent referenced work. • Regulation 136 added. • Moved the 'scope' to before information begins. 	JULY 2020
JULY 2018	<ul style="list-style-type: none"> • New policy draft 	JULY 2019

ANAPHYLAXIS MANAGEMENT POLICY

The *Education and Care Services National Regulations* requires approved providers to ensure services have policies and procedures in place for medical conditions including anaphylaxis.

Anaphylaxis is a severe and sometimes sudden allergic reaction which is potentially life threatening. It can occur when a person is exposed to an allergen (such as food or an insect sting). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more. Anaphylaxis should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person is exposed to the allergen to which they are allergic, usually a food, insect sting or medication. Any anaphylactic reaction always requires an emergency response.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness

87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Administration of first aid Policy Administration of Medication Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Supervision Policy
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PURPOSE

We aim to minimise the risk of an anaphylactic reaction occurring at our Family Day Care (FDC) Service by following the *Anaphylaxis Management Policy*, developing and implementing risk minimisation strategies. We ensure all Family Day Care (FDC) educators, educator assistants and

staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, children, families, students, volunteers and visitors of the Family Day Care Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to provide

- e. a safe environment for children free of foreseeable harm and
- f. adequate supervision of children.

Our focus is keeping children safe and promoting the health, safety and wellbeing of children attending our FDC Services. FDC educators and staff members, including relief educators, need to be aware of children at the FDC Service who suffer from allergies that may cause an anaphylactic reaction, maintaining a healthy and safe environment. Management will ensure FDC educators and staff are aware of children's Australasian Society of Clinical Immunology and Allergy (ASCIA) Action Plans, risk minimisation plan and required medication.

BACKGROUND

Anaphylaxis is a severe, rapidly progressing allergic reaction that is potentially life threatening.

The most common allergens in children are:

- Peanuts
- Eggs
- Tree nuts (e.g., cashews, pistachios, almonds)
- Cow's milk
- Fish and shellfish
- Wheat
- Soy
- Sesame
- Certain insect stings (particularly bee stings)

Signs of anaphylaxis (severe allergic reaction) include any 1 of the following:

- difficult/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking/and or a hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- pale and floppy (young children)
- abdominal pain and/or vomiting (signs of a severe allergic reaction to insects)

The key to the prevention of anaphylaxis and response to anaphylaxis within the FDC Service is awareness and knowledge of those children who have been diagnosed as at risk, awareness of allergens that could cause a severe reaction, and the implementation of prevention measures to

minimise the risk of exposure to those allergens. It is important to note however, that despite implementing these measures, the possibility of exposure cannot be completely eliminated. Communication between the FDC Service and families is vital in understanding the risks and helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Children at risk of anaphylaxis will not be enrolled into the FDC Service until the child's personal ASCIA Action Plan is completed and signed by their medical practitioner. A site-specific risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

The [ASCIA Action Plans](#) meet the requirements of regulation 90 as a medical management plan. It is imperative that all FDC educators, educator assistants and volunteers follow a child's ASCIA Action Plan in the event of an incident related to a child's specific health care need, allergy, or medical condition.

The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs, including having families provide written authorisation to display the child's ASCIA Action Plan in prominent positions within the FDC residence or approved venue. A copy of all medical management plans will be kept at the FDC Service principal office.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all staff, FDC educators, educator assistants, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- the [Best practice guidelines](#) for anaphylaxis prevention and management in children's education and care services are implemented
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has been diagnosed as being at risk of anaphylaxis or has severe allergies and clearly document this information on the child's enrolment record
- that, if the answer is yes, the parents/guardians are required to provide an ASCIA Action Plan signed by a registered medical practitioner prior to their child's commencement at the FDC Service
- parents/guardians of an enrolled child who is diagnosed with anaphylaxis are provided with a copy of the *Anaphylaxis Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- prescribed information is clearly visible from the main entrance at each FDC residence or approved venue (Reg. 173A)
- all FDC educators, educator assistants and coordinators hold:

- ACECQA approved first aid qualification (including annual emergency life support and CPR)
 - ACECQA approved anaphylaxis management training and
 - ACECQA approved emergency asthma management training
- records are maintained of all training for staff and engaged educators
- that all FDC educators, educator assistants and coordinators, whether they have a child diagnosed at risk of anaphylaxis enrolled at their service or not, undertakes training in the administration of the adrenaline auto-injection device and cardio-pulmonary resuscitation every 12 months
- that all FDC educators, educator assistants and other staff, are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and location of EpiPen® / Anapen ® kit
- that a copy of this policy is provided and reviewed during each new FDC educator and educator assistant's induction process
- that updated information, resources and support for managing allergies and anaphylaxis are regularly provided to families
- anaphylaxis risk management plans are developed prior to any excursion or incursion consistent with Reg. 101
- that at least one general use adrenaline injector is available at the FDC residence or approved venue in case of an emergency- Reg.89- First Aid Kits

IN FAMILY DAY CARE SERVICES WHERE A CHILD DIAGNOSED AT RISK OF ANAPHYLAXIS IS ENROLLED THE NOMINATED SUPERVISOR/COORDINATOR WILL:

- meet with the parents/guardians and FDC educator and begin the communication process for managing the child's medical condition
- not permit the child to begin education and care until an ASCIA Action Plan is provided by the family and signed by a medical practitioner
- ensure the ASCIA Action Plan includes:
 - child's name, date of birth
 - a recent photo of the child
 - confirmed allergen(s)- specific details of the child's diagnosed medical condition
 - supporting documentation (if required)
 - triggers for the allergy/anaphylaxis (signs and symptoms)
 - first aid/emergency action that will be required
 - administration of adrenaline autoinjectors
 - contact details and signature of the registered medical practitioner
 - date the plan should be reviewed
- develop a risk minimisation plan in collaboration with parents/guardian, by assessing the potential for accidental exposure to allergens while the child at risk of anaphylaxis is in the care at the FDC residence or approved venue (particular attention should be given to mealtimes as this is a significant risk for children with food allergies)
- ensure the risk minimisation plan is specific to the FDC residence or approved venue environment a activities, incursions and excursions, and the individual child and is reviewed annually

- ensure that a child who has been prescribed an adrenaline auto-injection device is not permitted to attend the FDC Service without a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management plan)
- collaborate with parents/guardians and FDC educator to develop and implement a communication plan and encourage ongoing communication regarding the status of the child's allergies, this policy, and its implementation
- review the risk minimisation plan annually
- request parental authorisation to display an ASCIA Action Plan for each child with a diagnosed risk of anaphylaxis in key locations at the FDC residence where the FDC educator is able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, the kitchen, and / or near the medication cabinet)
- display ASCIA First Aid Plan for Anaphylaxis (**ORANGE**) in key locations of the FDC residence
- ensure if meals are provided for children at the FDC residence, the FDC educator is trained in managing the provision of meals for a child with allergies, including high levels of care in preventing cross contamination during storage, handling, preparation and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.
- ensure that a notice is displayed prominently in the main entrance of the FDC residence or approved venue, stating that a child diagnosed at risk of anaphylaxis is being cared for or educated and providing details of the allergen/s (Reg. 173A) [note: this notice should not identify the child]
- ensure that all relief FDC educators have completed training in anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction and awareness of any child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device kit
- ensure FDC educators display an emergency contact card by the telephone
- ensure risk management plans are developed prior to any excursion or incursion consistent with Reg. 101
- ensure that whenever the FDC educator takes children outside the residence, a copy of the ASCIA Action Plan with the auto-injection device kit is always taken
- ensure an up-to-date copy of the ASCIA Action Plan is provided whenever any changes have occurred to the child's diagnosis or treatment [note ASCIA Action Plans do not expire and are valid beyond their review date]
- provide information to the Service community about resources and support for managing allergies and anaphylaxis.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- read and comply with the *Anaphylaxis Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- ensure that a complete auto-injection device kit (which must contain a copy the child's ASCIA Action Plan signed by the child's registered medical practitioner) is provided by the parent/guardian for the child while at the FDC residence or approved venue
- ensure a copy of the child's ASCIA Action Plan is visible and known to the FDC educator assistant and coordinator, visitors, and students at the FDC residence or approved venue

- follow the child's ASCIA Action Plan in the event of an allergic reaction, which may progress to anaphylaxis
- practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and 'anaphylaxis scenarios' on a regular basis, preferably quarterly
- ensure the child at risk of anaphylaxis only eats food that has been prepared according to the parents' or guardians' instructions
- always check a meal before it is given to a child with anaphylaxis
- ensure tables and bench tops are washed down effectively before and after eating
- ensure all children wash their hands upon arrival at the FDC residence/approved venue and before and after eating
- ensure children do not share drink bottles or food with other children
- increase supervision of a child at risk of anaphylaxis on special occasions such as excursions, incursions, parties and family days
- ensure that the auto-injection device kit is:
 - stored in a location that is known to the FDC educator/educator assistant, relief staff, coordinator and any family members residing in the FDC residence
 - NOT locked in a cupboard
 - easily accessible to adults but inaccessible to children
 - stored in a cool dark place at room temperature
 - NOT refrigerated
 - contains a copy of the child's ASCIA Action Plan
- ensure that the auto-injection device kit containing a copy of the ASCIA Action Plan for each child at risk of anaphylaxis is carried by the FDC educator accompanying the child when the child is removed from the FDC residence e.g., on excursions/regular outings that this child attends, transporting the child, or during an emergency evacuation
- regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month).

SCHOOL-AGED CHILDREN WHO CARRY THEIR OWN ADRENALINE AUTOINJECTOR

In some cases, children over preschool age attending the FDC Service as part of a before/after school or vacation care program might carry their own adrenaline auto-injector. Children at risk of anaphylaxis usually only carry their own adrenaline auto-injector once they travel independently to and from school. This often coincides with high school or the latter years of primary school.

To ensure compliance with the National Quality Framework an authorisation for a child over preschool age to self-administer medication is required (Regulation 96).

- Where a child carries their own adrenaline auto-injector it is advisable that the FDC Service requests the child's parent to provide a second adrenaline auto-injector to be kept at the FDC residence/approved venue in a secure location, as it should not be relied upon that the auto-injector is always being carried on their person.
- If a child does carry an auto-injector device, its exact location should be easily identifiable by the FDC educator. Where an auto-injector device is carried on their person, a copy of the child's medical management plan must also be carried.

FAMILIES WILL:

- inform the FDC educator and coordinator at the FDC Service, either on enrolment or on diagnosis, of their child's allergies and/or risk of anaphylaxis
- provide the FDC service with their child's ASCIA Action Plan giving written authorisation to use the auto-injection device in line with this action plan and signed by a registered medical practitioner
- develop an anaphylaxis risk minimisation plan in collaboration with the coordinator and FDC educator
- develop a communication plan in collaboration with the coordinator and FDC educator
- provide the FDC educator with a complete auto-injection device kit each day their child attends the FDC residence or approved venue
- comply with the FDC Service's policy that a child who has been prescribed an adrenaline auto-injection device is not permitted to attend the Service or its programs without that device
- maintain a record of the adrenaline auto-injection device expiry date so as to ensure it is replaced prior to expiry
- assist FDC educator and other staff by offering information and answering any questions regarding their child's allergies
- communicate all relevant information and concerns to FDC educators and staff, for example, any matter relating to the health of the child
- notify the FDC Service and FDC educator if their child has had a severe allergic reaction while not at the service- either at home or at another location
- read and be familiar with this policy
- bring relevant issues to the attention of the FDC educator
- notify the FDC Service of any changes to their child's allergy status in writing via email or through the *Notification of Changed Medical Status* form and provide a new ASCIA Action Plan in accordance with these changes
- review the risk minimisation plan annually with the nominated supervisor/responsible person and FDC educators (recommended best practice)

IF A CHILD SUFFERS FROM AN ANAPHYLACTIC REACTION THE FDC EDUCATOR WILL:

- Follow the child's ASCIA Action Plan - administer an adrenaline injector
- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Record the time of administration of adrenaline autoinjector
- If after 5 minutes there is no response, a second adrenaline autoinjector should be administered to the child if available
- Ensure the child experiencing anaphylaxis is lying down or sitting with legs out flat and is not upright
- Do not allow the child to stand or walk (even if they appear well)
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian cannot be contacted when practicable
- Notify the approved provider/coordinator of the FDC Service as soon as practicable
- Notify the regulatory authority within 24 hours

IN THE EVENT WHERE A CHILD WHO HAS NOT BEEN DIAGNOSED AS ALLERGIC, BUT WHO APPEARS TO BE HAVING AN ANAPHYLACTIC REACTION:

- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Administer an adrenaline autoinjector
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian cannot be contacted when practicable
- Notify the approved provider/coordinator of the FDC Service as soon as practicable
- Notify the regulatory authority within 24 hours

[Authorisation for emergency medical treatment for conditions such as anaphylaxis or asthma is not required and medication may be administered- as per National Regulation 94]

REPORTING PROCEDURES

Any anaphylactic incident is considered a serious incident (Reg. 12).

- FDC educator/educator assistant involved in the incident will complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the person in charge of the FDC Service at the time of the incident- the Nominated Supervisor/Coordinator
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- if necessary, a copy of the completed form will be sent to the insurance company
- a copy of the *Incident, Injury, Trauma and Illness Record* will be placed in the child's individual record file
- the coordinator/nominated supervisor will inform the FDC Service management about the incident
- the nominated supervisor or the approved provider will inform Regulatory Authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)
- the FDC educator and educator assistant will be debriefed after each anaphylaxis incident and the child's individual anaphylaxis medical management plan and risk minimisation plan, evaluated, including a discussion of the effectiveness of the procedure used
- discussions will be held about the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

EDUCATING CHILDREN

'Allergy awareness' is regarded as an essential part of managing allergies in early childcare services.

FDC educators will:

- educate children about allergies and the risk of anaphylaxis in an age-appropriate way
- talk to children about foods that are safe and unsafe for the anaphylactic child. They will use terms such as '*this food will make _____ sick*', '*this food is not good for _____*', and '*_____ is allergic to that food*'.
- help children understand the seriousness of allergies and the importance of knowing the signs and symptoms of allergic reactions (e.g., itchy, furry, or scratchy throat, itchy or puffy skin, hot, feeling funny)
- encourage empathy, acceptance, and inclusion of the allergic child

- discuss strategies to help keep children with food allergies safe including not sharing food, drinking from their own water bottle/cup, washing hands

CONTACT DETAILS FOR RESOURCES AND SUPPORT

[Allergy Aware- A hub for allergy awareness resources](#) A project developing national Best Practice Guidelines and supporting resources for the prevention and management of anaphylaxis in schools and children's education and care services (2023)

[Australasian Society of Clinical Immunology and Allergy](#) (ASCIA) provide information on allergies. The ASCIA Action Plans for Anaphylaxis are device-specific and must be completed by a medical practitioner.

<https://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>

Current ASCIA Action Plans are the 2023 versions. There are three types of ASCIA Action Plans for Anaphylaxis and a First Aid Plan. The 2023 plans have been reformatted for the first time in 20 years.

- ASCIA Action Plan (**RED**) are for children or adults with medically confirmed allergies, who have been prescribed adrenaline autoinjectors (Plans are available for EpiPen® or Anapen®)
- ASCIA Action Plan for Drug (Medication) Allergy (**DARK GREEN**) for children or adults with medically confirmed drug (medication) allergies, who have NOT been prescribed adrenaline injectors.
- ASCIA Action Plan for Allergic Reactions (**GREEN**) is for children or adults with medically confirmed food or insect allergies who have not been prescribed adrenaline autoinjectors and
- ASCIA First Aid Plan for Anaphylaxis (**ORANGE**)

[Allergy & Anaphylaxis Australia](#) is a non-profit support organisation for families with food anaphylactic

children. Items such as storybooks, tapes, auto-injection device trainers and other resources are available for sale from the Product Catalogue on this site.

Allergy & Anaphylaxis Australia also provides a telephone support line for information and support to help manage anaphylaxis: Telephone 1300 728 000.

[Royal Children's Hospital Anaphylaxis Advisory Support Line](#) provides information and support about anaphylaxis to school and licensed children's services staff and parents. Telephone 1300 725 911 or Email: anaphylaxisadviseline@rch.org.au

[NSW Department of Education](#) provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

ADDITIONAL INFORMATION

VICTORIA (VIC)

[Children with medical conditions attending education and care services](#)

[First aid, anaphylaxis and asthma management](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Anaphylaxis Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form Adrenaline Auto Injector Expiry Record Anaphylaxis Letter to Families Authorisation to Display Medical Management Plan Managing a Medical Condition Procedure Medical Communication Plan	Medication Update Letter to parents Medical Conditions Register Medical Management Plan Medical Risk Minimisation Plan Notification of Changed Medical Status
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SOURCES

Allergy Aware. (2023). [Best practice guidelines for anaphylaxis prevention and management in children's education and care.](#)

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework. ASCIA Action Plans, Treatment Plans, & Checklists for Anaphylaxis and Allergic Reactions:](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	JULY 2026
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JULY 2025
VERSION NUMBER	V14.7.25		
MODIFICATIONS	<ul style="list-style-type: none">• minor formatting edits within text• policy maintenance – no major changes policy• hyperlinks checked and repaired as required• not applicable interstate hyperlinks removed		
POLICY REVIEWED	AMY AYACHE	EDUCATIONAL LEADER	JULY 2024
VERSION NUMBER	V09.7.24		

MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • National Law requirements added • Regulation 173A added • additional points added to ensure children's health and safety- risk minimisation plans reviewed, allergy awareness education • resource section checked and links repaired as required • Childcare Centre Desktop resources added • sources checked for currency 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY 2023	<ul style="list-style-type: none"> • Annual policy maintenance • Reference to medical management plan as: ASCIA Action Plans • ASCIA Action Plans information updated for 2023 versions • Links checked and repaired where required • continuous improvement/reflection section added 	JULY 2024
JULY 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text- reference to Family Day Care Service abbreviated to FDC for consistency within policy • hyperlinks checked and repaired as required • hyperlinks edited to the name of the document where possible 	JULY 2023
OCTOBER 2021	Additional information re: best practice from National Allergy Strategy- October 2021	JULY 2022
JULY 2021	<ul style="list-style-type: none"> • rearranged content within policy and deletion of repetitive statements in all sections • consistent wording to align with related Medical Conditions policies (asthma, epilepsy, diabetes) • policy review includes ACECQA policy guidelines/components (June 2021) • links added for suggested education program for children • ASCIA action plans updated for 2021 	JULY 2022

	<ul style="list-style-type: none"> • communication plan information added • links to state/territory information checked and edited where required 	
JULY 2020	Additions to content of policy Additional regulations added Additions to emergency first aid requirements rearranged some points under Educators to Nominated Supervisor Storage of autoinjector updated Updated 2020 ASCIA Action Plans All State/Territory contacts checked for currency Additional links for some states added	JULY 2021
JULY 2019	Section added – “School-aged children who carry their own adrenaline autoinjector” to cater for school-aged children in before/after school care & vacation care. Grammar and punctuation edited. Additional information added to points. Sources checked for currency. Contact information updated (email address) Regulation 136 added.	JULY 2020
JULY 2018	New policy draft	JULY 2019