

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE



Policy and Procedure Manual

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 3 months to 12 years of age. The service may cater for children over 12 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

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 2



- Promote continuous 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) 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 family 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 participating 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 Day care

Melbourne Office

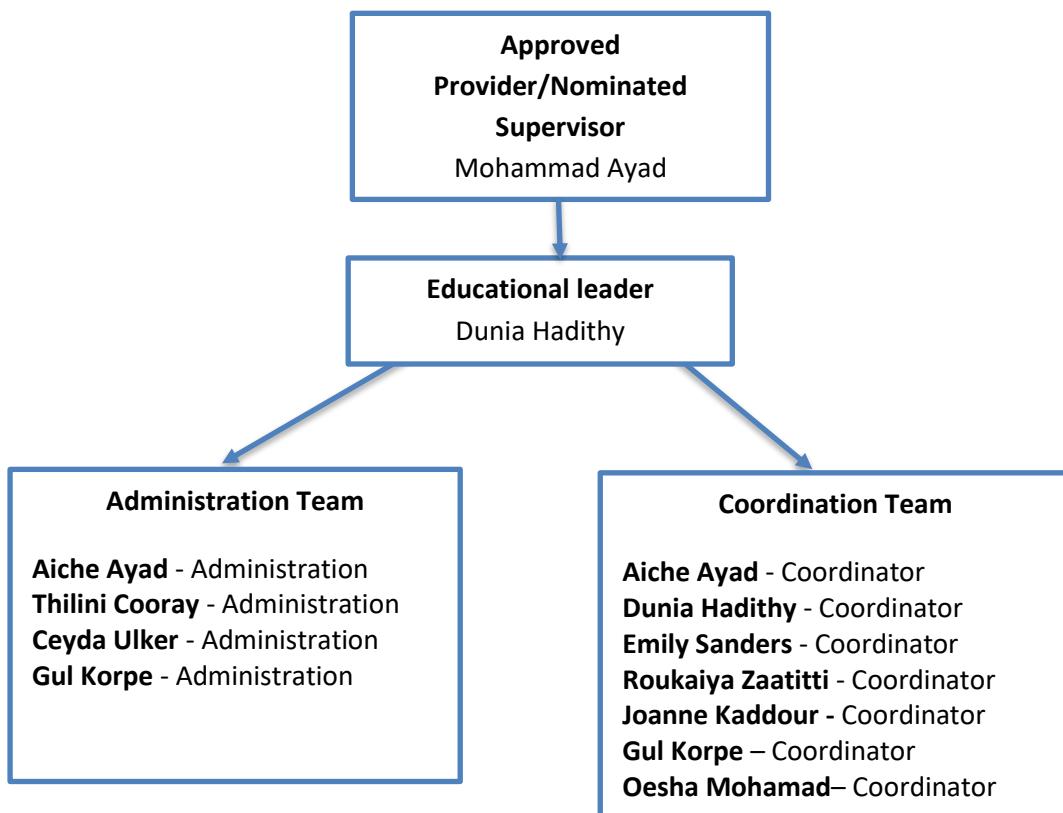
7 central grove Broadmeadows, Vic 3047
Office Operating Hours: Monday – Friday
9am – 5pm

Shepparton Office

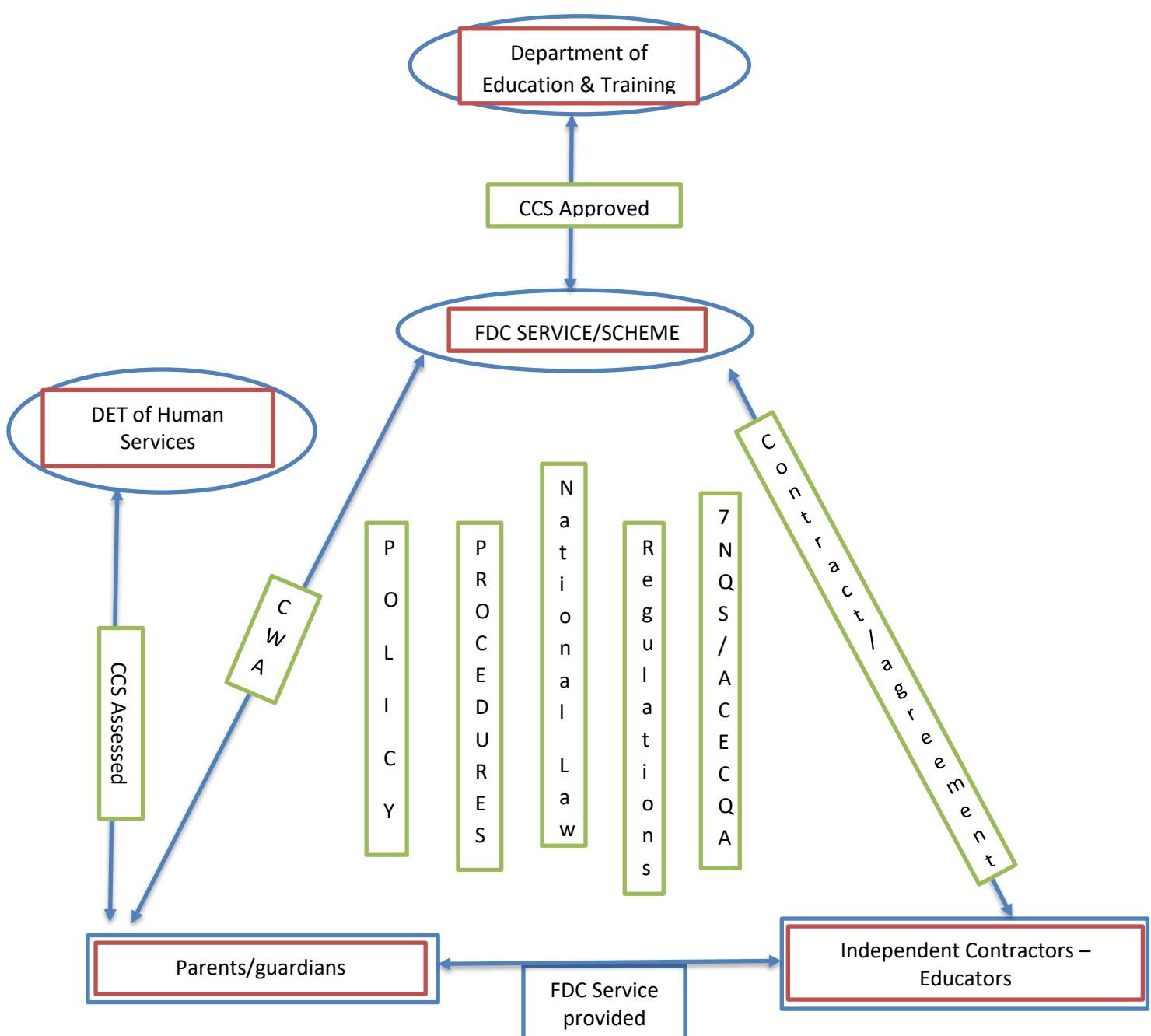
10 MacIntosh Street, Shepparton VIC 3630
Office Operating Hours: Monday – Friday
9am – 3pm

Phone: 9302-1501 **Fax:** 9302-1502
Email: brightbeginningsfdcc@gmail.com
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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



| TABLE OF CONTENTS | POLICY NUMBER | PAGE NUMBER |
|--|--------------------------------|-----------------------------|
| Educational Program Policy | 1 | 10 |
| Health and safety (Regulation 168(2), include matters relating to: | | |
| Nutrition, Food and Beverages, Dietary Requirements Policy - Bottled Breast Milk - Bottle Safety & preparation | 2 2A 2B | 16 20 21 |
| Health and Safety Policy | 3 | 24 |
| Sun Protection Policy | 4 | 29 |
| Water Safety Policy (including water- based activities) - FDC residence or venue with a swimming pool or water hazard | 5 5a | 31 32 |
| Administration of First Aid Policy | 6 | 34 |
| Sleep and Rest Policy | 7 | 36 |
| Tobacco, Drug and Alcohol-free Environment Policy | 8 | 38 |
| Safe Transportation policy Road safety & Child restraints policy | 9 9A | 39 45 |
| Environmentally responsible Policy | 10 | 48 |
| Child Supervision Policy | 11 | 51 |
| Child Protection Policy | 12 | 53 |
| Child Safe Environment Policy - Child safe Standards - Reportable conduct scheme - Animal and Pets | 13 13A 13B 13C | 57 58 64 67 |
| Incident, Injury, Trauma and Illness Policy | 14 | 71 |
| Infectious Diseases Policy - Immunisations - Headlice | 15 15A 15B | 75 77 79 |
| Coronavirus (Covid-19) Management | 16 | 80 |
| Medical Conditions Policy - Asthma Management - Anaphylaxis and Allergy Management - Diabetes Management - Epilepsy Management | 17 17A 17B 17C 17D | 88 91 94 98 100 |
| Anti- Bias & Inclusion/Additional Needs | 18 | 102 |
| Behavioural Management | 19 | 106 |
| Emergency and evacuation Policy - Other 'emergency' situations | 20 | 109 112 |
| Bushfire & emergency situation management plan | 21 | 121 |
| Arrival & Departure Policy | 22 | 128 |
| Excursion & Regular Outing Policy | 23 | 131 |



Staffing Arrangements (Regulation 168(2), include matters relating to:

| | | |
|--|----|-----|
| Code of conduct Policy | 24 | 134 |
| Responsible Person Policy | 25 | 140 |
| Participation of Students and Volunteers Policy | 26 | 142 |
| Interactions and communication with families | 27 | 145 |
| Interactions and communication with children and other educators | 28 | 148 |

Service Management (Regulation 168(2), include matters relating to:

| | | |
|--|----|-----|
| Governance and management Policy | 29 | 151 |
| Privacy and Confidentiality Policy | 30 | 153 |
| Record keeping Policy | 31 | 156 |
| Fraud Prevention Policy | 32 | 159 |
| Enrolment and Orientation Policy | 33 | 162 |
| Withdrawals of a child policy | 34 | 166 |
| Fee and payments policy | 35 | 167 |
| Grievance Policy | 36 | 170 |
| Acceptance and refusal of authorisations | 37 | 172 |

Additional policies and procedures (Regulation169)- Family Day Care Service

| | | |
|---|-----------|------------|
| Assessment, approval and reassessment of FDC venue/residences Policy | 38 | 174 |
| Assessment of family day care educators, educator assistants and persons residing at family day care residence Policy | 39 | 177 |
| Engagement or registration of FDC Educators Policy | 40 | 197 |
| Engagement or registration of FDC Educator Assistants Policy | 41 | 181 |
| Keeping a register of family day care educators, family day care coordinators and family day care assistants Policy | 42 | 183 |
| Monitoring, support and supervision of FDC educators and FDC Educator assistants Policy - Relief Educator | 43 43A | 186 189 |
| Record of visitors to family day care residence and/or venues Policy | 44 | 192 |
| Provision of information, assistance and training to family day care educators and educator assistants Policy | 45 | 193 |
| Appendix | | 195 |



POLICY 1

EDUCATIONAL PROGRAM

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Quality Area 1, Standards: 1.1- Element, 1.1.1, 1.1.2, 1.1.3, Standard:1.2- Element, 1.2.1, 1.2.3 Standard: 1.3- Element, 1.3.1, 1.3.2, 1.3.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 77,74 (1), 72(2), 78, 79, 80, 90, 91, 155, 156 162, 168, |

Policy:

Bright Beginnings Family Day Care Centre believes that 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 through the guidance of the two nationally approved learning frameworks (explained below). Thoughtfully planned experiences by Educators establish and maintain safe inclusive environments that 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. Our Monthly curriculum coherent planning and documenting process involves Educators recognising children's agency from birth and demonstrates a commitment to listening and respecting children. Our Educational program will be displayed at the service, accessible to all and reflects the emerging learning developmental needs of children in care through careful observations and discussions with children, collaborations with family and specialist. The National Quality Standards (NQS), Frameworks: Belonging, Being and Becoming, My Time Our Place, The Victorian Early Years Learning and Developmental Framework and BBFDCC service Philosophy underpin our educational program.

Procedure:

BBFDCC aims to enhance children's learning and development through the pedagogical practices of educators and families in a safe, positive learning environment, which is promoted across the five learning outcomes from the approved learning frameworks we follow in Victoria, which outline practices that support and promote children's learning:

- ❖ -Early Years Learning Framework (EYLF), from birth to 5 years program.
- ❖ -Victoria only: Victorian Early Years Learning and Development Framework (VEYLDF) from birth to 8 years old program.
- ❖ -My Time, Our Place, (MTOP), Framework for School Age Care program in Australia

Educators will gather and interpret information about children as individuals and in group settings to prepare the environment and implement through age appropriate program experiences that are engaging, meaningful, scaffold on children learning and that support children's holistic development. This policy applies to the Approved Provider, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

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 and National Regulations, the program will contribute to the following outcomes for each child:

- The child will have a strong sense of identity
- The child will be connected with and contribute to their world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner, and
- The child will be an effective communicator.



Our Service also supports the EYLF and MTOP through the following:

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements and learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Each child's play and learning experiences will be used to build and develop each child's individual learning profile and used as a guide to the monthly Curriculum Planner.
Educators will record children's learning journey through Learning Stories, observations, photographs with captions and annotations linking play experiences to the Early Years Learning Framework- My Time, Our Place and Belonging Being & Becoming, children's feedback and other documentation demonstrating strengths, interests and development.
- The curriculum will be evaluated and reflected upon monthly by educators as part of the ongoing cycle of assessment and planning. Educators may reflect sooner if children learning experiences and observations require it be modified sooner.

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE WILL ENSURE:

- the education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service
- the educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- the staff record includes the name of the person designated as the educational leader

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE'S NOMINATED SUPERVISOR/COORDINATOR/EDUCATIONAL LEADER WILL:

- ensure that a suitable program based on an approved learning framework is delivered to all children at BBFDCC.
- ensure FDC educators work together with educator assistants (where applicable) and the educational leader in preparing and/or implementing the curriculum which adheres to the service philosophy
- develop collaborative relationships with families to achieve quality outcomes for all children building on understandings of diversity, especially Aboriginal and Torres Strait Islander cultures
- ensure modifications 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. BBFDCC is committed to embedding an inclusive environment for children and young people with disability.
- ensure each BBFDCC 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
- support families through positive, respectful and reciprocal relationships through regular communication



- ensure the educational program (BBFDCC Curriculum Planner) is displayed in a clearly visible place which is accessible to parents and families. This will be done by checking during regular Co Ordinator home visits, through follow ups and reminders, through meetings and PDS

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE AIMS TO PROMOTE CHILDREN'S PARTICIPATION IN PHYSICAL ACTIVITY BY:

Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.

- Providing active play experiences that encourage children to explore, be creative, and challenge their development
- Providing space, time, and resources for children to revisit and practice Fundamental Movement Skills and engage in active play.
- Engaging in opportunities for educators and educator assistants to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- Providing positive instruction, role modelling, and advice to children as they develop and improve their Fundamental Movement Skills.
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- foster a positive self-concept
- develop and support social skills
- develop and support children's cognitive skills such as the ability to think, reason, question, and experiment
- develop and support language development
- enhance physical development and skills
- support sound health, safety, personal hygiene, and nutritional practices.
- support creative expression
- support respect for cultural diversity of staff and children

EDUCATORS WILL:

- collaborate with the educational leader, coordinators and families for curriculum direction, guidance, and to support children's learning.
- implement an ongoing (monthly) cycle of planning, documenting, and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why while reflecting on focus of the month sheet (planned program guidance that focuses on NQF linking experience and learning opportunities)
- Make use of the 'monthly calendar' to assist in program planning that provides planned educational experiences for children within the community (excursions) and within the home base care premises'
- ensure the curriculum includes participation in communal events and celebrations that relate to children and their families if not added to 'monthly calendar' but are important to children and their family.
- gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children through written observations, discussions and photos.



- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- take responsibility to be culturally competent and display positive attitudes towards cultural differences, respectfully acknowledge multiple cultural ways of knowing, seeing and being
- document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate
- ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- intentionally promote learning about a child's culture, country 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 and reasoning, that initiate open ended questions and spark curiosity.
- 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
- gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development.
- ensure information about the child's participation in the program is available for families
- ensure families receive a copy of children's learning progress upon parental/ family request
- encourage communication with families about physical activity, gross motor, and fundamental movements skills development
- explore ideas and theories using imagination and creative play
- allow large blocks of uninterrupted time to allow children to develop their ideas and play
- use the learning outcomes to guide planning for children's learning
- intentionally scaffold children's understanding and learning
- provide children with ongoing encouragement and positive reinforcement
- provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment
- 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
- view children as active participants and decision makers, working with each child's unique qualities and abilities
- 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.



Bright Beginnings Family Day Care Centre's educator program that is guided by the National and Victorian frameworks will be reinforced in the daily interactions and activities, the practice and principles as stated in the National Convention on the Rights of the Child (the Convention). The convention demands that all children have the right to an education that will lay a foundation for the rest of their lives.

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2020 |
| Future review date | July 2022 |



Health and Safety

This policy contains a number of sub-policies and procedures in regards to children's health and safety that meets:

| | |
|--|--|
| Education and care services National Regulations [VIC] | 76(a)(b);77 (1)(2); 78(3) 79 (3), 80; 81 (1)(2); 82(1); 83(1)(2); 84-86; 90-92; 99; 101; 103(1); 104(1), 105; 106(1)(2); 107(2)(3)(4)(5); 108(20(3)(4)(5); 113; 114;158 -166; 168(2)(ii); 169(2)(e)(f); 171; 176 |
| National Quality Standards for Early Childhood Education and Care [2018] | Standards: 2.1, 2.2, 2.3, 5.1, 5.2, 7.3 Elements: 2.1.1,2.1.2,2.2.1.3, 2.2.1,2.2.2, 2.3.1, 2.3.2 3.1.1,3.1.1,3.1.2 |

Purpose: To protect children's health and safety within the family day care service

Scope:

The compilation of these policies applies to all stakeholders of Bright Beginnings Family Day Care Centre.

Policy:

Family day care educators will endeavor to the best of their ability to ensure the health and safety of children at their family day care residence/venue is protected through the implementation of recognized Australian health and safety guidelines and standards.

The family day care service has policies and procedures in place in relation to:

1. Nutrition, food and beverages, and dietary requirements
2. Sun protection
3. Water safety, including water – based activities
4. Tobacco, alcohol and illicit drugs
5. Sleep and rest
6. Child protection and
7. Child safe



POLICY 2

NUTRITION, FOOD AND BEVERAGES, DIETARY REQUIREMENTS

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1,2.1.1,2.2, 2.2.1,2.2.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 77, 78, 79, 80, 90, 91, 155, 156 162, 168, |

Policy Statement:

Children's health is promoted through the provision of food beverages that meet recommended Australian standards and dietary guidelines. Our service provides on a daily basis a healthy balance of food and beverages in sufficient quantity keeping in mind cultural and religious practices.

Policy Procedure:

Bright Beginnings Family Day Care Centre has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

All food prepared by the Family Day Care Educator or families will endeavor to be consistent with the Australian Dietary Guidelines and provide children with 50% of the recommended dietary intake for all nutrients. Food will be served at various times throughout the day to cater for all children's nutritional needs.

Meal times reflect a relaxed and pleasant environment where Family Day Care Educators engage in meaningful conversations with children. When possible, educators will role model healthy eating behavior, by sharing a small amount of the food on offer with the children. This assists in creating a positive and enjoyable eating environment.

ENCOURAGE AND SUPPORT BREASTFEEDING AND APPROPRIATE INTRODUCTION OF SOLID FOODS

Bright Beginnings Family Day Care Centre Educators will:

- 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.
- 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.
- 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

Food Beverages provided by the FDC Educator:

- 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 alternatives.
- Plan and display the service menu that is based on sound menu planning principles and meets the daily nutritional needs of children whilst in care.
- 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.

Where food is brought from home:

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

Bright Beginnings Family Day Care Centre Educators will:

- Ensure water is readily available for children to drink throughout the day.
- Be aware of children with food allergies, food intolerances and special diets and consult with families to develop individual management plans.
- Ensure young children do not have access to foods that may cause choking.
- Ensure all children remain seated while eating and drinking.
- Ensure all children are always supervised while eating and drinking.
- Ensure the weekly menu must be displayed in an accessible and prominent area for parents to view, ensuring to update it weekly.
- Display nutritional information for families and keep them regularly updated.
- Ensure infants are fed individually by educators
- Ensure age and developmentally appropriately utensils and furniture will be provided for each child.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed without being required to eat food they do not like or more than they want to eat.
- Encourage toddlers to be independent and develop social skills at meal times.
- 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.

STORING, PREPARING AND SERVING FOOD IN A HYGIENIC MANNER PROMOTING HYGIENIC FOOD PRACTICES

Bright Beginnings Family Day Care Centre Educators will:

- Ensure gloves are (or food tongs) used by all staff handling 'ready to eat' foods
- Children and staff wash and dry their hands (using soap, warm running water and single use or disposable towels) before handling food or eating meals and snacks.
- Ensure food is stored and served at safe temperatures i.e. below 5°C or above 60°C.
- Ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables and utensils and hands are washed before touching other foods.
- Ensure children are discouraged from handling other children's food and utensils.

CREATING A POSITIVE LEARNING ENVIRONMENT

Bright Beginnings Family Day Care Centre Educators will:

- Ensure that educators 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.
- Endeavour to recognize, 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 children 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.
- 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.
- Do not use food as a reward or withhold food from children for disciplinary purposes
- 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.

COMMUNICATING WITH FAMILIES

Bright Beginnings Family Day Care Centre Educators will:

- Provide healthy eating pamphlets to families.
- Have the Nutritional policy readily available for families to view at all times.
- Provide families with opportunities 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 Service and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met.
- Families are responsible to ensure that medical allergy plans are updated yearly and any new medical allergies that come to rise post enrolment are advised to the service within 48 hours.
- Communicate regularly with families about food and nutrition related experiences within the Service 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 discuss

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations

Guide to the National Quality Standard.

Early Years Learning Framework

Food Standards Australia New Zealand

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood

Infant Feeding Guidelines 2012

Australian Dietary Guidelines 2013

Food Safety Standards for Australia 2001

Food Act 2003

Food Regulation 2004

VIC Food Authority

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Dental Association Australia

Australian Breast-Feeding Association Guidelines

Related Policies

- **Enrolment and Orientation Policy**
- **Medical Conditions Policy**
- **Anaphylaxis and Allergy Management**
- **Diabetes Management**
- **Epilepsy Management**



| | |
|---------------------------|---|
| Created | May 2013 |
| | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2018 |
| Future review date | October 2019 |
| Review | 24/09/2020 |
| Modifications | Updated related policies |
| | |
| | |



POLICY 2A BOTTLED BREAST MILK

Policy:

Our Family Day Care Service recognizes the importance of breast milk for the developing infant and will ensure that all families are aware of our commitment to supporting mothers to continue to provide their child with breast milk whilst at the Service. Our Family Day Care Service respects and supports mothers' wishes to continue to breastfeed, as we understand that returning to work is a common reason for discontinuing breastfeeding.

Procedure:

Mothers of infants up to 12 months old will be supported to continue to breastfeed, whether by providing expressed breast milk or visiting the FDC Service to feed their child.

Family Day Care Educators will:

- Provide families with breastfeeding information during enrolment and orientation.
- Ensure easily accessible brochures, pamphlets and other resources about breastfeeding are available for families.
- Ensure an individual breastfeeding support plan is developed in consultation with families, including contingency plans for if the FDC Service does not have enough expressed breast milk to meet the child's needs.
- Provide mothers with a private, clean and quiet place to breastfeed their children or express milk.
- Promote and ensure all Educators promote exclusive breastfeeding until babies are about 6 months old with continued breastfeeding to one year, whilst showing due respect and support to mothers who cannot, or do not wish to breastfeed

Families will:

- Be informed during orientation of requirements relating to labelling bottles of breast milk.
- Be informed of where they are able to breastfeed or express milk.
- Be encouraged to communicate regularly with the Educator about children's bottle and feeding requirement

Source:

Australian Breastfeeding Association: www.breastfeeding.asn.au

| | |
|---------------------------|---|
| Created | November 2019 The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | November 2019 Policy was introduced to reflect that BBFDCC is a service that support mothers who wish to continue breast feeding whilst their child/ren are in care. |
| Future review date | October 2020 |



POLICY 2B

BOTTLE SAFETY & PREPARATION

Safe practices for handling, storing, preparing and heating breast milk or formula must be implemented to minimise risks to children being cared for by the Service.

Policy:

To ensure our Family Day Care Service maintains a hygienic premise for children 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.

Procedures:

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.

Family Day Care Educators will:

- Ensure that they are fully aware of the procedures for preparing, heating and storing bottles of formula and breast milk.
- Ensure that children have access to safe drinking water at all times and are regularly offered food and beverages appropriate to their individual needs
- Develop procedures for the safe storage and heating of food provided in bottles.
- Implement safe food handling practices.
- 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.
- Infants and children are not given fruit juice in their bottle due to the increase risk of tooth decay

Families will:

- Be informed during orientation that children's bottles must be clearly labelled with the child's name.
- Label bottles containing breast milk or formula with the date of preparation or expression.
- Be encouraged to supply breast milk in well labelled, multiple small quantities to prevent wastage.
- Be asked to provide a labelled bottle(s) for use at the Service for children having regular cow's milk in their bottles,
- Be encouraged to communicate regularly with the Educator about their children's bottle and feeding requirements.
- Not put fruit juice in children's bottles

STORING BOTTLES

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 21



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. It is best to make up fresh formula for each feed and give it to the child as soon as it has cooled. If this is not possible, the freshly made formula should be cooled immediately and stored in the back of the refrigerator (where it is coldest) for no more than 24 hours. Throw away any formula that is left over. Do not freeze or reheat leftover made-up formula.

Breast milk can be stored in several ways, which include:

BREAST MILK PREPARATION PROCEDURE

- Breast milk that has been expressed should be brought to the Service in a clean sterile container labelled with the date of expression and the child's name. Refrigerated for 3–5 days at 4°C or lower (4°C is the typical temperature of a standard fridge).
- We encourage families to transport milk to the Service in cooler bags; this should be immediately given to educators, who will put it in the refrigerator.
- We will refrigerate the milk at 4 degree Celsius until it is required. Storing bottles in the back of the fridge where it is coldest. Do not store bottles inside the refrigerator door
- Thoroughly wash hands and wear gloves when preparing bottles
- Breast milk will be warmed and/or thawed by standing the container/bottle in a container of warm water. If the frozen breast milk is to 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.
 - The milk will then be temperature tested by educators before being given to the child.
 - If the Service does not have enough breast milk from the family to meet the child's needs that day, individual families will be consulted on what the Service should do in these circumstances.
 - To avoid any possible confusion, we will not store unused milk at the Service.
 - Unused milk will be returned to families at the end of the day when they come to collect their child.
 - A quiet, private, lockable space with a comfortable chair will be provided for mothers/women to breastfeed or express milk. A sign will also be placed on the door when the mother/woman is using the facilities.

FORMULA BOTTLE PREPARATION PROCEDURE

1. Thoroughly wash hands and wear gloves when preparing bottles.
2. The bottle and food preparation area will always be clean and hygienic and will only ever be used for the purpose intended.
3. Prepare formula as per the instructions on the formula container and use the provided scoop for measurement, using cooled boiled water for infants under 12 months of age.
4. Once formula is made it must be used or kept in the refrigerator. Discard any leftover formula
5. Formula bottles will not be re-heated as this can allow germs to grow.
6. Our Service will use bottle warmers that have a thermostat control to heat Infant Formula/Cow's Milk/Breast Milk
 - The Service will use the bottle warmer as per the manufacturer's instructions.
 - Educators will ensure that bottle warmers are inaccessible to children at all times.
 - Bottles will be warmed for less than 10 minutes.
7. Test the temperature of bottle contents by placing a few drops on the inside of the wrist before feeding the child.
8. Supervise children with bottles at all times. Children will not be placed on beds or in cots for feeding as this can be a choking hazard.
9. Give bottles to children before going to bed to reduce the risk of tooth decay.
10. Rinse all children's bottles thoroughly after use and leave to air dry before placing in child's bag
11. Communicate regularly with families about children's bottle and feeding requirements.



12. Communicate with families about the amount of milk taken by the child and any changes in feeding patterns or routines at the education and care Service.

Source:

Food Standards Australia – www.foodstandards.gov.au

National Health and Medical Research Council – www.nhmrc.gov.au

Australian Breastfeeding Association www.breastfeeding.asn.au

Mothers Direct - www.mothersdirect.com.

Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care - 5th Edition (2005)

Safe Food Australia, 2nd Edition. January 2001

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood

Infant Feeding Guidelines 2012

| | |
|---------------------------|--|
| Created | November 2019 |
| | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | November 2019 |
| | A separate policy to include further information about how to handle and store formula and breast milk in support of breastfed children attending the service. |
| Future review date | October 2020 |



POLICY 3

HEALTH & SAFETY (PHYSICAL ENVIRONMENT)

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1,2.1.1,2.1.2, 2.1.3; 2.2, 2.2.1,2.2.2,2.2.3 3.1, 3.1.1, 3.1.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 156,103, 104,105,107,108,109,110,111,112,113,114, 115, 116,117, |

Policy:

We aim to protect the health, safety and welfare of children, Educators, families and visitors of the Family Day Care Service who may be affected by our operation through everyday practice by complying with current health and safety law and legislation.

Procedure:

Bright beginnings family day care educators, staff members, approved provider, nominated provider, assistant educator will do everything in their capacity to protect children's health and safety whilst they are in care.

Adequate Supervision

- The approved provider, and family day care educator must ensure all children being educated and cared for are adequately supervised at all times.
- The educator is aware that 'adequate supervision' implies to how quickly they can respond to a child in a distressed or a hazardous situation.
- The educator will take into consideration the ages and abilities needed to determine exactly what constitutes to be 'adequate supervision' for the children whilst in their care. Generally, the younger the child/ren are, the more they need an adult close by to support and help them.
- The FDC environment will be set up in a manner that allows for adequate supervision at all times.
- Risk management plans consider risks posed by activities and the physical environment.

Daily Safety Checks

The children's learning environment

A daily inspection of the premises will be undertaken before children begin to arrive. This inspection will include, but not limited to the:

- Fences/Fence Line
- Gates
- Paths
- All rooms accessible by children
- Fixed equipment
- Outdoor Environment

This must to be done to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals.

The *Daily Safety Checklists* (see appendix 1) will be used as the procedure to conduct these safety checks.

The daily checks are to be conducted on the A4 paper and filed away in the educator's folder for future reference if need be.

Harm and Hazards & storage of any harmful cleaning or similar products:



- Educators will clean the Service at the end of each day and throughout the day as needed.
- Accidents and spills will be cleaned up as quickly as possible
- Ensure emergency, medical and first aid procedures are carried out. In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify the service, who will then notify the authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines
- If laundry facilities are located in areas that are accessible to the children, the educator must ensure that all reasonable steps are taken to ensure that the hazardous materials are out of reach from children.
- This also applies to the laundry of the premises as this may be the thoroughfare to the backyard, in which children will obviously need to pass to get to the backyard (an accessible area)
- 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.
- Ensure appropriate personal protective clothing should be worn in accordance to 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.

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.

Nappy change area

- Our Service will also ensure that nappy change and toileting routines are used as an opportunity for one-on-one interactions between the educator and child.
- Ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children.
- Disposable gloves to be used and disposed off appropriately
- Ensure nappy bins are located out of children's reach
- Nappy change areas need to be cleaned after each use with disinfectant.
- All nappies provided by the families are to be labelled and placed in the nappy change area.
- Toileting and nappy changing will be carried out at frequent intervals throughout the day.
- Children who are in nappies will have each nappy change recorded in the Nappy Change Register by Educators.

Toilet Training

- Toileting occurs at any time of the day and is specific to individual needs. The educator will communicate with parents/guardians to develop consistency between home and the service in regard to their child's toileting habits.
- Educators must be aware of and consider any special requirements related to culture, religion, or privacy needs.
- Decisions about when to begin toilet training will be made by families or may occur through shared decision making between families and early childhood professionals.
- Families may have strong views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences which must be respected by Educators/Educator Assistants.
- The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.
- It is important to keep the process subdued and not place unnecessary attention and pressure on the child to perform. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence.
- Families and Educators can expect accidents, which should be treated respectfully, without fuss, and in a supportive manner.
- Educators and families will communicate with each other regarding how the toilet learning is progressing, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process.
- Children will be given the opportunity to complete the toileting procedure, such as toileting, flushing the toilet, and washing and drying their hands, but will always be supervised and assisted if required.
- During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children.
- As Educators we can take advantage of the child being in a group and the many opportunities that provides for learning from each other.

Hand washing



- To assist in preventing the transmission of germs in effective handwashing.
- Adults and children should wash their hands:
 - When hands are visibly dirty
 - When coming inside from being outside
 - On arrival
 - Before you eat
 - Before you prepare food items
 - After contact with any body fluids like blood, urine or vomit
 - After changing infant or adult nappies
 - After touching animals or pets
 - After blowing your nose or sneezing
 - After meals
 - After going to the toilet
- Educators will at all times role model this for the children whilst they are in care.

Choosing Appropriate Resources and Equipment

- Resources and equipment will be chosen to reflect the cultural diversity of the Family Day care Service's community and the cultural diversity of Australia.
- BBFDCC will provide opportunities for children and young people to participate in their own learning by encouraging children and young people to contribute their personal resources and/or input as a way of Educators being responsive to their communicated needs.
- All new equipment will be checked against Australian Safety Standards.
- Children will be carefully introduced to new toys & 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.
- The use of toys or equipment which involves the use of water will be used under the direct supervision of the educator. All equipment will be emptied of water when not in use and stored in such a manner that it cannot collect water.
- Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition.
- Bright beginnings FDC have created a 'resource catalogue' (Kmart belonging) which will be used as a means for educators to make the purchases for relevant resources through the service. The coordinator will then make the purchases and the educator will be able to pick up from the office – costs of resources will be deducted from educator's payment.

Toy Cleaning

- Educators are required to clean the children's equipment and toys on a regular basis to minimize cross contamination and the spread of illnesses. Educators will wash toys immediately if it has been sneezed on, mouthed, and soiled or if it has been discarded after play by a child who has been unwell.
- Most toys can be washed with normal warm water and some detergent (not excess).
- 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 idyllic.
- Wooden toys should be wiped over with a damp cloth.

Play Dough

- 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 (if possible), and



- If there is an outbreak of vomiting and/or diarrhea, 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 vinegar.

Ride-on Vehicles and Outdoor Toys:

- Must be cleaned.
- Please take care not leave them exposed to the elements as this reduces their lifespan.

Clothing

- Educators clothing should always be clean and washed regularly.
- Dress-up and play clothes out on display should be washed once a week.
- Children's clothing is to be appropriate based on the weather, parents should always keep spare clothing in their child's bag for accidents and weather changes.

Arrangements for Laundering of Soiled Items

- Soiled clothing will be returned to a child's home for laundering. Educators will remove soiled content and place into a plastic bag. Items will be stored securely in a sealed plastic bag and placed in the child's bag.

To implement this policy, refer to

Appendix 1 – Daily checklist

Source

Australian Children's Education & Care Quality Authority

*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
ECA Code of Ethics.*

Staying Health in Child Care 5th Edition

Guide to the National Quality Standard.

Revised National Quality Standard

www.kidsafe.com.au [Kidsafe factsheet – safety around animals]

| | |
|---------------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2018 - no change |
| Revision | January 2019 |
| Modifications | Introduction of the resource catalogue |
| Future review date | October 2019 |
| Modifications | November 2019 – updated to include more information about nappy changing area and toilet training as previous ones were too brief. |
| Review Date | November 2020 |
| Reviewed Date | July 2022 |
| Modifications | No Modifications |



POLICY 4

SUN PROTECTION

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1.1; 2.1.3; 2.2, 2.2.1 3.1.1;3.2.1 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 77, 113, 114, 110, 115, 116, 168 (ii) |

Policy:

Bright Beginnings Family Day Centre aim to promote positive attitudes amongst children, parents and staff towards skin protection. The educators of BBFDCC will protect children from the dangerous and adverse effects of sun exposure.

Procedure:

Family day care educators, educator assistants, regular visitors, educator family members, and volunteers must comply with the Sun Protection Policy and role model appropriate practices when with the children in their care.

- Parents will be asked to provide their child with a labeled hat, apply SPF 30+ sunscreen, sunglasses where these are practical.
- Educators will encourage parents to dress the child in Sun Smart clothing with collar and sleeves providing protection to the neck, shoulders, upper arms, back and stomach and preferably that is closely woven.
- Staff and educator will be sensitive to the religious and cultural differences in relation to the child's clothing and family preference.
- Educators/staff will discuss weather conditions with children explaining the effects of the sun and provide SunSmart activities.
- When playing outdoors, educators will encourage children to play in shaded areas.
- Daily outdoor checks will be conducted on the outdoor environment even when children will not be accessing the outdoor space.
- **Have water accessible to children at all times of the day.**
- Sunscreen of SPF 30+ broad spectrum and water resistant should be applied at least 20 minutes (before commencing outdoor play).
- Reminders will be given to parents of children who attend the service in non- Sun Smart clothing.
- Sunscreen will be available for parents and visitors use.
- Sunscreen expiry dates will be monitored and discarded when out of date.

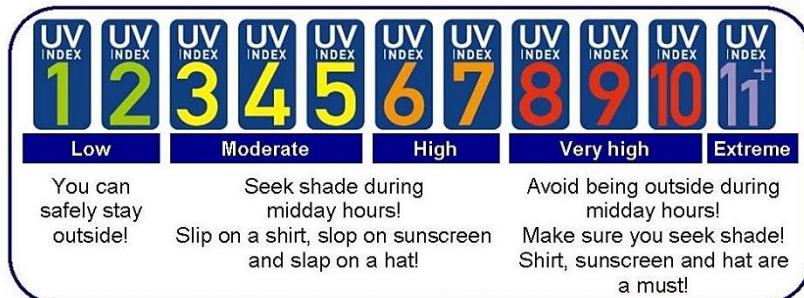
MONITORING UV LEVELS

Sun protection is required when UV levels reach level 3 or above. Our Service will monitor the UV levels daily through one or more of the following methods:

- using the smartphone [SunSmart 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.



ROLE MODELLING

Educators will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat (see Hats).
- Wearing sun safe clothing
- Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- Using and promoting shade.
- Wearing sunglasses that meet the Australian Standard
- Families and visitors are encouraged to role model positive sun safe behaviour.
- The UV Rating will be checked throughout the day

EDUCATION AND INFORMATION

- Sun protection will be incorporated regularly into learning programs.
- Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.
- The Sun Safety Policy will be made available upon request to all Educators, Staff, Families, and Visitors of the service to ensure a comprehensive understanding about keeping sun safe.

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations

ECA Code of Ethics.

Guide to the National Quality Standard.

Occupational Health and Safety Act 2004

Children's Services Act 1996

Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2018 |
| Future review date | October 2019 |
| Reviewed Date | July 2022 |
| Modifications | No Modifications |



POLICY 5

WATER SAFETY

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1.1; 2.1.2; 2.2.2 3.1.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 101 (2)(b)(c), 116 (2), 122, 168, 274(3), 345 |

Policy:

This policy relates to water play, safety around and near water, drinking water and hygiene practices with water at BBFDCC. Children will be adequately supervised at all times during water play experiences.

Procedures:

The service will;

- Provide direction and education to educators, assistant educators and families on the importance of children's safety and supervision in and around water.
- Ensure health and safety practices are incorporated to ensure safe storage of water and water play.

The family day care educator will:

- Conduct a risk assessment in accordance with the requirements prior to taking children on an excursion, which contains or may contain water.
- Ensure any items around the perimeter of the pool: for example, tables, chairs must be situated to prevent a child using them as climbing aids
- Ensure any containers that holds or collects water, such as nappy buckets, ponds, spa or made inaccessible to children.
- Supervise children near water at all times
- Ensure water hazards are supervised at all times.
- Ensure fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place
- Utilize water activities in appropriate weather.
- Allow the children the opportunity to experiment with water, sand and mixing materials plus a place for boats & floating objects to be used with other water play equipment
- Empty wading pools immediately after every use, store to prevent the collection of water, e.g. upright, also check garden after rain or watering and empty water that has collected in holes or containers
- Encourage children to use water effectively and along with staff learn new ways to save and reuse water
- Ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after use.
- 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 Educator's home at any time while the service is being provided.
- Educators are not to take children to a public swimming pool
- A beach is not deemed as a safe venue for children in the care of Bright Beginnings Family Day Care thus no excursions are to be organized for the beach.



POLICY 5A

FAMILY DAY CARE RESIDENCE OR VENUE WITH A SWIMMING POOL OR WATER HAZARD

Policy: Children are not to swim or use a wading pool whilst in the care of Bright Beginnings Family Day care residences. BBFDCC recognises the importance of safe practices around water. Water hazards and pools possess a high risk to children's safety and that supervision around water is paramount to ensure the children's safety. Due to the high risk it imposes on children's safety to be in and around water, this policy and procedure have been set to ensure the safety of the children at all times whilst they are in the care of the Educator of Bright Beginnings Family Day Care Centre.

Procedures:

If an educator has a pool or spa at the family day care home they must ensure:

- The pool & spa fencing must meet state government standards.
- No gaps under or through the fence.
- Pools on the premises must have a self-closing and self-latching gate which is never propped open.
- There must be a 90cm space between the fence and any furniture, ornament, raised garden, trees, anything where a child could gain a foothold.
- Children must 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.

The Educator must also ensure:

- 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.
- No child will participate in an excursion where a water hazard is not fenced appropriately unless higher ratios are maintained and discussed with the service.
- No containers that hold water will be left in an area where children are playing or have access.
- A beach is not deemed as a safe venue for children in the care of Bright Beginnings Family Day Care.
- Enrolling parents must be informed in advance if the residence contains a pool.
- Specific individual permissions are required for every excursion and it will be clearly stated if the excursion is to a place where there is a water hazard.
- Educators must have completed a risk assessment on a park prior to any excursion taking place.

SOURCE:

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 32



*Australian Children's Education & Care Quality Authority.
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
ECA Code of Ethics.
Guide to the National Quality Standard.
National Health and Medical Research Council – www.nhmrc.gov.au*

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| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | 07/08/2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2018 |
| Future review date | October 2019 |
| Reviewed Date | July 2022 |
| Modifications | No Modifications |



POLICY 6

ADMINISTRATION OF FIRST AID

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1.1, 2.1.2,2.2,2.2.1,2.2.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 89(1)(2), 136 (3), 161, 162 168 (2)(iv), 174, 176 |

Policy:

Bright beginnings Family Day Care promotes a safe and healthy environment for all children, educators, staff and families. All staff and educators will have current approved first aid qualifications and have undertaken anaphylaxis management training as well as emergency asthma management training. This policy provides guidelines on how to administer first aid

Procedure:

THE FAMILY DAY CARE EDUCATORS ARE RESPONSIBLE FOR:

- Safeguarding every reasonable precaution to protect children at the Service from harm and/or hazards that can cause injury
- Holding a current approved first aid qualification, which includes approved anaphylaxis and emergency asthma management training. (004)
- CPR component (001) is to be updated annually
- Ensuring that the service and parents are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at the service and recording details on the Incident, Injury, Trauma and Illness Record.
- Ensuring a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the service
- Providing and maintain an appropriate number of up-to-date, fully-equipped first aid kits that meet Australian Standards
- Providing and maintaining a transportable first aid kit that can be taken to excursions and other activities
- Monitoring the contents of all first aid kits and arranging replacement of stock, including when the use-by date has been reached
- Disposing of out-of-date materials appropriate
- Ensuring first aid kits are recognizable and readily accessible within the service.
- Contacting the service immediately if a child has had a head injury whilst at the Family Day Care Service.
- Conduct a risk assessment prior to an excursion to identify risks to health, safety or wellbeing and specifying how these risks will be managed and minimized.

Parents will:

- Sign Service records of accidents or injuries that have occurred, 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 Service's medication record.
- Update the service of any change to their child's medical condition.
- Provide written consent (via the enrolment record) for service Educators to administer first aid and call an ambulance, if required.
- Be contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid.

FIRST AID KIT:

The assigned coordinator of the Service will ensure that first aid kits are kept in up to date and
BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 34



in accordance with National Education and Care Service Regulations

All First Aid Kits at the Service must:

- Be suitably equipped
- Not be locked
- Not contain paracetamol
- Be suitable for the number of Educators and children and sufficient for the immediate treatment of injuries at the Service.
- Be easily accessible to Educator
- 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 depreciated or expired and that they are restocked ad required.
- Be easy to access and if applicable, located where there is a risk of injury occurring.
- Emergency contact details should be placed near the phone where it is visible for all to see and use in case of an emergency.
- Emergency contact details also needs to be put in the excursion folder that the educator takes out on all excursions.
- Be provided in each work vehicle. (including Assistant educator)
- Consideration should be given to precautionary measures such as sunscreen protection and portable water if working outdoors.
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.

To implement this policy, refer to:

Appendix 2 - First Aid Checklist

SOURCE:

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved September 03, 2016, from <http://www.acecqa.gov.au/>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011. (2017). Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard. (2012). Australian Children's Education & Care Quality Authority.

Safe Work Australia Legislative Fact Sheets First Aiders

Safe Work Australia First Aid in the Workplace Code of Practice

Work Health and Safety Act

Safe Work Australia First Aid in the Workplace Code of Practice Work Health and Safety Act 2012

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
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| Reviewed Date | July 2022 |
| Mofications | No Modifications |



POLICY 7

SLEEP AND REST

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1.2, 2.2.1, 3.1, 3.1.1, 3.1.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 81, 103, 105, 110, 115, 168(2) (v) |

Policy:

All children have individual sleep and rest requirements. Children need a comfortable and relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment

Procedure:

- Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in an early childhood environment. Our service will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.
- The family day care educator will consult with parents of children in care as to their sleep/rest requirements and encourage children to sleep in order to meet their development and the time that best suits their needs.
- No child will be made to sleep during rest times; children who do not wish to sleep will rest quietly or be offered alternative activities such as reading or puzzles.
- Best practices which reduce the risk of SIDS (Sudden Infant Death Syndrome) shall be adopted and maintained by the family day care educator/assistant educator as recommended by the SIDS Foundation, including but not limited to not putting children to bed with bottles or drinks.
- Sleeping babies and toddlers will be checked every *10-20 minutes during the day*, in line with current SIDS guidelines.
- Cots (*new and second-hand*) used in family day care will comply with Australian/New Zealand Safety Standard (AS/NZS 2172 *Cots for Household Use*) and be maintained in a clean and safe condition, taking into consideration the following:
 - (i) Finger traps – there should be no spaces between 5mm and 12mm wide.
 - (ii) Arm and leg traps – there should be no spaces between 30mm and 50mm.
 - (iii) Railings – should be no less than 50mm and no more than 95mm wide.
 - (iv) Head traps and “fall-through” hazards – there should be no spaces 95mm or wider.
 - (v) Protrusions – there should be no protrusions that jut out more than 5mm. Clothing can get snagged on knobs, decorative features, wing nuts, side catches, and cause distress or strangulation.
 - (vi) Never put pillows or an extra mattress or toys in cots, as the child can become trapped and suffocate between these items or can use these items as a foothold to climb out of the cot.
 - Portable cots will comply with Australian Safety Standard (AS 2195).
 - When using portable cots, ensure the sides are fully locked into place and secure:

- (i) Check mechanisms regularly for wear and tear.

- (ii) Use the cot mattress provided.

- (iii) Fitting mattresses may create spaces where a small baby may be trapped.

The educator will;

- Stop using the portable cot if the baby can undo latches.



- Stop using the portable cot when the child weighs more than 15 kg.
 - Place the portable cot away from potential hazards.
Check that latches are securely locked before use.
 - Check regularly for:
 - (i) Tears in vinyl and loose fabric;
 - (ii) Broken locks and tears that could cause the cot to collapse.
 - Children will be provided with individual beds and bedding.
 - Children's bedding will be stored individually and maintained in a hygienic manner.
 - Children shall never be humiliated or shown negativity through voice or actions when soiling or wetting their bed. Nor shall they be forced to wear nappies to bed for the ease of others.
 - Family and cultural differences shall be taken into consideration and respected regarding sleeping arrangements.
 - The area in which the children sleep shall be in the part of the home which has been assessed and approved for family day care.
 - Any breach of this procedure will result in termination of the family day care educator's registration as a member of the family day care service and the grievance procedures set out in this service policy manual will not apply.
 - Where practicable, the family day care educator will inform and seek approval from the family day care service prior to providing overnight care.
1. Children will have complete supervision by the Educator whilst in a sleep over.
 2. Children who regularly stay overnight will be provided with their own bed and linen.
 3. The child who stays overnight will have access to the family day care educator at all times.

Source

Australian Children's Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care Services.

ECA Code of Ethics.

Guide to the National Quality Standard.

Guidelines for SIDS and Kids Safe Sleeping in Childcare Facilities

SIDS & Kids Safe Sleeping Kit – www.sidsandkids.org

Standards Australia – www.standards.org.au

Australian Competition and Consumer Commission (ACCC) – www.accc.gov.au - Cot safety PDF

Australian Consumer Law 2011 - Australian Competition and Consumer Commission.

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
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| Modifications | No Modifications |



POLICY 8

TOBACCO, DRUG AND ALCOHOL- FREE ENVIRONMENT

Policy in this section as required by:

| | |
|--|---------------------------------|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | Element: 2.3, 2.3.1, 2.3.2 |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | Regulation: 82(1); 83(1)(2); 99 |

Policy:

Bright Beginnings Family day care educators will provide an environment that is free from the use of tobacco, illegal and illicit drugs and alcohol.

Any breach of these procedures will result in termination of the family day care educator's registration as a member of the Family Day Care Service and the grievance procedures set out in this service policy manual will not apply.

Procedure:

- The family day care educator will not smoke whilst children are in care.
- The family day care educator will not be affected by alcohol or drugs, including prescription drugs, so as to impair their capability to provide care and education to the children.
- Family day care educators will use best endeavours to ensure children in care are not exposed at any time to tobacco smoke, alcohol or illicit drugs.
- The family day care educator must ensure no person at the family day care residence and/or venue smokes, takes illicit drugs or drinks alcohol on the premises during care hours.
- All alcohol will be placed in a cupboard or storage unit out of the reach of the children.
- The family day care educator will inform families and visitors to the residence and/or venue of the tobacco, drug and alcohol-free environment.

Source

Australian Children's Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care Services.

ECA Code of Ethics.

Guide to the National Quality Standard.

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
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| Review date | March 2018 – no changes |
| Future review date | October 2019 |
| Reviewed Date | July 2022 |
| Mofications | No Modifications |



POLICY 9

SAFE TRANSPORTATION

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element. 2.2, 2.2.1, 2.2.2 |
| Education and care services NATIONAL Law Act 2010 | Section 167 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 4 (1), 85, 99, 100, 101, 102A, 102B, 102c, 102D, 123, 136, 158, 161, 168, 168 (2), 170 |

Policy:

The safety of children enrolled at Bright Beginnings Family Day Care Centre 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 are 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).

Our aim is to ensure that all children being educated and cared for by Bright Beginnings Family Day Care Centre are adequately supervised at all times. This includes:

- ensuring educator to child ratios are met whenever and wherever the service is operating including providing transportation as part of our service activity.
- maintaining accurate attendance records and providing appropriate child restraints for children under our care.
- Ensuring children are adequately supervised at all times, including on excursions and regular outings
- Ensuring children are kept safe while travelling as pedestrians, cyclists or passengers in a vehicle
- the role of parents/guardians and families as children's first and most influential teachers
- children are able to participate in road safety education to assist them in being and becoming safe and responsible road users.
- adopting the safest possible behaviours when transporting children in motor vehicles and pedestrian crossing.

Definitions (effective 1 October 2020)

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 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.



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, Bright Beginnings Family Day Care Centre will '*ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury*' (Section 167).

Bright Beginnings Family Day Care Centre 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, 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 will:

- identify any hazards or potential hazards that transporting 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: Risk assessment and management ACECQA (2020)

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.

The Coordinator and FDC Educator will ensure:

- risk assessments are carried out prior to seeking authorisation for transporting children is made with the Approved Provider
- risk assessments for 'regular transportation' are evaluated regularly to ensure potential risks are identified and managed
- risk assessments for 'regular transportation' are reviewed at least annually
- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- compliance with first aid requirements of Regulation 136 are met at all times
- parents/guardians complete a written authorisation for transportation of their child and a copy of this is filed in the child's enrolment record
- children are instructed on processes for entering and exiting the service premises and are aware of the pick-up and destination locations
- children's attendance is checked against an accurate attendance record showing when children are within the care of the FDC service. The record of attendance must record the time that the child arrives and departs
- 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 Service and other educational site is documented correctly (if applicable)
- educator to child ratio requirements are maintained at all times
- children exit the vehicle using the 'safety door'
- children wear approved seatbelts/restraints whilst the vehicle is in motion
- children are never left unattended in the vehicle
- education on road safety for children is included in the Service's programming (for example Kids and Traffic, Vic Roads Primary School roads information)
- safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- they are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service
- a working mobile phone is carried in case of emergency
- a list of emergency contact numbers for the children being transported is available at all times
- every effort will be made to notify parents/carers of delays returning to the Service if applicable
- relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records.



- the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence
- 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.

Safe Maintenance of transportation vehicle

The Coordinator and FDC Educator will ensure:

- the transportation vehicle is fitted with the required child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- the vehicle has enough fuel to transport the children each day as in accordance to schedule
- the vehicle is registered and roadworthy (general legal requirements and best practice standards are adhered to)
- any repairs are completed as soon as possible by a qualified mechanic
- 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
- every effort will be made to notify parents/carers of delays returning to the Service if applicable

The Approved Provider, Coordinator and FDC Educators will ensure:

- driver's licence is current, and they are licenced to carry the required number of passengers for the purpose
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- they adhere to the road rules and regulations mandated by law within each state/territory
- children remain seated and do not behave in a dangerous or inappropriate manner
- the vehicle is parked in a secure and safe location for children to access
- the number of passengers does not exceed the legal requirement
- a working mobile phone is taken in case of an emergency
- an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- FDC educators and Educator Assistants accompanying children during transportation hold:
 - an approved first aid qualification
 - a current approved anaphylaxis management training qualification and
 - an approved emergency asthma management training qualification.

Picking up children and during transportation

The FDC Educator and/or Educator Assistant will ensure:

- the vehicle/bus will be parked in a safe location where children are not required to cross any roads (if this is unavoidable, a risk assessment and dedicated procedure for crossing the road will be completed)
- the children's attendance record (through Harmony Software) is checked by the educator as children assemble in a predetermined location at the residence or venue prior to embarking the vehicle. Children must be signed into Educators care upon pickup.
- children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children



- children are to remain seated 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

- children are to remain seated until the vehicle/bus has completely stopped
- the FDC educator/educator assistant will assist children to safely disembark the vehicle/bus
- children will exit the vehicle/bus using the ‘safety door’ or door located near the kerb or within the driveway of the residence/venue
- the children’s attendance record will be checked by the FDC educator as they assemble in a predetermined location at the beginning and end of the journey (head count children after disembarking)
- the FDC educator will conduct a final sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind
- once inside the residence/venue, the children being dropped off are signed out of the educator’s care by parents (if under school age) through our Harmony Web software. If children are over school age, educators may sign them out. During school holidays, all children must be signed in and out of the FDC service through the parents using the Harmony software
- Educator will conduct an additional attendance check to confirm all children signed in are present and those that are not signed in have left the care and supervision of the educator.

Families will:

- adhere to the Service’s *Arrival and Departure Policy* and *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 if their child is going to be absent on a particular day and not require transport
- ensure written permission for transportation of their child by the Service is granted by either the parent or authorised nominee named in the child’s enrolment record
- update emergency contact numbers regularly

Resources

Childcare Centre Desktop

Safe Transportation of Children Module

- Transporting Children Risk Assessment Template
- Safe Transportation Procedure
- Car/Bus Pick Up Drop Off Checklist



SOURCE

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

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

Childhood Australia Code of Ethics. (2016).

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).

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Revised National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.

Vic Roads- Primary school road safety education resources

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|----------------------|--|
| Created | October 2020 |
| History | New Policy reference to comply with the revised NQS & National Regulations |
| Review Date | July 2021 |
| Reviewed Date | July 2022 |
| Mofications | No Modifications |
| Reviewed Date | July 2022 |
| Mofications | No Modifications |



POLICY 9A

ROAD SAFETY & CHILD RESTRAINTS

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element. 2.1.2, 2.2, 2.2.1, 2.2.2 |
| Education and care services NATIONAL Law Act 2010 | Section 167 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 99, 100, 101, 102, 159, 160, 161 |

Policy:

Our Aim is to provide evidence-based guidelines and procedures to ensure that all children attending Bright Beginning Family Day Care Centre are:

- adequately supervised at all times, including on excursions and regular outings
- kept safe while travelling as pedestrians, cyclists or passengers in a vehicle
- the role of parents/guardians and families as children's first and most influential teachers
- able to participate in road safety education to assist them in being and becoming safe and responsible road users.
- selecting and using the safest possible child restraints
- adopting the safest possible behaviours when transporting children in motor vehicles and pedestrian crossing.
- Renewing children car seats/restraints after 5 years from date of manufacture.

Procedure:

Approved Provider, Family Day Care coordinators, educators, assistants and staff members are responsible for:

In relation to excursions:

- Allowing a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee. For a regular outing, this authorisation is required every 12 months
- checking that parents/guardians or authorised nominees sign and date permission forms prior to an excursion
- undertaking a risk assessment prior to conducting excursions (see appendix 3)

In relation to educators and educator assistance:

- holding a current Australian Drivers licences.
- ensuring vehicle/s are suitably maintained, roadworthy, safe for children, and registered.
- notifying the service provider of each authorised driver's vehicle and licence details and any changes to these, including any driving offences
- adhering to national and state laws and safety standards regarding motor vehicle safety
- only transporting the number of children approved by administration.
- ensuring that no child is left unattended in a vehicle at any time
- following appropriate procedures in the event of a vehicle crash involving Family Day Care children (refer to *Incident, Injury, Trauma and Illness Policy*) including notifying the Nominated Supervisor and Approved Provider as soon as possible after the event
- keeping vehicle/s locked and inaccessible to children when not in use



In relation to child restraints:

- Using restraints that are appropriate for the child's age and size, and that have achieved at least a four-star crash protection rating as determined by the Child Restraint Evaluation Program (CREP) (refer to *Definitions*). Booster cushions (refer to *Definitions*) do not meet the Australian/New Zealand Child Restraint Standard AS/NZ 1754 2010, 2013 and are no longer allowed to be manufactured in Australia
- avoiding the use of child restraint accessories, including child safety harnesses, unless prescribed by a health professional such as an occupational therapist
- checking that child restraints and booster seats are used in accordance with the manufacturer's instructions
- Checking that child restraints and booster seats are safe, clean and in good repair.
- Ensuring that children under the age of 12 years do not travel in the front seat of the vehicle if there are rear seats available, due to the increased risk of injury to child passengers in the event of a crash. If all rear seats are being used by children aged under 7 years, children aged 4 years to under 7 years are permitted to travel in the front seat, provided they use a booster seat. (If the car has frontal air bags, the seat should be moved back as far as possible)
- working with the service provider, parents/guardians and appropriate professionals to ensure that children with disabilities or medical conditions are provided with child restraints that are appropriate for their needs
- Coordinators will train educators on how to correctly install and use child restraints and booster seats and on other road safety topics
- providing appropriate information to parents/guardians about child restraints, booster seats and other road safety topics as required
- ensure that any restraints in use at the time of a crash are replaced
- Ensuring that any child restraints and booster seats are no more than 5 years old.

In relation to helmets

- ensuring that children wear correctly fitted bicycle helmets that meet Australian/New Zealand Standard 2063 where bicycles or wheeled toys are used
- being aware that children under 12 years of age, and accompanying adults, can ride on the footpath

Parents/guardians are responsible for:

- advising educators about their child's individual restraint needs, including when their child has a disability or medical condition
- communicating any issues or concerns relating to their child's safety or wellbeing to the Family Day Care educator and/or service provider in relation to road & transport safety.
- where parents/guardians provide child restraints/booster seats for use at Family Day Care, they are responsible for ensuring that the restraints:
 - have at least a four-star safety rating under the Child Restraint Evaluation Program (CREP) are appropriate for their child's age and size
 - are in good repair
 - have not been in use at the time of a crash, and have no signs of damage or tear.

Where a parent/guardian or authorised nominee is observed as not using a child restraint, using the wrong child restraint, using a child restraint inappropriately or engaging in other unsafe behaviours such as parking illegally or not using a bicycle helmet, the Family Day Care educator should:

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



- If the parent/guardian or authorised nominee persists with unsafe behaviours, the Family Day Care educator must notify the Family Day Care service provider.

The family day care provider should:

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

Family Day Care educator should:

- encourage the parent/guardian or authorised nominee to use an alternative form of transport or contact another authorised person to collect the child. If the parent/guardian or authorised nominee is not willing to use an alternative form of transport, the educator cannot prevent the parent/guardian or authorised nominee from taking the child.
- notify the police and/or child protection authorities immediately if the educator is of the opinion that the child may not be safe in the care of the parent/guardian or authorised nominee.

Sources

Australian Children's Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care

Services National Regulations

ECA Code of Ethics.

Guide to the National Quality Standard.

Roads and Traffic Authority Website

National Law

Child Protection Act

Mandatory Reporting Guide

Revised National Quality Standard

| | |
|----------------------|--|
| Created | October 2017 |
| History | Updated reference to comply with the revised NQS and Regulations |
| Review Date | July 2021 |
| Modifications | No modifications |
| Reviewed Date | July 2022 |
| Modifications | No Modifications |



POLICY 10

ENVIRONMENTALLY SUSTAINABLE

Policy in this section is required by:

| | |
|---|-----------------------------------|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 3.2, 3.2.1, 3.2.2, 3.2.3 |
|---|-----------------------------------|

Policy:

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.

Procedure

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Family Day Care Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves the Family Day Care Coordinator, educator and educator assistants, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

The Approved Provider/Nominated Supervisor will:

- Network with the local community to keep up to date with current practices and ideas for being environmentally responsible. This may include encouraging educators to install water tanks, grey water system, convert toilet cisterns to dual flush, and convert to water saving taps.
- Encourage educators, educator assistants, families and children to engage in sustainable practices and appreciate the natural environment.
- Where relevant, review policies and procedures within the FDC Service to achieve more sustainable outcomes (e.g. Using individual hand towels instead of paper towel to dry hands).
- Use electronic communication where possible to reduce paper use within the office and in each room for newsletters, billing, and other communication needs.
- Conduct environmentally responsible audits to ensure consistency and continuous improvement.
- Source resources and materials from Reverse Garbage or second-hand stores to use within the Service.
- 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
- The service will keep a 'recycle box' in the office where educators can take materials home and use to incorporate in their daily activities.

Educator/ Educator Assistants will:

- Incorporate recycling as part of everyday practice at the FDC Service.
- Role model environmentally responsible practices.
- 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.
- Share ideas between other educators and educator assistants of the FDC scheme, 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.
- 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. 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.
- Ensure sustainable practices are incorporated into the daily routine. This may include:

| Sustainable Practice | Ideas |
|----------------------|--|
| Recycling | <ul style="list-style-type: none"> - Recycle paper and all recyclable rubbish. - Use recycled water (e.g. for watering gardens). |
| Gardening | <ul style="list-style-type: none"> - Plant vegetables, herbs, and fruit trees. - Use a worm farm/composting bin/ to reduce food waste in the FDC Service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. The educator can 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. The children will be involved in maintaining the worm farm and compost bin. - Educate children and have them participate in 'garden to plate' activities. - Have children participate in experiences such as seed sprouting, vegetable gardens, cooking with what is grown, and educate 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 rain water and use in the garden and for water/sand play. |



| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> - 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, blocks, boxes 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. - Educating children in how to care for pets, letting them actively participate in caring for the 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 information for families and visitors outlining the Family Day Care Service’s sustainability journey. - Provide families with hints and tips in newsletters about how they can become sustainable at home. |

SOURCE:

Australian Association for Environmental Education (AAEE): www.aaee.org.au

Department of Environment and Energy: www.environment.gov.au

Education and Care Services National Regulations. (2011).

Revised National Quality Standard. (2018).

<https://www.sustainability.vic.gov.au/>

<https://wehearyou.acecqa.gov.au/category/sustainability/>

Review

| | |
|----------------------|--|
| Created | April 2016 |
| | The policy was developed in compliance with the Education and care Services national regulations (2011) |
| Issued | April 2016 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2018 |
| Modified | September 2019 |
| | Updated to include suggestions more suggestions for sustainable practices within the service. Included links to relevant information specific to Victoria sustainable practises Changed policy name from sustainable practices to ‘Environmentally sustainable |
| Review Date | September 2020 |



POLICY 11

CHILD SUPERVISION

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.3, 2.3.1, 2.3.2 3.1.3 4.1,4.1.1 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 101, 115, 120, 121, 122, 166, 168 |

Policy:

An approved provider must ensure that whenever children are being educated and cared for the supervision of children is paramount and ensures the safety of all children in care at all times.

Educators have a duty of care to ensure children are 'adequately' supervised, maintaining a safe and secure environment at all times.

Procedures:

Management will ensure:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified of any serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident.
- The service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the service.
- Educator to child ratios; 1:7 with no more than 4 preschool age children or under, including educator's children younger than 13 years of age at the residence.
- The educator's or educator assistant's own children and any other children at the residence are to be taken into account if:
 - (i) Those children are under 13 years of age; and
 - (ii) There is no other adult present and caring for children.
 - (iii) Non enrolled children at the residence, who are not being included in the educator's numbers, will need to be directly supervised at all times by the "other" adult [referred to in Reg. 124 (2) (b) (ii)].
 - (iv) In the event of the "other" adult being incapacitated or unavailable to directly care for the non-enrolled children, they must be counted in the educator's numbers (i.e. this may impact enrolled children being able to access the family day care).
- The family day care educator must inform the approved family day care service within 7 days of the above procedures being implemented.
- BBFDCC may allow for educators to provide care for more than 7 children at one time according to the rules and conditions based on section 124 (6)(a) of the national regulation. Each case will be assessed individually and the approved provider will approve/disapprove each case based on the circumstances before him.
- The approved family day care service provider has an obligation to ensure that the best interests of children in care are considered at all times and may impose further conditions as deemed necessary (e.g. limiting the number of non-enrolled children).
- Ensure that a Risk Assessment & 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.
- The administration personnel will update the CCS software with the relevant information about an educator's own child/ren to ensure that ratio is not affected.



Educators will:

- Have a sound understanding about their duty of care and responsibilities in ensuring children are within a safe environment.
- The family day care educator or educator assistant will not leave children in an unattended vehicle.
- Ensure that all children are in sight or hearing at all times.
- That no child will be left alone at any time.
- Supervise children during rest time in accordance with the Sleep and Rest Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- The educator will advise the service about their own child/ren, if a child is under 13 years old, the educator is aware that it will count towards the adult/child ratio, unless there is an individual available above the age of 18 who can care for the educators own children whilst she/he provides education and care for the children registered in her FDC service.
- The educator will be expected to complete a statutory declaration declaring that they have advised the service that there is a 'responsible' adult over the age of 18 to supervise and look after their own children whilst they are providing education and care.

To implement this policy, refer to;

Appendix 3 – exceeding educator to child ratio

Appendix 3a – Statutory declaration – responsible person whilst care is been provided by the educator,

Source

*Australian Children's Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
ECA Code of Ethics.*

Australian Children's Education & Care Quality Authority. (2013).

Guide to the National Quality Standard.

Childcare subsidy Ministers Rule 2017

| | |
|----------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | 07/08/2013 |
| Revision | December 2017 – policy was updated to reflect the changes in the Childcare Ministers Rule 2017 |
| Reviewed Date | March 2018 |
| Revision | April 2019 – update to reflect the information relating to their own children. |
| Review Date | October 2020 |
| Modifications | No modifications |
| Reviewed Date | July 2022 |
| Modifications | No Modifications |



POLICY 12

CHILD PROTECTION

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | <i>Element:</i> 2.3, 2.3.1, 4.1, 4.1.1 5.1, 5.1.2, 5.2, 5.2.2, 5.2.3 |
| Education and care services NATIONAL Law Act 2010 | <i>Section:</i> 3 (2)(a) and (3)(a); 165-167, 170; 171; 174 (2) 189 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | <i>Regulation:</i> 76(a)(b); 84-86; 88--105; 161-166; 168; 169 (2)(e)(f) |
| Victorian Child Safe Standards | <i>Standard:</i> 1,2,3,4,5,6,7,8,9,10,11 |

Policy:

To identify potential risks of harm to children and young people at the Service and to implement strategies to prevent and minimise those risks in an inclusive, culturally safe environment. In order to ensure children's safety, our Service will perform proficiently and act in the best interest of the child. Equality will be upheld and diverse needs of Aboriginal children and young people are respected and met. Measures will be adopted to ensure racism is identified, confronted and not tolerated. All children and young people will have their belief, culture and non-gender binary preference accepted and welcomed by all.

We aim to ensure that all educators at the Service are aware of the current child protection law and new Child Safe Standards (commencing 1 July 2022) in the provider's jurisdiction, and understand their obligations under that law and standards. We believe it is our responsibility as educators to ensure the safety welfare and wellbeing of all children and young people and to inform them of their rights in an inclusive environment that values unique identities.

Procedure:

Our service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all educators will be required to do the *online Child Protection training* every 12 months to ensure they are kept updated and informed of their current responsibilities as Mandatory Reporters.

Management will ensure:

The nominated supervisor of the service and any certified supervisor in day to day charge of the service has successfully completed a course in child Protection.

All educators, assistant educators and volunteers are:

- Adhere to and follow the Four Critical actions for early childhood Services; Respond to an emergency, Report to authorities, contact parents/carers and provide on-going support.
- Ensure all stakeholders are clear about their roles and responsibilities regarding child protection.
- Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators, staff and volunteers in child protection
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, assistant educators and volunteers. (Four Critical actions for early childhood services)
- To validate a Working with Children Check for all educators, assistant educators and all persons above 18 residing at home unless the person meets the criteria for exemption from a WWCC.
- To provide access to relevant acts, regulations, standards and other resources to



- help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
 - To notify the Commission for Children and Young People of details of Educators, assistant educators against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
 - Associate families with referral agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services). Family consent will be sought before making referrals.
 - Request that all educators, assistant educators and all those above 18 residing at the family day care service, to update Bright beginnings FDC as the organisation that they work with, by contacting the Department of justice and regulation on 1300 652 879.

Educators will:

- Be able to recognise indicators of abuse
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate in regards to child protection.
- Comprehend they are *mandatory reporters* under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Child Protection Helpline on 133 627 (available 24 hours/7 days a week).
- Promote the welfare, safety and wellbeing of children at the service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Helpline or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- Attend training sessions held by the service to remain up to date with information relating to the current child protection laws.
- Complete the online child protection annually
[\(https://educationvic.elmtalent.com.au/\)](https://educationvic.elmtalent.com.au/)

DOCUMENTING A SUSPICION OF HARM

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

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavor to conduct their own investigation.
- Document as soon as possible so the details are accurately apprehended including:
 - a) Time, date and place of the suspicion
 - b) Full details of the suspected abuse (word for word 'what happened and what was said, including anything they said and any actions that have been taken
 - c) Date of report and signature.
- Gather all their findings and bring before the approved provider.

When receiving a disclosure of harm, the educator will:

- Remain calm and find a private place to talk
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing



questions could cause distress, confusion and interfere with any later enquiries.
Not attempt to conduct their own investigation or mediate between the parties involved, notify Supervisor of disclosure.

Notifications of abuse

The person making a notification of abuse or suspected abuse will make a record of the answers to the following:

- Give the child or young person your full attention.
- Maintain a calm appearance.
- Don't be afraid of saying the "wrong" thing.
- Reassure the child or young person it is right to tell.
- Accept the child or young person will disclose only what is comfortable and recognize the bravery/strength of the child for talking about something that is difficult.
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Don't make promises you can't keep.
- Tell the child or young person what you plan to do next.
- Do not confront the perpetrator.

BREACH OF CHILD PROTECTION POLICY

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached 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
- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned and will be advised of the process
- Giving the educator the opportunity to provide their version of events
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded
- Ensuring the matters in relation to the breach are kept confidential
- Approaching an appropriate outcome which will be decided based on evidence and discussion

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Depending on the nature of the breach outcomes may include:

- Emphasizing the relevant element of the child protection policy and procedure
- Providing closer supervision
- Further education and training
- Facilitating between those involved in the incident (where appropriate)
- Disciplinary procedures if required
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program 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 signs that they do not feel safe and need to be attentive and think clearly.
- That there is no secret or story that is too horrific, that they can't share with someone they trust.
- That educators are available for them if they have any concerns.
- To tell 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

Local and community services:

The approved provider will advise families and educators about external professional services that can be sourced to provide further assistance in regards to a child's safety and wellbeing, some service include but not limited to:

Hume & Moreland Region

<https://www.dvrcv.org.au/hume-moreland>

- Northern Family & Domestic Violence Service – Berry Street
T: 9454 4700 W: www.berrystreet.org.au

Goulburn Region – Shepparton

<https://www.dvrcv.org.au/goulburn>

- Goulburn Valley Centre Against Sexual Assault
T: 1800 112 343 W: gvcasa.com.au
- Primary Care Connect (Shepparton) – Indigenous Family Violence Support
T: (03) 5823 3200 W: www.primarycareconnect.com.au

State Wide:

<https://www.dvrcv.org.au/support-services/victorian-services>

- Safe Steps family violence response Centre
T: 1800 015 188 (24/7) W: www.safesteps.org.au
- Domestic violence Victoria
T: 9921 0828 W: www.dvvic.org.au
- inTouch Multicultural Centre against family violence
9413 6500
- Commission for Children and Young People
T: 1300 78 29 78 W: <https://ccyp.vic.gov.au/>

Source

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

Guide to the Education and Care Services National Law

Education and Care Services National Regulations 2015,

ECA Code of Ethics.

Guide to the National Quality Standard.

Child Protection (Working with Children) Act 2012

Children and Young Persons (Care and Protection) Act 1998

Community and Disability Services Ministers' Conference (2005). Creating safe environment for children: Organisations, employees and volunteers: National framework.

Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. Creating safe environments for children: Organisations, employees and volunteers: National framework.

The Commission for Children and Young People Act 1998

National Quality Standard

Ombudsman VIC

<https://educationvic.elmtalent.com.au/>

| | |
|--------------------|---|
| Created | December 2017 |
| History | The policy was developed to comply with the changes to the National Quality Standards |
| Review Date | March 2018 |
| Revision | October 2018 – updated the policy to advise educators, assistant educators and all person above 18 to update their organisation details to Bright Beginnings Family Day Care with the department of justice so that the service always has the most current information on file |
| Review Date | October 2019 |
| Review date | July 2022 |



POLICY 13

CHILD SAFE ENVIRONMENT

Policy in this section as required by:

| | |
|---|-----------------------------------|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.2, 2.2.1, 2.2.2, 2.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 84-86; |

Policy:

Bright Beginnings Family Day Care Centre is committed to the safety, wellbeing and support of all children and young people. Management, Educators, assistant educators and volunteers will treat all children with the utmost respect and understanding and provide an inclusive, safe physical and online environment without limiting social connections and learning opportunities.

Our Service believes that:

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviours.
- Children, who preserve, enhance and better understand their body's response to an emotion are more able to predict the outcome from a situation and evade them or ask for help.
- We comprehend our duty of care responsibilities to protect children from all types of abuse, and adhere to our legislative obligations at all times.
- We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children.

Our Service will perform proficiently and act in the best interest of the child, assisting them to develop to their full potential in an inclusive, secure and caring environment by:

- Promoting the safety of children
- Preventing child abuse
- Ensuring effective processes are in place to respond to and report allegations of child abuse
- Ensuring computers have antivirus soft wears installed
- Considering online environments along with physical environment
- Creating and maintaining a child safe environment under the National Quality Standard

Procedure

- Our Service strongly does not tolerate any type of abuse against a child or young person and endorses high quality practices in relation to protecting children, Aboriginal children and Torres Strait Islander children.
- Educators will continue to keep up to date, by completing the online child Protection Awareness Training annually, ensuring they are up to date with their current responsibilities as Mandatory Reporters.



POLICY 13A

CHILD SAFE STANDARDS

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.2, 2.2.1, 2.2.2, 2.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 84-86; |
| Victorian Child Safe Standards | All Elements of Standards: 1,2,3,4,5,6,7,8,9,10,11 |

Policy:

Bright Beginnings Family Day Care Center is dedicated at promoting cultural safety environments and online environments for Aboriginal children, safety for children from culturally and/or linguistically diverse backgrounds and in providing a safe environment for children and children with a disability. Our Service takes every reasonable effort to accommodate the diversity of all children in implementing the Victorian Child Safe Standards.

Bright beginnings family day care will create and maintain a child safe organisation that complies with the regulatory requirement – Ministerial Order NO. 870 – child safe standards.

There are 11 *standards* in order to create and maintain a child safe organisation that we implement within our service.

Child Safe 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

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- 1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels.
- 2.4 Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.



2.6 Staff and volunteers understand their obligations on information sharing and record keeping.

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

3.1 Children and young people are informed about all of their rights, including to safety, information and participation.

3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.

3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.

3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision making and raise their concerns.

3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.

3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing

4.1 Families participate in decisions affecting their child.

4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.

4.3 Families and communities have a say in the development and review of the organisation's policies and practices.

4.4 Families, carers and the community are informed about the organisation's operations and governance.

Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice

5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.

5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them

Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

6.1 Recruitment, including advertising, referee checks and staff and volunteer preemployment screening, emphasise child safety and wellbeing.

6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.

6.3 All staff and volunteers receive an appropriate induction and are aware of their



responsibilities to children and young people, including record keeping, information sharing and reporting obligations.

6.4 Ongoing supervision and people management is focused on child safety and wellbeing

Child Safe Standard 7 – Processes for complaints and concerns are child focused

7.1 The organisation has an accessible, child focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.

7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.

7.3 Complaints are taken seriously, and responded to promptly and thoroughly.

7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.

7.5 Reporting, privacy and employment law obligations are met.

Child Safe 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

8.1 Staff and volunteers are trained and supported to effectively implement the organisation's child safety and wellbeing policy.

8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.

8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.

8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.

9.2 The online environment is used in accordance with the organisation's Code of Conduct and child safety and wellbeing policy and practices.

9.3 Risk management plans consider risks posed by organisational settings, activities, and the physical environment.

9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved

10.1 The organisation regularly reviews, evaluates and improves child safe practices.

10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people

Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people



11.1 Policies and procedures address all Child Safe Standards.

11.2 Policies and procedures are documented and easy to understand.

11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.

11.4 Leaders champion and model compliance with policies and procedures.

11.5 Staff and volunteers understand and implement policies and procedures

Management will ensure:

- The Nominated Supervisor of the Service and any person in day-to-day charge of the Service have successfully completed a course in child protection approved by the Regulatory Authority.
- All stakeholders of the service (staff members, coordinators, educators, assistant educators) are clear about their roles and responsibilities regarding child protection.
- Managers and supervisors are aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the appropriate authority.
- Managers and supervisors are aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- To validate a *working with children check* for all educators, staff and volunteers.
- To notify *the Child Protection Services within 3 days* of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated and appropriate action taken.
- To notify Child Protection Services of details of Educators, assistant educators against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
- To notify the regulatory authority as soon as practicable of any incident where you reasonably believe 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 Service
- To notify the regulatory authority as soon as practicable 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 Service.

Educators will:

- Be able to recognize indicators of abuse.
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Police on 000, Child Protection Crisis Line on 131 278, and/or local Child Protection office (see end of policy for contact details) as appropriate
- Contact the approved provider to discuss their concerns and finding prior to contacting CHILD FIRST.
- Be able to contact Child FIRST, which also helps mandatory reporters identify the level of risk to a child and whether to report the risk to the Child Protection Service.
- Promote the welfare, safety and wellbeing of children at the Service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Crisis Line, local Child Protection office.

DOCUMENTING A SUSPICION OF HARM

If educators have concerns about the safety of a child they MUST:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.



- Record his or her own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Document as soon as possible so the details are accurately apprehended including:
- Time, date and place of the suspicion
 - Full details of the suspected abuse
 - Date of report and signature
- Not endeavor to conduct their investigation. The service expect that the educator speaks to the approved provider if they believe that a child may be at risk of harm or neglect and together the educator and the approved provider will decide on what cause of action to take.

DOCUMENTING A DISCLOSURE

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 Approved provider will:

- Remain calm and find a private place to talk
- Reassure the child or young person it is okay to speak
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Accept the child or young person will disclose only what is comfortable and recognize the bravery/strength of the child for talking about something that is difficult.
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties
- 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 said and any actions that have been taken
- Date of report
- Signature.
- Do not confront the perpetrator.

Confidentiality for reporters

Under ss. 190 and 191 of the Children, Youth and Families Act 2005 confidentiality is provided for reporters, and prevents the name or any information likely to lead to the identification of the reporter to be disclosed unless in very specific circumstances.

The identity of the reporter must remain confidential unless;

- The reporter chooses to inform the child or family of the report
- The reporter consents in writing to their identity as the reporter being disclosed
- A court or tribunal decides it needs this information in order to ensure the safety and wellbeing of the child
- A court or tribunal decides that in the interests of justice the evidence needs to be given.
- That they can choose to change the way they are feeling

Accusations against Educators

Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people (refer to Reportable Conduct Scheme, Policy 13B, page 64). Reports will



be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Supervisor is involved in the abuse then the Approved Provider will assist in notifying the Child Protection Helpline. Where the offence requires immediate police action, the police will be called on 000.



POLICY 13B

REPORTABLE CONDUCT SCHEME

The Reportable Conduct Scheme requires organisations that work with children and young people to report allegations of child abuse and child related misconduct made about their workers or volunteers to the commission of Children and Young People.

The *Commission for Children and Young People* is responsible for administering the scheme. Its role includes:

- supporting and guiding organisation's that receive allegations in order to promote fair, effective, timely and appropriate responses.
- independently overseeing, monitoring and, where appropriate, making recommendations to improve the responses of those organisation's.
- Seeks to improve organisations' responses to allegations of child abuse and neglect by their workers and volunteers
- Established by the Child Wellbeing and Safety Act 2005 (the Act)

Role of the Approved Provider, Bright Beginnings Family Day Care Centre.

- Have in place systems to prevent child abuse and, if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response
- Ensure that the commission is notified and given updates on the organisation's responses to an allegation based on the *procedure* listed below:
 1. The approved provider will train and educate all staff members, educators, assistant educators and families about the service obligations in regards to the *reportable conduct scheme*.
 2. The approved provider understands that they are solely responsible to notify the commission of any reportable allegations they become aware of, even if they have appointed other personnel to assist in the investigation.
 3. The approved provider acknowledges that children are vulnerable to abuse and has systems in place to ensure to reduce this risk in the service.
 4. Bright Beginnings Family Day Care Centre have clear and well communicated systems to facilitate and support the reporting of concerns.
 5. Educators, assistant educators, coordinators and staff are well aware that they are to inform the approved provider about any concerns that they may have. They too know their responsibility as mandatory reporters.

Procedure:

The approved provider will:

1. **Notify:** Notify the Commission within 3 business days of becoming aware of a reportable allegation.
2. **Investigate:** Investigate an allegation. Advise the commission that the approved provider is undertaking the investigation. The Approved provider will continue to manage the risks to children.
3. **Update:** Within 30 calendar days the approved provider will provide the commission with detailed information about the reportable allegation and any action that has been taken.
4. **Outcomes:** The approved provider will notify the commission of the investigation findings and any disciplinary action

To implement this policy, refer to;

Appendix 4; Child safety Reporting process

Appendix 5; Step by Step Guide to making a report to CHILD PROTECTION or child FIRST (with contact details)



| Reporting Authority | Contact Details |
|---|--|
| Commission for Children and Young People | T: 8601-5281 E: contact@ccyp.vic.gov.au |
| Department of Health and Human Services | Child Protection Crisis Line (urgent concerns) Ph. 13 12 78 Ph. 1800 212 936 National Child Abuse Helpline: Ph. 1800 991 099 (9am-5pm) |
| North Division Intake Darebin, Hume, Moreland, Whittlesea | 1300 664 977 |
| East Division Intake Greater Shepperton | 1300 360 391 |
| West Division Intake -Metropolitan | 1300 664 977 |

Sources

Australian Children's Education & Care Quality Authority. (2014). *Guide to the Education and Care Services National Law Education and Care Services National Regulations 2015, Code of Ethics.*

Guide to the National Quality Standard.

Child Protection (Working with Children) Act 2012

Children and Young Persons (Care and Protection) Act 1998

Children, Youth and Families Act 2005 (as amended 2014) (Vic)

The Commission for Children and Young People Act 2012

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 (Cth)

State of Victoria (Department of Education and Training). (2017). *Early childhood guidance: Identifying signs of child abuse.* Retrieved from www.education.vic.gov.au

Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework.*

Community and Disability Services Ministers' Conference (2005). *Schedule: Guidelines for building the capacity of child-safe organisations. Creating safe environments for children: Organisations, employees and volunteers: National framework.*

The Commission for Children and Young People Act 1998

Early Years Learning Framework

National Quality Standard.

<https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>

<http://www.legislation.act.gov.au/a/2008-19/default.asp>

National Comparison of Child Protection Systems

<https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems>

Reporting abuse and neglect

<https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>

Mandatory Reporting

<https://aifs.gov.au/publications/families-policy-and-law/14-mandatory-reporting-laws>

Revised National Quality Standard

http://www.dhs.vic.gov.au/_data/assets/pdf_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf

Creating child safe organisations page of the Department of Health and Human Services' Service Providers website: < http://providers.dhhs.vic.gov.au/creating-child-safe-organisations>



Child safe standards page of the Department of Health and Human Services' Service Providers website: <<http://providers.dhhs.vic.gov.au/child-safe-standards>>.

An Overview to the Victorian child safe standards, has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: <<http://providers.dhhs.vic.gov.au/child-safe-standards>>

All definitions and indicators of child abuse sourced from: State of Victoria (Department of Education and Training). (2017). Early childhood guidance: Identifying signs of child abuse. Retrieved from www.education.vic.gov.au

https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood_Guidance.pdf
<http://www.elearn.com.au/det/earlychildhood/>

| | |
|--------------------|---|
| Created | January 2016 |
| History | The policy was developed in relation to the child safe standards that came into effect on the 1 st of January. Changes made to the wellbeing and safety act 2005 in Victoria |
| Review Date | January 2019 |
| Revision | Reportable conduct scheme becomes effective for all early childhood education and care. Policy updated |
| Review Date | January 2020 |
| Review Date | July 2022 |
| review | New Vic Child Safe Standards Wording, incl Aboriginal and Torres Strait Islander Online safe environments, anti virus |



POLICY 13C

ANIMAL AND PETS

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care | Element. 2.1, 2.2, 2.2.1, 3.1.2, 3.2.3 |
| Education and Care Services National Regulations and Law | Regulation: 116 (A), 167, 168 |

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.

PURPOSE

Having a pet as part of the program can be a valuable part of children's education enriching their learning about nature, ecology and relationships. BBFDCC aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the FDC educator's residence educating children in the proper care of animals.

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, 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.

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.

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 if they visit the FDC residence and if they are in an enclosure at the FDC residence (Appendix 17)

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)
- 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.
- 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.
- 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

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.

If an unidentified dog enters the family day care property, the educator/educator assistant will notify Wildlife Victoria and keep the children indoors.

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 additional 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. (see Snake Awareness Policy)

SOURCE

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POLICY 14

INCIDENT, INJURY, TRAUMA, AND ILLNESS

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element. 2.3, 2.3.1, 2.3.2, 2.3.3 |
| Education and care services NATIONAL Law Act 2010 | Section 165; 175(3) |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 12, 85, 86, 87, 88, 89, 97, 161, 162, 168, 174, 176 |

Policy

Our service is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases.

IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

Educators and Management are not doctors and are unable to diagnose an illness or infectious disease. To ensure the symptoms are not infectious and minimise the spread of an infection medical advice is required to ensure a safe and healthy environment.

Symptoms indicating illness may include:

- Behaviour that is unusual for the individual child
- High Temperature or Fevers
- Loose bowels
- Faeces with grey, pale or contains blood
- Vomiting
- Discharge from the eye or ear
- Skin that display rashes, blisters, spots, crusty or weeping sores
- Loss of appetite
- Dark urine
- Headaches
- Stiff muscles or joint pain
- Continuous scratching of scalp or skin
- Difficult in swallowing or complaining of a sore throat
- Persistent, prolonged or severe coughing
- Difficulty breathing

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. But sometimes a fever will last much longer, and might be the sign of an underlying chronic or long-term illness or disease.

Recognised authorities define a child's normal temperature will range between 36.0°C and 37.0°C, this will often depend on the age of the child and the time of day.

Any child with a high fever or temperature reaching 38°C or higher will not be permitted to attend the service until 24 hours after the temperature/fever has subsided.

Methods to reduce a child's temperature or fever:

- Encourage the child to drink plenty of water, unless there are reasons why the child is only allowed limited fluids
- Remove excessive clothing (shoes, socks, jumpers, pants etc.) Educators will need to be mindful of cultural beliefs.
- Sponge lukewarm water on the child's forehead, back of neck and exposed areas of skin
- If consented and further requested by a parent or emergency contact person, staff may



- administer Paracetamol (Panadol or Nurofen) in an attempt to bring the temperature down, however, a parent or emergency contact person must still collect the child.
- The child's temperature, time, medication, dosage and the staff member's name and other witnesses (if applicable i.e. educator assistant) will be recorded in the Illness folder, and the parent/authorised nominee will be asked to sign the medication authorisation form on arrival.

When a child has a high temperature or fever

- Educators will notify parents when a child registers a temperature of 38°C or higher.
- The child will need to be collected from the service and will not be permitted back for a further 24 hours after the child's last temperature
- Educators will complete an illness, Accident & Trauma record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.)

Dealing with colds/flu (running nose)

- Colds are the most common cause of illness in children and adults. There are more than 200 types of viruses that can cause the common cold. Symptoms include a runny or blocked nose, sneezing and coughing, watery eyes, headache, a mild sore throat and possibly a slight fever.
- Educators have the right to send children home if they appear unwell due to a cold. Children can become distressed and lethargic when unwell. With discharge coming from the children's nose and coughing, can lead to germs spreading to other children. The educator will assess each individual case prior to sending the child home.

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.

Gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea.

Infectious causes of gastroenteritis include:

- Viruses such as rotavirus, adenoviruses and norovirus
- Bacteria such as Campylobacter, Salmonella and Shigella
- Bacterial toxins such as staphylococcal toxins
- Parasites such as Giardia and Cryptosporidium.

Non-infectious causes of gastroenteritis include:

- Medication such as antibiotics

Children with diarrhoea who also vomit or refuse extra fluids should see a doctor. In severe cases, hospitalization may be needed. The parent and doctor will need to know the details of the child's illness while the child was at the education and care service.

Children, educators and assistant educators with infectious diarrhoea and/or vomiting will be excluded until the diarrhoea and/or vomiting has stopped for at least 24 hours.

Please note: if there is a gastroenteritis outbreak at the service, children will be excluded from the service until the diarrhoea and/or vomiting has stopped for 48 hours. The parents/ families will be advised of this via an email from the responsible person.

If there are 2 or more cases of gastroenteritis, Management will report to the department.

In regards to injury, incidents Bbfdcc educators will ensure:

- Service policies and procedures are adhered to at all times



- Parents or Guardians are notified no later than 24 hours of the illness, accident or trauma occurring.
- Complete an illness, accident or trauma record accurately and without deferral.
- First aid kits are easily accessible and recognized where children are present at the service and during excursions.
- First aid, anaphylaxis management training and asthma management training is current.
- Adults or children who are ill are excluded for the appropriate period.
- Staff and children always practice appropriate hand hygiene.
- Appropriate cleaning practices are followed.
- Educators or Staff who have diarrhoea do not prepare food for others.
- Advise the parent to keep the child home until they are feeling well and they have not had any symptoms for at least 24-48 hours
- Disinfect toys and equipment on a regular basis
- Advise the approved provider so that they can report any illness or indents to regulatory authorities as stated in the National Regulations.

Serious Injury, Incident or Trauma

Regulations 176 require the Approved Provider or Nominated Supervisor to notify Regulatory Authorities within 24 hours of any *serious incident* at the Service.

The definition of serious incidents that must be notified to the regulatory author is:

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 where the *attendance of emergency services* at the Education and Care Service premises was sought, or ought reasonably to have been sought

(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
- (ii) Appears to have been taken or removed from the educator's residence in a manner that contravenes these regulations
- (iii) Is mistakenly locked in or locked out of the educator's residence.

A *serious incident* should be documented as an incident, injury, trauma and illness record as soon as possible and within 24 hours of the incident.

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.
- 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] Making space for learning: Trauma informed practice in schools.

- There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters, war, terrorist attacks, assault, and threats of violence, domestic violence, neglect or abuse.



- Parental or cultural trauma can also have a traumatizing influence on children.
- 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.

Behavioral 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.
- Blaming themselves and thinking the trauma was their fault.
- When parents, Educators and staff take the time to listen, talk and play they may find children start to tell 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 takes time to understand how to respond to a child's needs and often their behaviour before parents, educators and staff work out the best ways to support a child.

Educators can assist children dealing with trauma by:

- Observing the behaviours and feelings of a child and the ways you have responded and what was most helpful in case of future difficulties.
- 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?').

Source

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

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,

ECA Code of Ethics.

Guide to the National Quality Standard.

Raising Children Network - http://raisingchildren.net.au/articles/fever_a.html#3

| | |
|----------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care services national regulations (2010) |
| Review Date | May 2015 |
| Revision | No changes |
| Reviewed date | December 2017 |
| Revision | Minor changes made to ensure compliance with regulation protecting the health and safety of children and educators. |
| Review date | December 2019 |



POLICY 15

INFECTIOUS DISEASES

Policy in this section is required by:

| | |
|--|--|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | <i>Element. 2.1.3, 2.2.2, 2.2.2, 2.2.3, 2.1.2, 2.2.1, 2.2.2, 2.2.3</i> |
| <i>Education and care services NATIONAL Law Act 2010</i> | <i>Section 167; 168, 179; 189, 174(2)(a)(b)(c)</i> |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | <i>Regulation: 77, 85, 86, 87, 88, 90, 162, 175(2)(b)(c)</i> |

Policy:

Bright Beginnings Family Day Care Centre will minimise children's exposure to infectious diseases by adhering 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 implement effective hygiene practices.

Procedure

Management will ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority;
- Children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the service
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical condition is updated accordingly.

Educators will ensure:

- A hygienic environment is maintained;
- Children are directed in their understanding of health and hygiene throughout the daily program and routine
- Complete an Illness record form no later than 24 hours of an illness occurring;
- All educators are mindful and preserve confidentiality of individual children's medical circumstances
- Children do not attend the Service if they are unwell. If a child has been sick, they must be well for 24hrs before returning to the service. For example, if a child is absent due to illness or is sent home due to illness, they will be unable to attend the next day as a minimum. A doctor's certificate may be requested by the Approved provider if in doubt that the child has returned to full health.
- Furnishings, fabric tablecloths and pillowcases are to be laundered at the end of each week and hung out to dry.
- Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day
- Toilets/bathrooms are to be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant and paper towel.
- Any child suspected of having an infectious illness are responded to and their health and emotional needs supported at all times
- To implement appropriate health and safety procedures, when treating ill children
- That families are aware of the need to gather their children as soon as practicable;
- Advise families that they will need to alert the service if their child is diagnosed with an Infectious Illness;
- To provide diverse opportunities for children to participate in hygiene practices, including routine opportunities, and intentional practice;



- To take into consideration the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day;
- Children will rest ‘head to toe’ to avoid cross infection while resting or asleep
- Children are not to share beds at the same time
- Paper Towel and disinfectant is used to clean the mattresses after each use
- Any toy that is mouthing by a child is to be 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 in order to decrease the risk of cross contamination.
- Children are to wash their hands before and after using the play dough
- Mops used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink inaccessible to children.
- A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Service
- If a child has a toileting accident, the clothing will be light washed and placed in a plastic bag labelled ‘soiled/wet’ clothing for parents to take home.

Process and procedure for notification of an infectious outbreak.

- The educator will notify the service and the families of the occurrence of an infectious disease in a manner that is prejudicial to the rights of the child. This will be done via text message and a note will be left on the entrance of the residence stating that there has been an occurrence of an infection disease.
- The educator will need to complete an incident report and provide it to the service asap.
- Where an educator has advised that there has been an occurrence of an infectious disease at the individual service, the approved provider/ day to day person in charge will contact and notify the parents/guardians of the child/ren in care and will keep them updated on the treatment of the condition.
- Upon receiving the incident report the approved provider will contact the parent whose child has been affected by the infectious disease and will be advised that they are not to return to care unless a doctor’s clearance report has been provided. As per the national law section 174(2)(c), the approved provider must notify the regulatory authority within 24 hours of the incident.
- If the outbreak has affected more than one child in care, the approved provider will advise the educator to close their service until the residence no longer possess a threat to the health of the children whilst in care (minimum 3 business days) as per section 174 (2)(b)(c) as well as regulation 175(2)(b)

| | |
|----------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care services national regulations (2010) |
| Review Date | 1 January 2016 |
| Revision | Introduction of the no jab, no play legislation |
| Reviewed date | 1 March 2018 |
| Revision | Updates made to the no jab, no play legislation – making BBFDCC change their procedure in regards to enrolling a child in care |
| Reviewed date | 1 st November 2018 |
| | Updates made to the no jab no play legislation – where the service is now responsible to send reminders to families bi-yearly. |
| Review date | December 2019 |



POLICY 15A

IMMUNISATION

Policy in this section is required by:

| | |
|--|---|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care</i> | <i>Element. 2.1, 2.1.2, 2.2, 2.2.2, 2.2.3, 2.1.2, 2.2.1, 2.2.2, 2.2.3</i> |
| <i>Education and care services NATIONAL Law Act 2010</i> | <i>Section 174(2)(a)</i> |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | <i>Regulation: 77, 85, 88, 90, 162, 175(2)(g)</i> |

Policy:

The purpose of this policy is to manage and prevent the spread of infectious illnesses and diseases. Bright Beginnings FDC has a duty of care to ensure that all children, families and educators are provided with a high level of protection during the hours of the services operation. This includes notifying children, families and educators when an excludable illness or disease is present in the service; maintaining a record of children's and educators' immunisation status; complying to relevant health department exclusion guidelines; and Increasing educators' awareness of cross infection through physical contact with others.

Procedure

Management will ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority;
- Children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the service
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical condition and updated accordingly.
- Children's enrolment records are updated with regards to immunisation as required, (i.e. as children reach age milestones for immunisation), or at least twice a year;
- To provide families with relevant sourced materials and information on infectious diseases, health and hygiene including:
 - the current Vic Immunisation Schedule for children;(See appendix
 - exclusion guidelines in the event of an infectious illness at the service for children that are not immunized or have not yet received all of their immunisations

Educators:

- Educators are aware of relevant immunisation guidelines for children and themselves

Families will:

- Advise Bright Beginnings Family Day Care Centre when their child's immunisation/medical condition is updated and provide this information to the service to ensure that enrolment records are up to date.
- Upon enrolment into the service, the parent/guardian must provide the service with a new immunisation history statement from the AIR whenever the child receives or was due to receive immunisation/s.

New Immunisation Requirements from 1 January 2016 – ‘No Jab, No Pay’

- The Australian government introduced the ‘No Jab, No pay, which affects children under 20 years of age who must be up to date with their vaccinations to receive family assistance payments.

New Immunisation requirements from 27th February 2018 – ‘ No Jab, No Play’

- Families/guardians must provide a current immunisation history statement from the Australian Immunisation Register (AIR) upon enrolling their child/ren into the service.
- Prior to enrolling the child into care, the administration personnel will confirm that the



child's immunisation is up to date.

- Bright Beginnings Family day care will only accept the immunisation history report from the AIR in order to enroll a child into care.

New immunisation requirements from 1st November 2018

- No Jab, No Play regulation requires that services will provide reminders to their families about immunisation twice a year, with the first reminder due to be issued to parents by mid-2019.
- BBFDCC will issue emails for families every new financial year (end of June or early July) and again before the end of the calendar year (just after Christmas) to all families who have their children registered in care.
- Bright beginnings administration staff will use the immunisation register set up by the department to ensure that child's immunisation records are always current and to ensure families receive reminders about their child's upcoming scheduled immunisation.
- Families will be contacted either via sms, phone calls or emails. However, it is the ultimate responsibility of the family to update their child's immunisation details with BBFDCC.
- A copy of the immunisation schedule Victoria (appendix 7) will be provided to the families upon enrolment and more copies can be obtained from the office

To implement this policy, refer to;
Appendix 7 – Immunisation schedule for VIC

Source:

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

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,

ECA Code of Ethics.

Guide to the National Quality Standard.

[http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E000EE07D/\\$File/No-Jab-No-Pay.pdf](http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E000EE07D/$File/No-Jab-No-Pay.pdf).

Department of Human Resources: National Immunisation Program Schedule- Staying Healthy Preventing infectious diseases in early childhood education and care services 5th edition

Medicare Australia

Public Health Act 2010 (as amended by Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2013)

Public Health Regulation 2012

| | |
|----------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care services national regulations (2010) |
| Review Date | 1 January 2016 |
| Revision | Introduction of the no jab, no play legislation |
| Reviewed date | 1 March 2018 |
| Revision | Updates made to the no jab, no play legislation – making BBFDCC change their procedure in regards to enrolling a child in care |
| Reviewed date | 1 st November 2018 |
| | Updates made to the no jab no play legislation – where the service is now responsible to send reminders to families bi-yearly. |
| Review date | December 2019 |



POLICY 15B

HEADLICE

Policy is this section is required by:

| | |
|--|--|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | <i>Element: 2.1.1; 2.1.2; 2.2.2; 2.3.1; 2.3.2; 2.3.3</i> |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | <i>Regulation: 101 (2)(b)(c), 116 (2), 122, 168, 274(3), 345</i> |

Policy: This policy is intended to outline roles, responsibilities and expectations of the Service to assist with early identification, treatment and control of head lice in a consistent and coordinated manner.

Procedure:

Responsibilities of the Approved Provider, Coordinator, and Educators:

- If one child at the FDC Service has head lice, it is likely that several others also have them.
- The child or children with head lice are not to be isolated or excluded from learning.
- Reduce head-to-head contact between all children when the Service is aware that someone has head lice.
- The Educator will confidentially notify the parent/caregiver of a child who is suspected of having live head lice and request that the child is treated 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 not disclosing the child's name
- Support parents and children who have head lice by providing factual information, reducing parental anxiety and not singling out individual children with head lice.
- 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

Responsibilities of families:

- Notify the FDC Service immediately if head lice are found on your child's head.
- Ensure your child does not attend the 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.
- Once treatment has started, your child can attend the Service.
- Families will only use safe and recommended practices to treat head lice.
- Families will maintain a sympathetic attitude and avoid defaming/blaming families who are experiencing difficulty with control measures.

Source:

Victoria State Govt. Health Vic. <https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

| | |
|-------------|--|
| Created | October 2019 |
| | The policy was developed in compliance with the Education and care services national regulations (2010) Specifically relating to the process and procedure of dealing with headlice outbreaks in our service. |
| Review date | October 2020 |



POLICY 16

CORONAVIRUS (COVID-19) MANAGEMENT

Introduction

COVID-19 is a new strain of coronavirus that was originally identified in Wuhan, Hubei Province, China in December 2019. The World Health Organization (WHO), has declared that COVID-19 outbreak as a ‘pandemic’ - a Public Health Emergency of International Concern (effective 11 March 2020). This is mainly due to the speed and scale of transmission of the virus in countries around the world, including Australia.

COVID-19 is transmitted from someone who is infected with the virus to others in close contact through contaminated droplets spread by coughing or sneezing or by contact with contaminated hands or surfaces. According to Department of Health, the time of exposure to the virus and when symptoms first occur is anywhere from 2-14 days.

Symptoms can range from a mild illness, similar to a cold or flu, to pneumonia. People with COVID-19 may experience:

- fever
- flu-like symptoms such as coughing, sore throat and fatigue
- shortness of breath

The Australian Government is constantly updating the current status of COVID-19 including health recommendations, travel restrictions, and a vast collection of resources and information to help people make informed decisions.

As this information is changing rapidly, our Service is monitoring health alerts and implementing measures suggested by key health experts to minimise the transmission of COVID-19.

Our Service has a range of comprehensive policies in place to guide best practice in relation to health and safety, dealing with infectious diseases and maintaining a child safe environment. Our duty of care and responsibilities to children, parents, families and all staff to provide a safe environment is of utmost importance.

The evolving nature of COVID-19 and the unprecedented steps required to protect our community as recommended by the Australian Government, has resulted in the development of a specific policy to assist our Service manage this pandemic.

This policy will change as required to ensure the protective measures against COVID-19 as advised by our Government are implemented by our Service.

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.1.1, 2.1.2, 2.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 77, 85, 86, 87, 88, 90, 93, 162, 168, 173 (2)(g) |

Policy: Bright Beginnings Family Day Care will minimise our staff and children’s exposure to COVID-19 by adhering to all recommended guidelines from the Australian Government- Department of Health and local Public Health Units to slow the spread of the virus. We will implement practices that help to reduce the transmission of the virus including the exclusion of any person (child, educator, staff, parent, visitor or volunteer) that is suspected or has tested positive to having COVID-19. Bright Beginnings Family Day Care will implement effective hygiene practices as per our existing policies and procedures and increase the frequency of cleaning and disinfecting high touch areas as per SafeWork Australia recommendations.

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 80



Bright Beginnings Family Day Care will provide up-to-date information and advice to parents, families and educators sourced from the Australian Government, Department of Health and state Ministry of Health about COVID-19 as it becomes available. Recommendations and health measures mandated by the Federal Government Department of Health will be strictly adhered to at all times.

As recommended, Bright Beginnings Family Day Care has a COVID-19 Safety Plan in place and a copy is available on our premises at all times. We are a COVID Safe business and are registered with our Victorian Government.



Procedure:

Bright Beginnings Family Day Care is committed to minimise the spread of the COVID-19 virus by implementing recommendations provided by the Australian Government- Department of Health and Safe Work Australia.

Bright Beginnings Family Day Care implements 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.

We are guided by explicit decisions regarding exclusion periods and notification of any infectious disease by the Australian Government- Department of Health and local Public Health Units in our jurisdiction under the Public Health Act. COVID-19 is a notifiable condition in all states and territories of Australia.

The Public Health Unit may contact the Approved Provider in the event of any child, educator, staff member or visitor who has attended Bright Beginnings Family Day Care, and has tested positive to COVID-19. Contact tracing will be conducted by the Public Health Unit and further advice provided.

| |
|---|
| National Coronavirus (COVID-19) Health Information Line |
| 1800 020 080 |
| Call 131 450 for translating and interpreting service |
| Health Direct 1800 022 222 |
| <u>Public Health Unit- Local state and territory health departments</u> |

This policy must be read in conjunction with our other Service policies:

- Health and Safety Policy
- Incident, Illness, Injury and Trauma Policy
- Infectious Disease Policy
- Medical Conditions Policy
- Interactions with Children, Families and staff Policy

Minimising the transmission of COVID-19

Risk Management

The use of the Victorian Government QR Code Service for electronic record keeping is mandatory for all workplaces to enable the effective contact tracing of any COVID-19 outbreak. QR code check-ins will be required for all visitors to ECEC services and Outside School Hours Care (OSHC) services, QR codes will be required to be used by all visitors who enter ECEC buildings and indoor spaces, including:

- all parents and educators
- all visitors, including contractors, external staff and building and maintenance staff.

Parents and educators are required to check-in via the displayed Victorian Government QR



Code during drop off and pick up. You are not required to scan the QR code when you leave the building.

If you don't have a working compatible smartphone mobile phone or tablet to check-in with, please approach a staff about using our manual check-in service' using our service manual check in.

Educators, staff and children do not need to use the QR code. ECEC services are required to collect information on all staff, children and visitors to the service as part of their compliance with National Regulations.

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 is reasonably practicable. Control measures are reviewed in consultation with staff members. Due to the constant changes in managing our Service during the pandemic, our approach to risk management is ongoing and current.

Effective 6 April 2020 the [Australian Health Protection Principal Committee](#) made recommendations to the general public to help manage the spread of COVID-19. These measures include implementing good hygiene, self-isolation and social distancing. Amendments to this statement have been updated regularly and include recommendations for risk mitigation measures such as:

- exclusion of unwell staff, children and visitors
- reducing mixing of children by separating cohorts
- enhanced personal hygiene for children, staff and parents
- full adherence to the (NHMRC) National Health and Medical Research Council childcare cleaning guidelines and cleaning and disinfecting high touch surfaces at least twice daily, washing and laundering play items and toys
- discouraging excursions to local parks, public playgrounds and
- recommending influenza vaccination for children, staff and parents.

Parents of children with a current Asthma Action Plan are advised to update this if needed in consultation with their child's health care professional. Updated plans should be provided to management for distribution to relevant staff members. (Asthma Australia).

Staff with compromised immune systems are also requested to seek medical advice whilst working in early education and care during the pandemic. The (AHPPC) *The Australian Health Protection Principal Committee* reiterates the need to practise physical distancing, practice good cough and hygiene and consider downloading the COVIDSafe app.

[\(AHPPC Statement 6 July 2020\)](#)

Infection Control Training

Our staff are committed to assist in infection prevention controls and have completed [COVID-19 infection control training](#).

Hygiene practices

Our Service will ensure [signs and posters](#) remind employees and visitors of the risks of COVID-19 and the measures that are necessary to stop its spread including hand washing and hand rub procedures and information about COVID-19.

<https://www.dese.gov.au/covid-19/childcare>

These will also be communicated to families through email, newsletters and social media.



Alcohol-based hand sanitiser will be kept out of reach of young. If parents decide to apply this to their child, they must supervise the child to avoid rubbing it into their eyes or a child swallowing the gel/liquid. Our Service will supply disposable tissues and have bins available with plastic liners available in several locations for disposing used items.

Information provided to families may include:

- symptoms of COVID-19
- transmission of the virus
- self-isolation and exclusion
- prevention strategies- including hand hygiene and self-isolation
- contact details for health assistance
- CCS and ACCS information
- Public Health Orders (if required)
- Wearing of face coverings (applicable in some jurisdictions)

Exclusion/ Self-isolation/ Self-quarantine

Our Service has an obligation to ensure the health and safety of employees, children and visitors in our workplace, so far as reasonably practicable. We may therefore collect information from visitors about their potential exposure to COVID-19 in order to identify, assess and control risks of infection in line with Department of Health guidelines. Information collected will only be viewed by designated staff members and will be stored securely. To comply with privacy laws, personal information will only be disclosed on a 'need to know' basis to the Public Health Unit to prevent and manage COVID-19 if required. The notification procedure under the covid safe plan will be followed.

- any person who has been in close contact with someone who has a positive diagnosis must self-isolate for 14 days and follow the instructions of your state/territory Health department and authorised contact tracers. (see: [Quarantine for coronavirus \(COVID-19\)](#))
- household members of a person who has a confirmed case (including children) of COVID-19 must also be isolated from the childcare Service and general public and follow instructions by Public Health
- the Public Health Unit will provide further information on a case-by-case basis as to the length and place of isolation (see: [COVID-19 self-isolation](#))
- in the event of a staff member, parent, child or visitor being diagnosed with COVID-19 the Public Health Unit will conduct contact tracing and provide further advice to our Service as required

Implement effective hygiene measures

Our Service will adhere to National Regulation requirements and Government guidelines to ensure all educators, children, families and visitors to the Service implement best practice.

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
- a workplace attendance register is maintained for all staff, parents, visitors at all times as per National Regulations
- hands must be thoroughly dried using disposal paper and disposed of in the bin provided
- disposable tissues must be used to wipe noses, eyes or mouths and disposed of in the bin provided immediately after use
- hands must be washed following the use of tissues
- 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
- 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
- educators and staff must adhere to our *Health and Safety Policy* for cleaning and disinfecting surfaces and equipment (such as toys, puzzles, outdoor toys, bedding, playdough etc)
- equipment, resources and surfaces including high-touch surfaces- taps, door handles, light switches, nappy change areas, toys, keyboards and laptops/iPads will be cleaned more frequently as required using detergent and water followed by disinfectant

Social/Physical distancing in Family Day Care

Social or physical distancing is important because COVID-19 is most likely spread from person-to-person through close contact with a person while they are infectious, close contact with a person with a confirmed infection who coughs or sneezes or from touching objects or surfaces (such as door handles or tables) contaminated from a cough or sneeze from a person with a confirmed infection and then touching your nose or mouth. (source: Australian Government Department of Health. Coronavirus disease)

Social or physical distancing in early childhood education and care is not feasible for educators to perform their job, however we will implement measures to minimise the risk of exposure as *reasonably practicable*.

To reduce the spread of COVID-19 parents are reminded of the following:

- if your child is sick, do not send them to our Service
- do not visit our Service if you or another family member is unwell
- sanitise your hands at regular intervals throughout the day
- avoid physical contact with other people who may be sick- such as older people and people with existing health conditions
- clean and disinfect high touch surfaces regularly (door handles, car seats, mobile phone, toys, dummies)
- promote strictest hygiene measures when preparing food at home and at the Service

To minimise the risk of exposure to COVID-19 our Service will:

- undertake a risk assessment to identify potential risks and mitigate with consideration risks to children and staff
- revisit the risk assessment whenever new risks or potential risks are identified and adjust our management plan
- restrict the number of visitors to our Service (including students, delivery of goods)
- where possible, outdoor play will be promoted within our Service to provide children with additional personal space
- increase ventilation within the Service
- seat children at opposite ends of a table when playing and eating
- staff should serve children food and avoid children to self-serve from a shared plate
- avoid any situation when 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.



- conduct COVID-safe risk assessments for any group outings to public places (excursions to local shops, schools, libraries)

Suspected cases of COVID-19 at our Service

As per our *Incident, Injury, Trauma and Illness 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
- are unwell & 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
- have started a course of anti-biotics in the last 24 hours or
- if we have reasonable grounds to believe that a child has a contagious or infectious disease (this includes COVID-19)

If a child becomes ill whilst at the Service, educators/staff will respond to their individual symptoms of illness and provide comfort and care. The child will be cared for in an area that is separated from other children in the service to await pick up from their parent/carer.

Educators will take the child's temperature. If the temperature is above 37.5°C parents will be contacted and required to collect their child within 30 minutes. If they are unable to collect their child, an emergency contact person/authorised nominee will be contacted, and they must collect your child within 30 minutes.

Educators will wear disposable gloves and a face mask to avoid possible contamination. All items/resources touched by the child will be cleaned and disinfected to avoid possible cross contamination.

Educators will keep accurate records of the child's temperature, time taken, time parent/s were contacted, staff member's name and time of collection.

All information will be recorded in our *Incident, Injury, Trauma and Illness Record*. Parents will be required to sign this record upon collection of their child.

Parents are reminded to ensure their contact details are current and emergency contact details are updated if required.

Our Service also reserves the right to prevent employees, parents, family members or visitors to enter our premises if the Approved Provider or Nominated Supervisor suspects instances of COVID-19 due to symptoms being displayed.

Notification

The Approved Provider or Nominated Supervisor is mandated by law to notify the Public Health Unit on 1800 020 080 of any confirmed case of COVID-19. In addition, the Approved Provider must also notify the [Regulatory Authority](#) in their state or territory within 24 hours.

At all times, privacy laws must be adhered to and information about individuals must not be shared without permission.

What happens if our Service is forced to close?

The decision to close our Service will be made, and advised, by relevant state and territory governments PHU or the Regulatory Authority. This may be due to a confirmed case of COVID-19 in our Service community. Should this occur, 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](#) the Regulatory Authority for Work Health and Safety in their state/territory (Safe Work Australia) **and** the Department of Education, Skills and Employment (DESE) in their state or territory. In addition, Services that need to temporarily close for COVID-19 related reasons must now also report closures (and re-openings) via your third party software or the [Provider Entry Point \(PEP\)](#).

Victoria: CCSAssessments-VIC@dese.gov.au

Our Service will receive a 'deep clean' to ensure all areas are cleaned and disinfected as per Safe Work cleaning guidance. We will continue to keep families informed as to when we are expected to re-open as advised by the Public Health Unit.

Staff entitlements if sick or suspected to have COVID-19

Under workplace health and safety laws, our Service must ensure the health and safety of all employees.

Confirmed COVID-19

If an educator or staff member is confirmed to have COVID-19, they are unable to attend the workplace and cannot return to work until they have completed a period of self-isolation of at least 14 days and receive a negative test result.

As per our privacy obligations under the *Privacy Act*, the identity of a person with a confirmed case of COVID-19 will only be shared with Public Health & DET and/or on a strictly 'need to know' basis. Access to personal or medical information can only be shared with the consent of the employee.

Communicating with families

Our Service will establish continue regular communication channels with families and share information about COVID-19 as required.

Due to the fluid nature of COVID-19 and the necessity of self-isolation for some staff members, our Service will endeavour to inform parents and families of any staff changes on a daily basis. Staff who have approved leave will be replaced with casual staff and families will be informed as per our usual practices to ensure continuity of care where possible.

As restrictions continue to be lifted across all states and territories, our risk mitigation measures may also be eased. Any changes to our current organisational plans will be communicated clearly with families.

Caring for our community

We understand that the outbreak of COVID-19 and the constant amount of information received through the media may be very stressful to young children and parents. The anxiety about this virus may be overwhelming and cause fear and anxiety to some people, especially children.

Our Service is committed to continue to provide quality education and care to all children and support families responsibly during this unprecedented challenge with the COVID-19 outbreak. 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

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) advice for travellers
<https://www.health.gov.au/resources/apps-and-tools/covid-19-infection-control-training>

Australian Government Fair Work Ombudsman *Coronavirus and Australian workplace laws* (updated 13 March 2020) <https://www.fairwork.gov.au/about-us/news-and-media-releases/website-news/coronavirus-and-australian-workplace-laws>

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>

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

Guide to the National Quality Standard. (2020)

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

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)

| | |
|--------------------|--|
| Created | March 2020 |
| History | The policy was developed in line with the mandatory requirements from the Australian Government & Department of Health |
| Review Date | August 2020 |
| Revision | COVIDSafe Plan |
| Review Date | July 2021 |
| Revision | Mandatory digital check-in QR Codes |



POLICY 17

MEDICAL CONDITIONS

Policy in this section is required by:

| | |
|--|---|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | <i>Element. 2.1.1, 2.1.4; 2.3.2, 4.1.1; 7.3.3</i> |
| <i>Education and care services NATIONAL Law Act 2010</i> | <i>Section 167; 179; 189</i> |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | <i>Regulation: Medical conditions: 90 (1)(2)(3) 91; 93(1)(2)(3); 94 (1)(2)(3); 95; 96; 168(2)(d); 177(b); 177(c); 178(b); 178(c); 181–184</i> |

Policy: To support children's wellbeing and manage precise health requirements, our Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are developed and implemented.

Procedure:

Bright Beginnings Family Day Care Centre is committed to adhering to privacy and confidentiality procedures when dealing with individual health requirements. 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 service. Key requirements must be in place prior to the child commencing at the Service to ensure their individual health and safety are met.

Management will ensure:

- Educators and Staff have a clear understanding about children's individual medical conditions.
- Communication between families and Educators is ongoing and effective.
- Educators receive appropriate training in managing specific medical conditions.
- Ensure that the educator at all times holds a current accredited first aid and CPR training for specific medical conditions.
- Educators have a clear understanding about their role and responsibilities when caring for children with a medical condition
- Families provide required information on their child's 'specific health care needs' including
 - Medication
 - Allergies
 - Medical Practitioner contact details
 - Medical Management Plan
- A *Medical Risk Minimization Plan (appendix 8a)* has been developed in consultation with families and the child's educator. This is to be updated annually or as necessary due to the child's medical condition.
- Educators have emergency contact information for the child within reach.

In the event that a child suffers from reaction, incident, situation or event related to a medical condition the Service and staff will:

- Follow the child's Emergency Medical/Action Plan.
- Call an ambulance immediately by dialing 000
- Contact Bright Beginnings Family Day care office on 9302-1501.
- Commence first aid measures/monitoring
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- If a medical practitioner was needed to attend to the child, the approved provider will notify the regulatory authority within 24 hours of the incident. (sec 174 (2)(a))



- The educator will need to complete an incident report and ensure the parent/guardian/emergency contact/authorized nominee sign the incident form and this must be provided to the service within 24 hours of the incident occurring.

Families will ensure:

- They provide management with information about their child's specific health care needs, allergies, medical conditions and medication on the enrolment form and through verbal communication prior to starting with the service.
- The Service enrolment form is completed in its entirety providing specific details about the child's medical condition.
- They notify the Service if any changes are to occur to the Medical Management Plan. They provide the required medication and complete the long-term medication record.
- They provide an updated copy of the child's Medical Management Plan every 12 months.

Medical Management Plan

- The *Medical Management Plan* provided by a child's parents and/or registered medical practitioner should:
 - have supporting documentation if appropriate
 - include a photo of the child
 - if relevant, state what triggers the allergy or medical condition
 - include first aid needed
 - Include contact details of the doctor who signed the plan
 - state when the plan should be reviewed
- A copy of the *Medical Management Plan* will be attached to the child's enrolment for Educator/Assistant educator to see to ensure the safety and wellbeing of the child.
- The Service must ensure the medical management plan remains current and up to date all times.

Medical Communication Plan (Appendix 7b)

All children with a diagnosed medical condition must have a risk minimization plan in place. A meeting will be arranged with the parents/guardian as soon as the Service has been advised of the medical condition prior to the child commencing care, if it is a known condition. During this meeting a 'specific health care need risk minimization plan' will be developed in consultation with the parent/guardian and appointed Educator to ensure:

1. That the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised
2. That practices and procedures in relation to the safe handling, preparation and consumption and service of food are developed and implemented.
3. Appropriate hygiene practices are followed when managing medical conditions in line with the Control of Infectious Diseases Policy
4. 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 (for allergies/anaphylaxis)
5. Educators, assistant educators and BBFDCC staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication with ease.
6. That the child does not attend the Service without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or relevant medical condition
7. Plan(s) in conjunction with parents/guardians will be reviewed at least annually and/or will be revised with each change in the Medical Management Plan
8. All relevant information pertaining to the child's health and medical condition is



- communicated to parents at the end of each day
9. Any special activities taking place such as celebrations, sporting events and excursions have a plan to maintain safe inclusion of children.
 10. Risk minimisation plans will be reviewed in collaboration with families every year
 - At all times, families who have a child attending the Service who have a diagnosed medical condition will be provided with a copy of this policy which includes a communication plan and any other relevant policies.

To implement this policy policy and all medical related ones refer to

Appendix 8a – Medical Risk Minimisation Plan

Appendix 8b – Medical Communication Plan

Source

Education and Care Services National Regulation

Occupational Health and Safety Act

Revised national quality standard

| | |
|---------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care services national regulations (2010) |
| Review Date | May 2015 |
| Revision | No changes |
| Reviewed date | December 2018 |
| Revision | Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. |
| Modification | Added additional needs as part of the medical condition policy to bring emphasis to the procedures educators and staff must follow specifically relating to additional needs. |
| Review date | December 2019 |



POLICY 17A

ASTHMA MANAGEMENT

Policy in this section is required by:

| | |
|--|---|
| National Quality Standards for <i>EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | NQA 2: 2.1, 2.1.2, 2.2, 2.2.1, 2.2.2 |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | Regulation: 90, 90(1)(V), 91, 92, 93, 94, 95, 96, 136 |

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 Service recognises the need to educate its staff and families about asthma and to implement responsible asthma management strategies.

Bright Beginnings Family Day Care Centre aim to create and maintain a safe and healthy environment for all children enrolled where all children with asthma can fully participate.

Procedure:

The approved provider/responsible person/ administration staff will ensure

- That they are aware and familiarize themselves with ALL medical condition policies upon employment at the Family Day Care Service in order to maintain awareness of *asthma management strategies*.
- For children who have been diagnosed with asthma by a medical practitioner a copy of the Service's Asthma Policy will be provided to the family upon enrolment
- Identify children with asthma during the enrolment process and ensure all relevant stakeholder are made aware.
- To provide families with an Asthma Action plan to be completed in consultation with, and signed by, a medical practitioner prior the child starting in the service.
- A medication record is kept for each child to whom medication is to be administered by the educator.
- That medication is administered in accordance with the Administration of Medication Policy.
- The asthma first aid procedure is consistent with current national recommendations.
- Communication between management, educators, staff and parents/guardians regarding the Service's Asthma Policy and strategies are reviewed and discussed regularly to ensure compliance and best practice.
- 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 Family Day Care Service.
- *Asthma Australia's Asthma First Aid posters* are displayed in key locations at the Service.

If a child suffers from an asthma emergency the Family Day Care Educator and service act accordingly:

- Follow the child's Asthma Action Plan.
- If the child does not respond to steps within the Asthma Action Plan call an ambulance immediately by dialing 000
- Continue first aid measures
- Contact the FDC service office who will then contact the parents/guardians.
- Contact the emergency contact if the parents or guardian can't be contacted when practicable



- Educator completes an incident form and provides a copy to the service
- The approved provider notifies the regulatory authority within 24 hours

Authorized administration of medication.

- The approved provider and FDC educator will keep a medication record for each child who has received, or will receive, medication administered by the educator.
- BBFDCC's medication record will be provided along with a copy of the child's enrolment record and other regulatory documentation that the educator is required to have whilst the child is in care.
- The parent must clearly indicate in the child's enrolment form who they authorise to consent to the administration of medication.
- If ever medication has to be administered to a child in an *asthma emergency* and the authorised personnel or parent are not contactable the medical practitioner can give verbal consent. The approved provider must ensure that the parent is provided with written notice of the incident as soon as possible.

Educators will ensure:

- They hold approved and current first aid qualifications, anaphylaxis management training and Emergency Asthma Management training.
- They are aware of the Family Day Care Services Asthma Policy and asthma first aid procedure ensuring that they can identify children displaying the symptoms of an asthma attack and locate their personal medication, and Asthma Action Plans.
- They are able to identify and, where possible, minimise asthma triggers as outlined in the child's Asthma Action Plan.
- That the first aid kit, children's personal asthma medication and Asthma Action 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 Action Plan and the Service's Administration of Medication Policy.
- To consult with the parents/guardians of children with asthma in relation to the health and safety of their child, and the supervised management of the child's asthma.
- Communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate comfortably 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.
- Any asthma attacks are documented, advising parents as a matter of priority, asap.

Families will:

- Read the Service's Asthma Management Policy.
- Inform staff, either on enrolment or on initial diagnosis, that their child has asthma.
- Provide a copy of their child's Asthma Action Plan to the Service ensuring it has been prepared in consultation with, and signed by, a medical practitioner. If this isn't provided, the office will supply them with an asthma action plan from the Asthma Foundation of Victoria and this is to be completed before the child is registered with the service.
- The Asthma Action Plan is to be reviewed and updated at least annually.
- Ensure all details on their child's enrolment form and medication record are completed prior to commencement at the Family Day Care Service.
- Provide an adequate supply of appropriate asthma medication and equipment for their child at all times.



- Notify the service and update the medical communication/risk minimisation plan, of any changes to the information on the Asthma Action Plan, enrolment form or medication record.
- Communicate regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's asthma.
- Encourage their child to learn about their asthma, and to communicate with the Educator if they are unwell or experiencing asthma symptoms.
- Families of all children with asthma are to provide reliever medication and a spacer (including a child's face mask, if required) whilst their child is attending the Family Day Care Service.
- The expiry date of reliever medication is checked regularly and replaced when required, the parent is to provide spacers and facemasks after every use.

Plan of action for a child with diagnosed asthma

- The staff together with the parents/guardians of a child with asthma, will discuss and agree on a plan of action for the emergency management of an asthma attack based on the Asthma First Aid Plan set by the medical practitioner.
- This plan is called the *asthma risk minimisation and communication plan* and will be included as part of, or attached to, the child's asthma action plan and enrolment record.
- This plan should include action to be taken where the parents/guardians have provided asthma medication, and in situations where this medication may not be available.

To implement this policy, refer to appendix

**Asthma action plan*

**Asthma risk minimisation and communication plan*



POLICY 17B

ANAPHYLAXIS AND ALLERGY MANAGEMENT

Policy in this section is required by:

| | |
|--|---|
| National Quality Standards for <i>EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | NQA 2: 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2 |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | Regulation: 90, 90(1)(V), 91, 92, 93, 94, 95, 96, 136 |

Policy: 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. We aim to minimise the risk of an anaphylactic reaction occurring by ensuring all educators, assistant educators, staff members and coordinators are adequately trained to respond appropriately and competently to an anaphylactic reaction. We will also aim to ensure that the risk of children with known allergies coming into contact with allergens is eliminated or reduced.

DUTY OF CARE

Our Family Day Care Service has a legal responsibility to provide

- a. A safe environment for children
- b. Adequate Supervision of children

Our focus is keeping children safe. Staff members including assistant and volunteers need to be aware of children at the Family Day Care Service who suffer from allergies that may cause an anaphylactic reaction, maintaining a healthy and safe environment.

BACKGROUND

The most common allergens in children are:

- Peanuts
- Eggs
- Tree nuts (e.g. cashews)
- Dairy
- Fish and shellfish
- Wheat
- Soy
- Sesame
- Certain insect stings (particularly bee stings)

The key to the prevention of anaphylaxis within the Service is knowledge of those children who have been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens. Communication between the 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.

Procedure:

- We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. All staff will adhere to privacy and confidentiality procedures when dealing with individual health/medical needs.
- A copy of all medical conditions policies will be provided to all educators, volunteers and families of the FDC Service.



- It is imperative that all educators and volunteers at the 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.

SCHOOL-AGED CHILDREN WHO CARRY THEIR OWN ADRENALINE AUTO/INJECTOR

- In some cases, children over preschool age attending the Family Day Care 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 if the parent believes that they are at a suitable age to use the auto-injector in an emergency situation. 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 it has come to the attention that a school age child carries their own adrenaline auto-injector, the service will require a separate written authorization from the parent/guardian.
- Where a child carries their own adrenaline auto-injector it is advisable that the Family Day Care service requests the child's parent to provide a second adrenaline auto-injector to be kept at the educators' service in a secure location, as it should not be relied upon that the auto-injector is always being carried on the child.
- If a child does carry an auto-injector device its exact location should be easily identifiable by the Educator (e.g. in the front pocket of the child's schoolbag). Hazards such as identical school bags in before and after school care should be considered. Where an auto-injector device is carried on the person, a copy of the child's medical management plan should also be carried.

The Approved Provider will ensure:

- That all staff members have completed first aid and anaphylaxis management training approved by the Education and Care Services National Regulations at least every 3 years and this is recorded, with each staff members' certificate held on the Service's premises.
- That all staff are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and EpiPen® / Anapen ® kit.
- Ensure that current anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management action plan) is provided by the parent/guardian for the child while at the service.
- A copy of this policy is provided to the parent or guardian of each child diagnosed at risk of anaphylaxis and are regularly given to families for managing allergies and anaphylaxis.
- The Service receives an up to date copy of the action plan every 12 to 18 months or if changes have occurred to the child's diagnosis or treatment.

EDUCATORS WILL:

- Ensure a copy of the child's anaphylaxis medical management action plan is visible and known to the coordinator, educator assistant and/or volunteer.
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- Ensure the child at risk of anaphylaxis only eats food that has been prepared according to the parents' or guardians' instructions.
- Ensure tables and bench tops are washed down effectively before and after eating.
- Ensure hand washing for all children upon arrival at the service and before and after eating.



- 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 containing a copy of the *anaphylaxis medical management action plan* as well as the *risk minimisation plan* for each child at risk of anaphylaxis is carried by the educator &/or the educator assistant on excursions.
- Ensure that the auto-injection device kit is stored in a location that is known to coordinator, educator assistant and /or volunteer; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.
- Regularly check and record the adrenaline auto-injection device expiry date
- 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
 - Contact Bright Beginnings FDC or the approved provider (if after office operating hours)
 - Contact the parent/guardian when practicable.
 - Notify the regulatory authority within 24 hours

IF A CHILD SUFFERS FROM AN ANAPHYLACTIC REACTION THE SERVICE AND STAFF WILL:

- Follow the child's anaphylaxis action plan.
- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Contact Bright Beginnings FDCC or the Approved Provider (if after operating office hours)
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours

REPORTING PROCEDURES

After each emergency the following will need to be carried out:

- The educator, educator assistant (if present) and volunteer (if present) are to complete an Incident Report, which will be countersigned by the approved provider &/or Nominated Supervisor.
- A copy of the Incident Report will be placed in the child's file.
- The Approved Provider will inform Regulatory Authority of the incident within 24 hours as per regulations.
- Educators/Educator Assistants/volunteers will be debriefed after each anaphylaxis incident and the child's Individual Anaphylaxis Health Care Plan evaluated, including a discussion of the effectiveness of the procedure used.
- Educators/Educator Assistants/volunteers will discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

FAMILIES WILL

- Inform administrative at the service, either on enrolment or on diagnosis, of their child's allergies.
- Develop an anaphylaxis risk minimisation plan and medical communication plan with the assigned Educator.
- Provide staff with an anaphylaxis medical management action plan giving written consent to use the auto-injection device in line with this action plan and signed by the Registered Medical Practitioner.
- Provide the educator with a complete auto-injection device kit.



- Maintain a record of the adrenaline auto-injection device expiry date so as to ensure it is replaced prior to expiry.
- Communicate all relevant information and concerns to your educator
- Comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the Service or its programs without that device.
- Read and be familiar with this policy.
- Notify the staff of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- If the child is given the permission to self-administer medication, this must be recorded in the child's enrolment form and an additional written authorisation is to be provided to the service.

Source

Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.aversion.org.au,

Refer to the following website for an updated action plan

<https://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>
www.education.vic.gov.au/childhood/parents/health/Pages/anaphylaxis.aspx (Search for 'anaphylaxis')

Allergy & Anaphylaxis Australia at Allergy Facts 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

| | |
|-------------|---|
| Created | October 2019 |
| | The policy was developed in compliance with the Education and care services national regulations (2010) Although Medical Conditions describes and explain the process and procedure of allergy and anaphylaxis briefly a policy was necessary to deal with specific medical conditions individually in detail. |
| Review date | October 2020 |



POLICY 17C

DIABETES MANAGEMENT

Policy in this section is required by:

| | |
|--|---|
| National Quality Standards for <i>EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | NQA 2: 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2 |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | Regulation: 90, 90(1)(V), 91, 92, 93, 94, 95, 96, 136 |

Policy: The aim of this policy is to minimise the risk of a diabetic medical emergency occurring for any child whilst at our Family Day Care Service.

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 (hypoglycemia, usually due to excessive insulin); and
- a) Very high blood sugar (hyperglycemia, due to insufficient insulin).

SIGNS & SYMPTOMS

| HYPOGLYCEMIA | HYPERGLYCEMIA |
|--|---|
| - Feel dizzy, weak, tremble and hungry | - Feel excessively thirsty |
| - Look pale and have a rapid pulse | - Have a frequent need to urinate |
| - Sweating profusely | - Have hot dry skin, a rapid pulse drowsiness |
| - Numb around lips and fingers | - Have the smell of acetone on the breath |
| - Appear confuse or aggressive | - Unconsciousness |
| - Unconsciousness | |

Procedure:

- A copy of all medical conditions policies, specifically the *diabetes management policy* will be provided to parents upon enrolment, it is important that communication is open between families and educators so that management of diabetes is effective.
This is done in a ***medical risk minimisation plan***.
- Children diagnosed with diabetes will not be enrolled into the service until the child's medical plan is completed and signed by their Medical Practitioner and the relevant Educator/Educator Assistants have been trained on how to manage the individual child's diabetes.
- It is imperative that all Educators/Educator Assistants and volunteers at the Family Day Care 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 educator will be appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and is aware of the action to be taken if these are abnormal.
- The family is to supply all necessary glucose monitoring and monitoring equipment and any other prescribed medications prior to the child's commencement date.
- The child's Diabetes Management Plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will include all information on any prescribed medication for that child as well as the emergency management of the child's medical condition.
- A child's *medical risk ministration plan* is to be reviewed annually by the parent/guardian and the educator of the service.

The Educator will:



- On an excursion the educator has the responsibility of carrying the appropriate monitoring equipment, as well as the prescribed medication, a copy of the diabetes management and emergency medical management plan for the child/ren diagnosed with diabetes.
- Meals, snacks and drinks that are appropriate for the child are in accordance with the child's diabetes management plan are available at all times (e.g. jelly beans)
- The educator will ensure that the child/ren diagnosed with diabetes are not discriminated against in any way and are able to fully participate in all programs and activities at the family day care service.
- On special occasions such as excursions, incursion and family days as well as during period of high-energy activities. The educator will increase supervision (recommend to have an educator assistant) to ensure adequate supervision of a child diagnosed with diabetes.
- The educator will advise the assistant educator, volunteer or placement student about the location of the glucose foods or sweetened drinks to treat hypoglycemia (low blood glucose).

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

- Follow the child's Diabetic Emergency Plan.
- If the child does not respond to steps within the Diabetic Emergency Plan call an ambulance immediately by dialling 000.
- Continue first aid measures
- Contact BBFDCC and speak to the approved provider/ day to day person in charger/nominated supervisor
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- The approved provider is to notify the regulatory authority within 24 hours as per regulatory requirements.

Families will:

- Provide all medical reports and action plans from the doctor prior to their child/ren's enrolment into the service.
- Provide doctors name, address and phone number in case of an emergency if different to the one recorded on the enrolment form.
- Provide the educator with the appropriate monitoring equipment needed according to the diabetes management plan.
- Advise the service and the educator of any changes to their child/ren's medical condition including the provision of a new diabetes management plan to reflect these changes.

| | |
|-------------|---|
| Created | October 2019 |
| | The policy was developed in compliance with the Education and care services national regulations (2010) Specifically relating to the process and procedure of dealing with diabetes ibn our service. |
| Review date | October 2020 |



POLICY 17D

EPILEPSY MANAGEMENT

Policy in this section is required by:

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| National Quality Standards for <i>EARLY Childhood Education and care and school age care</i> (2010, modified 2018) | NQA 2: 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2 |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | Regulation: 90, 90(1)(V), 91, 92, 93, 94, 95, 96, 136 |

Policy:

Our Family Day Care Service will implement inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

The aim of the policy is to ensure all stakeholders are aware of their obligations in supporting children with epilepsy and the management of seizures.

Every child registered in a family day care service must have an **epilepsy 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.

Procedure:

- Prior to enrolment the parent/guardian will need to provide a copy of the *epilepsy management plan* provided by from the doctor, along with the *risk minimisation plan* prepared in consultation with the service/educator.
- At all times, all stakeholders of the service will adhere to the privacy and confidentiality procedures when dealing with individual health needs.
- A copy of all medical conditions policies will be provided to all stakeholders of the service. Communication will continuously be open between families and educators so that, management of epilepsy is effective.

Management will ensure:

- All stakeholders have a copy of the medical condition policies' and procedures.
- A copy of this policy will be provided to a parent/guardian of each child diagnosed with Epilepsy at the service.
- All Educators and Educator assistants will hold a current first aid qualification.
- A *medical condition risk minimisation plan* is completed for each child diagnosed.
- All children enrolled at the FDC with epilepsy must have an epilepsy management plan and if necessary, upon doctors request an Emergency medical management plan, filed with their enrolment record. These records are to be renewed every 12 months by the child's registered medical practitioner.

Educators will:

- Ensure a copy of the child's epilepsy management plan is visible (in a private area in the service)
- Follow the child's epilepsy management plan in the event of a seizure
- Record all epileptic seizures according to the epilepsy management plan
- Where a child is on medication due to their diagnosed epilepsy, the child will not be able to attend care without having the medication and/or without having received the medication at home that morning.
- Educators will endeavor to use an educator assistant to accompany the children on excursion to events outside of the FDC residence.
- A copy of the epilepsy management and emergency medical management plan (if applicable) will be carried by the educator when out on an excursion.
- Identify and where possible minimise possible seizure triggers as outlined in the epilepsy management plan.



- Ensure that if a child has a seizure, whether or not that have been diagnosed as having epilepsy the educator will;
 - a) Protect the child from injury by removing any hazards that the child could come in contact with.
 - b) Not restrain the child or put anything in their mouth
 - c) Gently roll them on to the side in the recovery position asap.
 - d) Monitor the airway
 - e) Call the family day care service appointed supervisor
 - f) Call the parent/guardian
 - g) Complete an incident report asap.

Call the ambulance if the seizure:

- a) continues for *longer than 3 minutes*.
- b) Another seizure quickly follows the first
- c) It is the child's first seizure
- d) The child is having more seizures than is usual for them
- e) Certain medication has been administered
- f) Suspect breathing difficulty or injury
- As soon as practicable and once the child's safety and wellbeing are assured, the educator will draft up an incident report which is to then be provided to the FDC service.
- The FDC service approved provider will contact the regulatory authority within 24 hours of the incident.

Families will ensure they provide the FDC service with:

- Information upon enrolment or on diagnosis of their child's epilepsy diagnosis
- The individual epilepsy management plan as well and the medical conditions risk minimisation plan.
- Medication that is within the date of expiration
- A notification of any changes to their child's medical condition including the provision of a new Epilepsy management plan to reflect these changes
- Relevant information and concerns to educator and/or service staff in relation to matters about the health of the child.

| | |
|-------------|--|
| Created | October 2019 |
| | The policy was developed in compliance with the Education and care services national regulations (2010) Specifically relating to the process and procedure of dealing with epilepsy in our service. |
| Review date | October 2020 |



POLICY 18

ANTI-BIAS & INCLUSION/ADDITIONAL NEEDS

Policy in this section is required by:

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|--|---|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | <i>NQA1: 1.1.1 NQA3: 3.1,3.1.1, 3.2.1, 3.2.2 NQA5: 5.1, 5.1.1, 5.1.2 NQA6: 6.1, 6.1.1, 6.1.2, 6.2, 6.2.2</i> |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | <i>Regulation: Medical conditions: 90 (1)(2)(3) 91; 93(1)(2)(3); 94 (1)(2)(3); 95; 96; 168(2)(d); 177(b); 177(c); 178(b); 178(c); 181–184</i> |

Policy: Including children with additional needs requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members within and outside of the FDC Service community.

In accordance with The National Quality Standard, our Service positively responds to and welcomes children with additional needs including those who:

- Are Aboriginal or Torres Strait Islanders
- Are recent arrivals in Australia
- Have a culturally and linguistically diverse background
- Live in isolated geographic locations
- Are experiencing difficult family circumstances or stress
- Are at risk of abuse or neglect
- Are experiencing language and communication difficulties
- Have a diagnosed disability—physical, sensory, intellectual, or autism spectrum disorder
- Have a medical or health condition
- Demonstrate challenging behaviors and behavioral or psychological disorders
- Have developmental delays
- Have learning difficulties
- Are gifted or have special talents
- Have other extra support needs.

Procedure:

Promoting inclusion and diversity into the curriculum:

- All stakeholder of the service will promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes.
- Educators will develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests.
- Management will assist Educators with the development of required skills and knowledge for working with all children and families.
- Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs.
- Educators will explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum.
- Educators will treat children with respect by answering their questions honestly.
- Educators will adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum.



- Educators will provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity.
- Educators will incorporate children's home language.
- Educators will reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met.
- Educators will involve families in the planning of learning opportunities reflective of their culture.

The approved provider will:

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g. cultural background, abilities, needs and language).
- Sharing of information will remain a vital component of each child's program and will maintain a positive focus.
- Educators and families will ensure confidentiality is observed; (see Confidentiality of Records Policy).
- Confirmation will be obtained from families upon enrolment to share information relating to their children, family and situation to external organisations or persons, if required.
- Information relevant to a child and/or family may be shared between an Educator, Co-ordinator or supervisor.
- Support the employment of staff and the selection of Educators from a range of social and cultural backgrounds.
- Ensure Professional development to support ongoing responsiveness to children with additional needs.
- Ensure educators and coordinators have skills and expertise necessary to support inclusion of children with additional health and developmental needs.
- Plans are developed to support the inclusion of children with additional needs.
- Offer regular meetings and or communication between families, supervisors, coordinators and other agencies and or specialists
- There are individual support plans for children with additional needs.

In relation to ability of a child, the educator will:

- Provide an inclusive educational environment in which all children can succeed.
- Promote acceptance, respect and appreciation for individuals varying abilities.
- Evaluate and alter the environment to enable all children to develop independence, competency, confidence and pride.
- Empower all 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.
- Observe all children and with family consultation to assist on extending each child's interests and abilities by the use of various media.
- Use an inclusive approach ensuring that all children, especially children with additional needs, have the same opportunities to participate in all experiences and all aspects of the program
- Seek specialised assistance/additional support to successfully include children with additional needs.
- Help them achieve educational success.
- Maintain updated information relevant to particular disabilities, health issues delay relevant to the children in Family Day Care.
- Plan experiences based on the child's strengths, talents, likes and dislikes.
- Ensure ongoing Professional Development to adapt programs resources and environments to provide successful inclusion.



- An approach that develops a sense of belonging, and comfort in the service environment.
- Encourage use of educational tools that reflect children and people with disabilities as active participants in the community.
- Environments, routines and staffing arrangements adapted to appropriately facilitate the inclusion of children with additional needs.

In Relation to Diversity in Family Composition, the Educator 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.
- Educators will engage in simple discussion 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".
- Educators will 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.
- Educators will respect family lifestyle choices.
- Educators will treat all families respectfully regardless of socioeconomic background.
- The Educators and children will 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.

In Relation to Indigenous and Torres Strait Islander People, the Educator will:

- Deepen their own knowledge and understanding of Indigenous and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Indigenous and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- Develop awareness/understanding about the Indigenous and Torres Strait Islander people as part of the cultural heritage of all Australians.
- Show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a valuing of individuals.
- Encourage the Indigenous and Torres Strait Islander community to access children services.
- Show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- Educators will access and encourage Indigenous and Torres Strait Islander families, Educators, and community members to share their culture with the children.

Families are encouraged to:

- Provide information to the Educator staff about their child's individual likes, dislikes and needs so that they contribute to the curriculum.
- Notify educator or staff about any changes they see in their child.
- Allow some time during pick up/drop off so that there is an exchange of communication about their child's day in care.

Source

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

Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009).

Childhood Australia Code of Ethics. (2016).

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



Revised National Quality Standard. (2018).

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care services national regulations (2010) |
| Review Date | May 2015 |
| Revision | No changes |
| Reviewed date | December 2018 |
| Revision | Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. |
| Modification date | October 2019 |
| Modifications made | Created new policy – to cover anti- basis inclusion and additional needs processes and procedures. Remove Additional Needs information from ‘medical conditions’ this policy brings more emphasis on the process and procedures in regards to children with additional needs. Divided the policy in regards to the responsibility of the educator relating to a child’s ability, a family’s dimensions, and indigenous or Torres Strait Islanders |
| Review date | October 2020 |



POLICY 19

BEHAVIOURAL MANAGEMENT

Policy in this section is required by:

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|--|--|
| <i>National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018)</i> | <i>NQA 5: 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2</i> |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | <i>Regulation: 155, 156</i> |

Policy: The right for children to receive positive guidance in a supportive and respectful environment is protected in 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.

Procedure

The behaviour and guidance strategies used by the educator, assistant educator, volunteers etc. at our FDC Service are designed to give 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. 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 boundaries as part of a loving and secure 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 aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Strategies for decreasing undesired behaviours.

Positive behaviour 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. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

Approved provider, Educator, Educator assistant and staff will:

- Establish positive relationships with children.
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions.
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship.
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation.
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.



- Model appropriate behaviours.
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promote children's initiative and agency.
- Provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged in.
- Provide opportunities for children to explore both the indoor and outdoor environment.
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- Ensure there is sufficient materials and equipment.
- Implement a regular routine to support children's positive behaviour. Routines help to provide a sense of security, so children feel settled.
- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills.
- 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.
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- 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.
- 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.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Consult with industry professionals to support individual children within the FDC Service as required and implement strategies within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour management.
- 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.
- Complete an incident report with each incident that occurs. Families are to be notified and will be required to read and sign an instance where a child or children's safety has been jeopardised.
- Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the behaviour of concern as they assist in creating a Strategic Inclusion Plan (SIP) to support the child in the environment.



- Exchange information with families about behaviour guidance which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- 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.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- 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.

Families will:

- Upon Enrolment the families will provide medical &/or diagnosis reports along with the child's enrolment. This will allow the service to place the Educator with the best
- Collaborate with 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.

Source

Early Childhood Australia Code of Ethics. (2016).

Porter, L. (2016). Young children's behaviour: Guidance approaches for early childhood educators. Australia: Allen & Unwin.

Raising Children Network. (2019): <http://raisingchildren.net.au>

Revised National Quality Standard. (2018).

| | |
|-------------|--|
| Created | October 2019 |
| | A new policy created specifically relating to how educators, assistant educators and coordinators can use positive strategies to guide and assist children's positive behaviour. |
| Review Date | October 2020 |
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POLICY 20

EMERGENCY & EVACUATION POLICY

Policy in this section is required by:

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|---|--------------------------|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.2.2.2.1,2.2.2 |
| Education and care services NATIONAL Law Act 2010 | Section 174(2), 179 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 97, 98, 168 |

Policy: It is vital that if an emergency situation arises, it is handled effectively and with consideration for all involved. Supporting Educators and children with an emergency situation requires vigilant planning and consistent implementation.

Procedure:

- We have a duty of care to provide all people with a safe and healthy environment.
- The emergency and evacuation procedure must set out;
 - Instructions for what must be done in the event of an emergency
 - An emergency evacuation floor plan (see appendix 7)
- Emergency evacuation plans should be rehearsed every 3 months.
- Evacuation plans must be displayed in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference.
- The coordinator will ensure a risk assessment is conducted to identify potential emergencies that are relevant to the service when preparing the emergency and evacuation procedure

*to implement this policy, refer to: Appendix 9 – Emergency Management Plan

General Emergency and Evacuation Drills

- Each educator will maintain an up-to-date contact details of emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the emergency evacuation bag.
- Emergency telephone numbers will be displayed.
- Evacuation rehearsals are to be practiced every 3 months by each FDC educator at their residence/venue. A record will be kept to ensure that all children participate in the emergency evacuation rehearsal at least 4 times per year. (it is recommended that the evacuation is to be timed during rehearsal)
- Coordinators will seek training opportunities for educators to participate in emergency evacuations.
- All extinguishers and fire blankets have to be inspected at six monthly intervals and if they don't have a pressure gauge, they may need to be weighed to check they are still full. The tests and intervals are to be recorded on a label or metal tag attached to the unit.
- The Approved Provider is responsible for ensuring all educators, including relief educators and staff members, are responsive to the Emergency Evacuation Policy and procedure.
- Educators check contents of emergency bag to ensure contents are maintained at all times. The emergency bag can be obtained from BBFDCC office alternatively an educator can make their own one ensuring to include the following items:
 - Water bottles
 - Whistle
 - Wipes
 - Nappies
 - Dry snacks
 - Rope
 - - Rope
 - - Portable first aid kit
 - - Tissues
 - - portable emergency blanket
 - - Disposable cups



Emergency and telephone or other communication equipment:

- The approved provider must have ready access to an operating telephone or other similar means of communication to enable immediate communication and from parents, educators and emergency services.
- An appropriate ‘communication equipment’ include a fixed line telephone, mobile phone and/or a two-way radio.
- The use of a mobile phone is a mandatory item to have whilst education and care has been provided for.

Circumstances under which evacuation will occur are as follows:

Fire within the building or playground

- Fire in the surrounding area where the service is in danger contact the following closest station based on the educator’s residence;
- *Broadmeadows (incl. West Meadows, Campbellfield, Lalor) Fire Station: 9662 -2311*
- *Craigieburn Fire station: 8746-1400*
- *Epping Fire Station: 9401 -2464*
- *Greenvale Fire Station: 9333-1244*
- *Shepperton Fire Station: (03) 5833 2400*
- Family day care educators operating in locations at particular risk of bushfire do not provide education and care to children on declared Code Red days in the relevant Bureau of Meteorology district.

Death of a child

- Call emergency services – 000.
- Administer First Aid until emergency services arrive.
- On arrival of emergency services, the educator will take directions from emergency services personnel.
- The family day care educator to contact the scheme.
- The approved provider then is to contact the child’s family.
- The approved (or nominated supervisor) is to go immediately to educator residence and/or venue or location where incident occurred to take responsibility for any other children in care at the time of the incident.
- The family day care service will submit the ‘*Notification of a Serious Incident*’ SI01 form (ACECQA) to the Regulatory Authority or ACECQA as soon as practicable but within 24 hours.
- An Incident, Injury, Trauma and Illness form will be completed by the educator with the assistance of the family day care service staff member and submitted to the family day care service within 24 hours.
- Counselling will be organized by the family day care service for the educator, family and other children.
- The family day care educator or family day care service staff should not admit liability.
- Only the approved provider will talk to any media.

Serious injury to a child (life threatening)

- Call emergency services – 000.
- Administer first aid until the emergency services arrive. On arrival of emergency services, the educator will take directions from emergency services personnel.
- Family day care educator to contact family day care office.
- The approved provider is to contact the child’s parent. If practical, family day care service’s nominated supervisor or staff member is to attend the family day care educator residence and/or venue or location where incident occurred.
- The family care service will submit the ‘*Notification of a Serious Incident*’ SI01 form (ACECQA) to the Regulatory Authority or ACECQA within 24 hours.



- An Incident, Injury, Trauma and Illness form will be completed by the educator with the assistance of the family day care service staff member and submitted to the family day care service within 24 hours.
- If required, counselling will be organized by the family day care service for the educator, family and other children.

Missing child

The family day care educator will:

- Ensure the other children's safety.
- Check all areas where the child was last sighted and areas where they could have wandered to.
- Contact the family day care service without delay.
- Following resolution of the incident, complete the Incident Report form and submit it to the family day care service within 24 hours.

The family day care service will:

- Attend promptly after receiving the call from the family day care educator, if possible.
- Coordinate notification of police/parents and the Regulatory Body (if necessary).
- The family care service will submit the 'Notification of a Serious Incident' SI01 form (ACECQA) to the Regulatory Authority or ACECQA within 24 hours.
- An Incident Report will be completed by the educator with the assistance of the family day care service staff member and submitted to the family day care service within 24 hours.

Child that has not been collected

The family day care educator will:

- Telephone the parent and/or authorised person and/or emergency contacts on the child's enrolment form.
- Notify the family day care service if no response is received from or unable to contact the family.
- The educator is then to drop off the child at the family day care service.
- The approved provider will then contact the police after 2 hours of no contact with the parent.
- The approved provider will stay with the child at the police station until he/she is picked up by the parent and/or authorised nominee only once the parent's whereabouts have been confirmed by the police.
- If this is a case of abandonment the police officers will deal with the matter and the service will provide assistance where practicable.



Other ‘Emergency’ situation

Heat Wave & Extreme Temperatures

Heat can cause illness such as heat cramps and heat exhaustion which can lead to life-threatening conditions and thus it is of utmost importance that where temperatures are at a peak, children in care must be monitored closely.

In extreme heat, **Educators** will be expected to;

- Keep up to date with weather forecasts – watch the news daily, check the Bureau of Meteorology (BOM) forecast online or download the VicEmergency app and view the heat health alert overlay and follow VicEmergency social media page.
- Schedule activities for the coolest part of the day.
- Stock up on food, water and medicines so you don't have to go out in the heat.
- Store medicines safely at the recommended temperature.
- Check that your fan or air-conditioner works well. Have your air-conditioner serviced if necessary.
- Prepare for power failures - ensure you have a torch, battery-operated radio, fully charged mobile phone, food items that don't require refrigeration, medications, plenty of drinking water and other essential items.
- Look at the things you can do to make your home cooler such as installing window coverings, shade cloths or external blinds on the sides of the house facing the sun.

Floods

Floods can and do happen in Victoria. Floods can affect you if you live, work or visit areas close to creeks, rivers, drains or low-lying land. Every flood is different, but being prepared can help you to stay safe, reduce damage and save money.

The Family day care service;

- will closely monitor Flood Watches and Flood Warnings as per the Bureau of Meteorology (BoM) to inform the educators about possible flooding in their area.

The Educator will;

- Check if their residence and contents insurance covers flooding.
- Keep this list of emergency numbers near the telephone.
- Ensure the EMP is updated regularly
- When a warning has been advised the educator is expected to follow the process according to their Emergency plan
- Pack clothing and other necessities into the emergency kit and take with them what they need to evacuate.

When a flooding occurs;

- Be ready to evacuate. Act early. Conditions change rapidly. Roads and escape routes can be covered or blocked. Put household valuables and electrical items as high as possible.
- Turn off water, gas and electricity at the mains.
- Secure objects likely to float and cause damage. Raise chemicals and oils well above the forecast flood height.
- Never drive, ride or walk through floodwater. This is the main cause of death during floods.
- Never allow children to play in floodwater. This is the main cause of death during floods for children and young people.
- Stay well clear of fallen trees, power lines and damaged buildings.
- Have all electrical and gas equipment professionally tested before use after the flood.



Power failure

Power outages can be caused by severe weather, such as lightning, floods, heatwaves, bushfires or high winds, or by trees contacting powerlines.

The educator should have a plan and an emergency kit, which includes:

- Access to a charged mobile phone. Have a mobile battery/power pack or car phone charger that you can use to charge your mobile phone.
- A torch or a battery-operated light.
- Alternative cooking facilities such as a BBQ. Keep in mind that some gas appliances may still require electricity to operate them.
- A battery-powered radio. Stay tuned to news services to get updates on weather conditions and power outages. A radio is a valuable source of information if mobile phone towers are damaged during an emergency and you lose mobile phone reception.
- Access to fresh water. If you use electricity to run a water pump, make sure you have an alternative source of fresh water such as bottled water.
- Important contacts. Consider and store important numbers somewhere safe and easy to find in case of a power outage.

If you have solar panels, be aware that your power will still go out unless you have a battery storage system set up for off-grid operations

During a power outage

Getting information during an emergency

During an emergency you may lose power. Fires, storms and floods can damage phone networks so you may not have phone reception. Plan ahead so you have a multiple way to receive information during an emergency.

- Use your mobile phone to access information through the [Vic Emergency app](#) or [website](#).
- Use a battery powered radio to listen to radio.
- If you have a [siren in your area](#) pay attention if it sounds for more than five minutes – an emergency is occurring.

NBN connected landline phones will not work during a power outage. You will not be able to call Triple Zero (000) using your home phone. You can find out more information on NBN and power outages here: <https://www.nbnco.com.au/residential/learn/what-happens-in-a-power-blackout>.

What to do if a power outage occurs

- Check your neighbour's house to see if they have also lost power. If your neighbour has power on, then check to see if your safety switch has been tripped.
- [Check your electricity distributor's website](#) to get an estimate time until power is restored.
- Turn off appliances to protect them from a power surge when power is restored. It is a good idea to keep one light switched on so you know when the power is restored.

Stay safe

- Keep clear of fallen powerlines and keep others away.
- Use battery powered torches and lighting. Torches are much safer sources of light than candles. Make sure you have a good stock of batteries.
- Never use portable power generators (gas or petrol) or outdoor gas heaters inside. These produce carbon monoxide gas which is invisible and does not have a smell. It can build up in your home, garage or caravan and cause sudden illness, loss of consciousness and even death.



- Don't try to connect temporary generators to household wiring. 'Do It Yourself' electrical work is very dangerous and illegal.
- If the power has been cut due to storm damage to your house, get a licensed electrician to ensure it is safe before any repairs are carried out.

Keeping cool without power

- Drink water to avoid becoming dehydrated.
- Keep cool – wet a face cloth and place it on all children's head, and feet. Dress in light and loose clothing made from natural fabrics.
- Go to somewhere cool if it is safe to do so, such as local libraries or shopping centres with power and air conditioning are all places you can go to try and keep cool.

Keeping warm without power

- Multiple layers of clothing trap body heat more efficiently than one bulky layer.
- The body loses a great deal of heat through the scalp so wear a hat.
- Close doors, windows and blinds to maintain heat.

Food storage and safety

Foods such as poultry, meat and dairy products must be kept chilled. If you are without electricity and the use of your refrigerator, suggestions include:

- Try to keep cold and frozen food as cold as possible. If food is still cold to touch, less than 5°C, it is safe to use. Once cold or frozen food is no longer cold to touch, 5°C or above, it can be kept and eaten for up to four hours and then it must be thrown away.
- If you don't know how long your food has been unfrozen or not cold to the touch, throw it away.
- Eat hot food within four hours of it being hot or throw it away. If available, put bagged ice under food packages and trays stored in freezers and fridges if power failure lasts more than 1 hour.
- Only open fridge and freezer doors when absolutely necessary, this will keep the food and air temperature colder for longer.

Preparing food

- If you do not have gas or electricity, cook foods outside on the barbecue. Never use a barbecue inside a home. Use foods that don't require cooking, such as fruit, vegetables, canned foods, breads and breakfast cereals.

After a power outage

- Give the electrical system a chance to stabilize before reconnecting appliances.
- Reset electronic devices such as clocks, timers, alarms, network routes and other essential items.
- If the power is out for more than a day, discard any medication that needs to be refrigerated, unless the label on your medication says otherwise
- Restock your emergency kit.
- Check food in fridges and freezers for signs of spoilage. If frozen food is no longer solidly frozen it should not be refrozen.

Gas Leaks



There may be a number of reasons for a significant gas supply disruption including; damage to infrastructure such as a major pipeline and technical failures impacting on key infrastructure such as production plants or storage facilities, particularly when combined with very high demand by the public. During these times, the Australian Energy Market Operator (AEMO) may advise the Victorian government to encourage Victorians in impacted areas to minimise their gas usage.

If there is a gas emergency go to the 'Incident and Warnings' tab on [Vic Emergency](#) to learn more about who is affected and what they should do.

To minimise your gas usage, helpful tips include:

1. Minimise the usage of the gas heating.
2. Keep children warm by adding layers of clothing.
3. Wash clothes in cold water (where possible)
4. Reduce cooking times to a minimum and restrict use to one gas burner at a time.
5. Cook with microwaves or electric fry pans where available.
6. Many household gas appliances now come with energy label ratings. Take the time to see how efficient your gas appliances are.
7. **Do not** turn off the gas supply at your meter, and do not turn off appliance pilot lights.

Please keep an eye out for those that may be at risk including the elderly, the very young, and especially people with medical conditions.

Keep in touch with the service and check that they are seeking the latest information or share warnings information with them

After a gas supply disruption:

After a gas supply disruption, it's important you know how to stay safe. If you have turned off the gas at your meter or it has been turned off for you, please visit the Energy Safe Victoria website to ensure you are safe at home.

Safety tips can include:

1. Checking that all gas appliances are turned off before turning on your gas meter.
2. Locating your gas meter and turning your gas meter on by slowly rotating the handle of the valve 90 degrees to the vertical "ON" position. The meter is on when the handle is in line with the gas inlet pipe
3. Lighting a burner on your gas stove top (if you have one). It may take a few minutes for the burner to light while the gas flows from the meter. Once alight, let it burn for at least three minutes to check the gas is turned on and flowing correctly
4. Once you have restored gas supply to your stove (or even if you don't have a stove top), you can now restore supply to other gas appliances. Relight all appliances and any pilot lights in accordance with the manufacturer's instructions
5. If you are not confident about doing this yourself or the pilot does not light, call your gas distribution company or a licensed gas fitter.

If you smell gas inside you house:

- Turn off all appliances and pilot lights.
- Turn off your supply at the gas meter if safe to do so.
- Open all doors and windows for ventilation
- Contact a licensed gas fitter.



Electricity and natural gas distributors own and maintain the distribution networks, including electricity powerlines and power poles and natural gas pipelines that carry electricity and natural gas to houses and businesses.

Department of Environment, Land, water and planning.

Northern Western Region

**Department of Environment,
Land, Water and Planning**

Electricity Distributors

Electricity Distributor For:
MELBOURNE DRIVE MELBOURNE AIRPORT 3045

Jemena

| | |
|--------------------|---|
| General Enquiries | 1300 131 871 |
| Faults | 13 16 26 |
| SMS Faults Service | 0427 840 744 |
| Website | http://www.jemena.com.au/ |
| Area Served | Northern and north-western suburbs |

Shepparton Educators

**Department of Environment,
Land, Water and Planning**

Electricity Distributors

Electricity Distributor

Powercor Australia

| | |
|-------------------|---|
| General Enquiries | 13 22 06 |
| Faults | 13 24 12 |
| Website | http://www.powercor.com.au/ |
| Area Served | Western suburbs and western Victoria |

Snake bites

Appendix 9C

Bright Beginnings Family Day Care Centre aims to ensure every reasonable precaution is taken to protect children and FDC educators from harm and hazards likely to cause injury, including the potential risk from snake bites.

Australia has around 170 species of land snakes, some equipped with venom more toxic than any other snakes in the world. Some of the most dangerous snakes belong to the front-fanged group including- the tiger snake, brown snake, eastern taipan, death adder and mulga or king brown snake. Although less venomous than many other Australian snakes, the red-bellied black snake is quite common in urban areas of NSW. Snake bites can be potentially fatal so immediate medical assistance should be sought for all cases of suspected snake bite.

Snakes are not naturally aggressive and always prefer to retreat. They will only attack humans if hurt or provoked. People are most likely to be bitten when attempting to kill or handle a snake.

NOMINATED SUPERVISOR/COORDINATOR WILL:

- assist FDC educators to conduct a risk assessment (Emergency Management Plan) to identify the potential risk of encountering a snake on the Family Day Care Service premises or approved venue
- assist in developing an emergency plan and procedure to include the response if encountering a snake and emergency first aid required in case of a snake bite
- ensure all FDC educators and educator assistants have current emergency first aid training
- ensure educators display their EMP
- ensure all FDC services have fully stocked First Aid Kits containing compression bandages
- ensure FDC educators conduct daily inspections of the outdoor and indoor learning environment prior to children arriving at the Family Day Care Service
- ensure lawns and gardens are well maintained at each residence and approved venue
- request educators cut any long grass around the boundaries of the premises



BBFDCC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- collaborate with the Nominated Supervisor/Coordinator to conduct risk assessments for potential risk of snakes in their environment
- examine the Family Day Care Service grounds during their daily indoor and outdoor safety checks to ensure no snakes are sighted
- ensure no animal food or water is left out for wildlife overnight
- ensure lawns and gardens are well maintained at each residence and approved venue
- ensure snake habitats such as piles of timber, compost heaps or sheets of galvanized iron are removed from around the residence or venue
- ensure emergency evacuation (EMP) is in place in case of a snake encounter or snake bite
- ensure emergency First Aid training is current
- ensure the first aid kit is easily accessible and contains compression bandages
- always leave snakes alone
- be aware of snake species inhabiting the local area
- notify the Nominated Supervisor/Coordinator if a snake has been sighted within the FDC residence environment
- wear adequate clothing and enclosed shoes at all times
- educate children about snakes and snake bite prevention behaviours
- ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting to the FDC educator
- educate children not to put their hands into hollow logs or rock crevices.

If a snake is sighted or encountered the FDC educator and educator assistant will:

- inform children to move away quietly
- remove all children from the immediate area, or evacuate the room until snake is removed if indoors
- isolate this area until the snake is removed or moves
- note the location of the snake
- if possible, monitor the snake from a safe distance (at least 5 metres away)
- if snake remains and is perceived to be a threat, contact local snake handler or RSPCA
- if indoors, close doors to the room and place towels along the bottom of the doors so the snake cannot move to another area and wait for snake handler to remove the snake
- do not approach the snake or try to contain it.

EMERGENCY SNAKE BITE ACTION PLAN

- Conduct a primary survey of the area – do not attempt to catch or kill the snake
- Stay calm and call for help- have someone call 000 for an ambulance
- Reassure the child/adult and encourage them to keep calm and still
- Immediately apply a firm bandage over the bite marks or scratches
- Apply Pressure Immobilisation Technique
- Maintain continued pressure and immobilise ensuring the child/adult does not move
- Rest and reassure the patient
- Do not take off clothing
- Do not wash bite as a venom sample can be used to identify the snake
- Do not cut or suck the bite to drain venom
- Do not apply a tourniquet
- Be prepared- resuscitation may be required



Follow these steps to apply a pressure immobilisation bandage:

- First put a pressure bandage over the bite itself. It should be tight, and you should not be able to easily slide a finger between the bandage and the skin.
- Then use a heavy crepe or elasticised roller bandage to immobilise the whole limb. Start just above the fingers or toes of the bitten limb and move upwards on the limb as far as the body. Splint the limb including joints on either side of the bite.
- Keep the person and the limb completely at rest. If possible, mark the site of the bite on the bandage with a pen.

Smoke

Inhaling smoke, gas or toxic fumes can decrease the supply of oxygen to the lungs, burn the airways and cause the onset of a respiratory emergency. Prolonged exposure to toxic fumes such as bushfire smoke is a possible health risk that can affect even healthy people as warned by the Australian Medical Association.

- If there is smoke circulating the area you are in, but the fire or cause is not a danger, remain indoors and seal any points of entry
- If you must run an air conditioner when your building is surrounded by smoke, change the settings to 'recycle' to minimise smoke access inside
- Putting on a P2 or N95 mask can help but it is best to remain indoors – note the mask will not provide the intended level of protection unless worn correctly. Refer to the below instructions for guidance on fitting the mask.

A smoke inhalation injury are acute injuries to your respiratory system and lungs that must always be considered a life-threatening emergency. Ensure the patient receives medical help as soon as possible.

Warning: It may be some hours before the effect of inhaling toxic fumes interferes with a person's breathing.

- Follow **DRSABCD**
- Remove casualty from smoke or toxic exposure if safe and/or possible or to a more ventilated, open space
- Sit casualty upright and loosen clothing around the neck/airways
- **Call triple zero (000)** for an ambulance
- If the casualty stops breathing, provide CPR
- If the casualty is having difficulty breathing (wheezing), **provide a reliever inhaler** (puffer) if you have access to one

FIRST AID KIT

In regards to any emergency situation the following will take place;

- The assigned coordinator of the Service will ensure that first aid kits are kept in up to date and in accordance with National Education and Care Service Regulations

All First Aid Kits at the Service must:

- Be suitably equipped
- Not be locked
- Not contain paracetamol
- Be suitable for the number of Educators and children and sufficient for the immediate treatment of injuries at the Service.
- Be easily accessible to Educator
- 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 depreciated or expired and that they are restocked ad required.
- Be easy to access and if applicable, located where there is a risk of injury occurring.
- Emergency contact details should be placed near the phone where it is visible for all to see and use in case of an emergency.
- Emergency contact details also needs to be put in the excursion folder that the educator takes out on all excursions.
- Be provided in each work vehicle. (including Assistant educator)
- Consideration should be given to precautionary measures such as sunscreen protection and portable water if working outdoors.
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.
- Educators check contents of emergency bag to ensure contents are maintained at all times. The emergency bag can be obtained from BBFDCC office alternatively an educator can make their own one ensuring to include the following items:

| | |
|-------------------------|------------------------------|
| - Water bottles (min 2) | - Rope |
| - Whistle | - Portable first aid kit |
| - Wipes | - Tissues |
| - Nappies | - portable emergency blanket |
| - Dry snacks | - Disposable cups |
| - Rope | |

Source

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

Guide to the Education and Care Services National Law and the Education and Care Service National Regulations
ECA Code of Ethics.

Guide to the National Quality Standard.

Fire Protection Association Australia

<http://www.fpaa.com.au/>

Australian Government – Emergency Services

<http://www.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>

Managing Emergency Situations

<http://www.cscentral.org.au/Resources/managing-emergency-situations.pdf>

- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011

Department of Education and Early Childhood Development Victoria

Community Child Care Association - www.pscvic.org.au

Country Fire Authority Victoria – www.cfa.vic.gov.au

Department of Education and Early Childhood Development - www.education.vic.gov.au/licensedchildservices

Department of Health – www.health.vic.gov.au

Department of Human Services – www.dhs.vic.gov.au

WorkSafe Victoria – www.worksafe.vic.gov.au

Victoria Police – www.police.vic.gov.au

Victoria State Emergency Service – www.ses.vic.gov.au

<https://www.energy.vic.gov.au/electricity/electricity-distributors>

<https://esv.vic.gov.au/safety-education/gas-safety-at-home/>

| | |
|---------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the |

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 119



| | |
|---------------------------|---|
| | Education and care Services national regulations (2010) |
| Issued | 07/08/2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | March 2018 |
| Future review date | October 2019 |
| Modifications | Added 'other emergency situations' where an evacuation may be necessary to carry out. |
| Future review date | November 2020 |
| Modifications | Snake bite |



POLICY 21

BUSHFIRE AND EMERGENCY SITUATION MANAGEMENT PLAN

Policy in this section is required by:

| | |
|--|--------------------------|
| National Quality Standards for <i>EARLY Childhood Education and care and school age care</i> (2010, modified 2018) | Element: 2.2,2.2.1,2.2.2 |
| <i>Education and care services NATIONAL Law Act 2010</i> | Section 174(2), 179 |
| <i>Education and Care Services National Regulations [VIC] (1/7/2018)</i> | Regulation: 97, 98, 168 |

Purpose

To prepare for and ensure the safety of all stakeholders on days of forecast elevated fire danger and ensuring to have a process in place for ‘emergency bushfire evacuations’ It is vital for the Service to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity. Our FDC service will adhere to the regulations outlined by our regulatory authority within Victoria and be familiar with relevant regulations and other special requirements such as building regulations, traffic restrictions or emergency announcements that may apply to the area the individual educator’s FDC home is located.

This policy outlines the strategies and procedures the Service will adhere to in the event of a bush fire, including information about service closure during an emergency evacuation, and forms part of the educators ‘bushfire at risk’ Emergency **Management Plan (EMP)**. The EMP records the emergency management arrangements to ensure every reasonable precaution to protect children, staff, and visitors from harm and hazard is maintained at all time, especially for those educators within of 10km radius vicinity of a service on the ‘bushfire at risk’ register.

Definitions

Bush Fire prone area - this 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 the local councils and government within each state and territory.

Bushfire at-risk register (BARR) - The Victorian Department have created a ‘**Bushfire at-risk register**’ which details a list of all the schools, kindergarten and child care facilities at the highest risk of fire danger.

Fire danger rating (FDR): Provides an indication of the possible consequences of a fire. The rating is standardized across all Australian states and territories. The higher the fire danger rating, the more dangerous the conditions. Ratings range from Low to Moderate, to Catastrophic. FDR are maintained and updated in real times by the emergency services in each state.

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 service 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.

CODE RED: This rating signified the worst conditions for bushfire and grassfires and homes are not designed or constructed to withstand fires in these conditions. Leaving high risk



bushfire areas in the night before a CODE RED day has been declared by the Department is the safest option for one's survival, one needs to evacuate as soon as possible.

Emergency – all situations posing an imminent or severe risk to those in an education and care service, this may include floods, fire or extreme weather events. They require immediate action on prevent injury to individuals or damage to the services' environment including where family day care takes place.

Meteorological Regions (CFA) – Fire District Bright Beginning Family Day Care region is:

Broadmeadows Office:
Central

Shepperton Office:
Northern Country
(03)5833 2400



This policy is to be implemented should a bush fire prevent the service (scheme &/or) individual educators FDC registered home.



Bright Beginnings Family Day Care Centre are hereby obliged from the 1st of July 2019 to identify and maintain an up to date record of the service's family day care educators operating in a family day care residence or approved FDC venue in Victoria who may be at risk of bushfire.

BBFDCC are committed to ensuring that all our educators, children and their families will be well prepared in the chance that a bushfire may occur in their surrounding areas.

The 'Bushfire at risk' register is a trigger for the service to pre-emptively close on days declared CODE RED in their Bureau of Meteorology district.

The **BUSHFRIE AT RISK register** can be obtained from the link below:

<https://www.education.vic.gov.au/about/programs/health/pages/bushfirerisk.aspx?Redirect=1>

Monitoring fire ratings



The warning level will be based on severity, conditions and the likelihood that the emergency could impact on the community.

There are three different levels of warning.



Procedure:

The Approved provider will:

- Identify and maintain an up to date record of the service's family day care member who will closely monitor the incidents/warnings on the VIC Emergency website for our

region/s on a daily basis and even more vigorously during the seasonal periods.

2. The service have created a register which is to be used if any incidents/warnings are relatable to the educators in our region or closely surrounded regions, the administrative staff will contact each educator individually advising on what action to take (if any) or simply informing the educator of the ‘incident’ occurring in the vicinity of their residence.
All correspondence made to the educator and the families on any given day will be documented on the register.
3. The service will continuously update the register detailing ALL educators full name, contact details, address and the KM in distance from the ‘apparent’ bushfire at risk area.
4. The educators with a higher chance of being in a prone bushfire area will be indicated in a different colour so that they can be easily identified in a situation where a bushfire occurs.
5. Any service that is *within 10km* of the schools listed on the bushfire at-risk register (as per the Victorian Department website) will be closed on days *declared code red*.
6. The educators who have been indicated of being within a 10km radius of school/kindergartens on the bushfire register will have a separate Emergency Management Plan (EMP) for their particular service.
7. The service will regularly discuss fire procedures at team meetings so that the coordinators can also practice the drills with children in care.
8. The service will communicate with educators and families about bush fire preparation information and provisions.
9. All educators will be advised and encouraged to download the *VIC emergency App* from Apple or Google Play stores. Families will be encouraged to do this also.
10. The educators are to set a watch zone within 10km of their residence on the app.
11. The approved provider will monitor fire ratings regularly to ensure that the service is well equipped to deal with any emergency situation that may arise in the relevant district.
12. Where the approved provider is requiring further insight on the management of bushfire risk and emergencies, we will contact the relevant region authority.

- North Western District (for all educators except Shepparton)
Northern Eastern Melbourne/Hume Moreland
1300 338 691
Email: nwvr@edumail.vic.gov.au
- North Eastern Victorian (Shepperton)
Goulburn
1300 333 231
Email: nevr@edumail.vic.gov.au

Procedure for service closures:

1. All the ‘bushfire-at-risk educators’ who are highlighted on the register will have an emergency management plan specific to their FDC residence, families will have access to this upon request.
2. If the CODE RED day is called the night before care commences, this will be updated on the VIC Emergency App. Thus, it is of utter importance that the educator downloads the app.
3. All services listed as within Bushfire at risk zones will close on CODE RED days and children will be unable to attend care. The families will need to make other arrangements.
4. Where services are closed or evacuated as a consequence of a CODE RED day



- been declared the families will not be liable to pay fees for that day.
5. If and when severe or extreme fire danger ratings are declared, services in the bushfire prone areas will be expected to close, parents will not be liable to pay fees on such incidence occurring.
 6. Families will be notified within *24 hours via harmony email* when and if their educator will not be operating for a specified period of time. Families will need to make alternative arrangements during this time.
 7. Educators are not to recommence operating until they receive a clearance from the approved provider. If the Educators commences work, these sessions will not attract any CCS fee reduction for care provided during the 'declared closure days'

Procedure for service evacuation:

1. Educators at BBFDC are recommend and highly advised to have the VIC emergency app installed with a watch zone of 10km radius from their residence.
2. The approved provider will continue to monitor the educators in the bush-fire at risk prone areas and contact each of those educators to prepare for evacuation according to the Bushfire management plan.
3. All other staff will contact the families to advise of what is happening and an email/sms will be sent out to all families and educators. If parents cannot be reached at first attempt, staff will contact authorised nominees are per the EMP.
4. The staff contacting the parent must use the following dialogue:
 - Advise the family calmly that an evacuation is taking place
 - Assure the family that the children are being cared for and accompanied by their educator
 - Ensure that the family understand the risk involved and ensure they do not attempt to collect children from an active bushfire
 - Advise the parent to refrain from contacting the educator as they will be busy caring for children in this distressed time, and need to ensure that they have enough mobile phone battery life to stay in contact with the service.
 - Give the family confidence that the service will continue to update them every 5 minutes via sms after the initial call.
 - Advise the family to monitor the VIC Emergency App for further most updated information from SES.
5. The approved provider will contact VIC Emergency hotline on 1800 226 226 to ensure they have the most up to date information on when it is safe to collect children from the designated evacuation centers.
6. The approved provider will be in constant communication with families and advise them of when it is safe to collect children from evacuation centres.

Educators will:

- Examine their homes during their daily indoor and outdoor safety checks to ensure flammable and or combustible materials (dead leave and bark, chemicals) have been removed
- Ensure they are familiar with the daily Fire Danger Rating (FDR)
- Ensure the emergency first aid kit/backpack is organized and stored in an area that is easily accessible.

- Ensure the FDC service has ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services.
- Ensure all contact details of parents/carers and emergency contact details are up to date.



- Become familiar and confident with the FDC service's emergency evacuation policies and procedures and have copies of these policies available for inspection at all times the service is educating and caring for children.
- Become familiar with the emergency exits.
- Be aware of the designated assembly area.
- 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.
- Keep up to date with professional development and training about bush fires and emergency evacuation.
- Be familiar with their role and responsibilities in the event of a bush fire.
- Conduct an emergency and evacuation bushfire rehearsal every 3 months and document this. Ensure that each child being educated by the educator is present on the day of rehearsal.
- All educators will need to download the *VIC emergency App* from Apple or Google Play stores. Families will be encouraged to do this also.
- The educators are to set a watch zone within 10km of their residence on the app.
- The approved provider will monitor fire ratings regularly to ensure that the service is well equipped to deal with any emergency situation that may arise in the relevant district. On the non-code red days in the event of a bushfire or elevated risk, the service will ensure that educators and the families will;
- Maintain a heightened state of readiness
- Ensure open lines of communication from local emergency services
- Have access to the Victoria Emergency website
<https://www.emergency.vic.gov.au/respond/>
- The educator will also be expected to download the app onto their smart phones or IPADS- VICTORIA EMERGENCY app
<https://www.cfa.vic.gov.au/plan-prepare/vicemergency-app>
- Examine the grounds during their indoor and outdoor safety checks to ensure flammable and/or combustible materials have been removed.
Where a warning has been issued on the Victoria emergency website the educator:
- Must stay calm. Stop what you are doing and pay attention to the website and what is been advised by the provider.
- Must follow the advice of the warning immediately.
- Keep in contact with the service provider – we will contact the family/friends
- Stay informed. Keep listening for more information in case the situation changes.

Emergency Management plan (EMP)

The approved provider will ensure;

- Educators in a bushfire prone area will complete an EMP for their individual service (own residence)
- The provider will ensure that the coordinator and the educator prepare the EMP specific to the educator's residence. They will take into consideration the



following;

- a) Emergency contact details up to date at all times
- b) Methods for monitoring bushfire risks and events
- c) Develop processes for identifying, managing and communicating their plan in the likely event of a bushfire/emergency situation occurring.
- d) Regularly assess the environment and rehearse the evacuation drill often during peak season.
- e) Consult with the coordinator and approved provider about your EMP
- f) Communicate the EMP with all families in your service.

VICTORIA (VIC)

- 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

Source

<http://emergency.vic.gov.au/prepare/#understanding-warnings>

<https://www.cfa.vic.gov.au/plan-pr-h>

<http://www.emergency.vic.gov.au/prepare/#extreme-heat/preparing-for-extreme-heat>

https://en.wikipedia.org/wiki/Country_Fire_Authority

https://en.wikipedia.org/wiki/Regions_of_Victoria#Hume_region

<http://emergency.vic.gov.au/prepare/#flood/preparing-for-floods>

<http://www.bom.gov.au/australia/flood/?ref=dropdown>

<https://www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district>



POLICY 22

ARRIVAL AND DEPARTURE

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.2,2.2.1,2.2.2,2.2.3, |
| Education and care services NATIONAL Law Act 2010 | Section 3(2)(a); 165A;167; 174(2)(a) |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 12, 99(1-5); 102; 160; 161; 168(2)(f); |

Policy:

Educators will only release children to an authorised person verified on the individual child's enrolment form. The daily sign in and out attendance records will be used to determine who is present at the Service in case of emergencies.

Procedure:

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child.

ARRIVAL

- All children need to be signed in by the parent/authorised person (noted on the enrolment form) responsible for verifying the accuracy of the record. This will include the time and parent signature. Parent's also need to advise who will be collecting the child/children, if it is other than those mentioned on the enrolment form. This is now done electronically as well.
- Although educators and families are signing in electronically, the physical timesheets are still to be completed in the case of an emergency to account for all children.
- Children are to be sighted by an Educator before the parent or person responsible for the child leaves. The educator is now responsible for the child.
- The parent/responsible authorised person should advise the educator if any changes are to be made for the day (e.g. Child to be picked up)

DEPARTURE:

- Parents are to advise their child's Educator if someone different is picking up their child and they are not listed as an authorized nominee on the enrolment form. Photo identification will need to be sighted.
 - If Educators cannot verify the person's identity, they may be unable to release the child into that person's care until they get a verbal confirmation by the parent registered at the service (ccs receiving parent).
 - All children must be signed out by their parent or person who collects the child from our Service. If the parent or other person forgets to sign the child out, they will need to ensure that it is done before the child is booked into care on the following day.
 - 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 Service, unless the person is clearly under the influence of alcohol and/or drugs.
 - Children will need to be signed out on the same timesheet as they were signed in. There may be instances where the educator may sign out electronically where the parent - has not been able to do so for a particular day.
-
- In the case of a particular person being denied access to a child, the Service requires a written notice from a court of law. Educators will attempt to prevent that person from



entering the Service and taking the child, however the safety of the Educator is also important and they will not be expected to physically prevent any person from leaving the Service. In this case the parent with custody will be contacted along with the local police. The court order overrides any requests made by parents to adapt or make changes. For the protection of the children and Educators, parents are advised to let BBFDCC service know if a court order becomes available post enrolment of their child/ren in our service

- The educator and administrative staff will ensure that the authorised nominee pick-up list for each child is kept up to date.
- Details of absences during the day will be recorded by the educator at the end of the day and the parent is to sign the absence session on next day of physical care in order to attract CCS.

LATE COLLECTION OF CHILDREN:

- If you know that you are going to be late, please notify the Educator and make arrangements for someone else to collect your child.
- If you have not arrived within 15 minutes prior to your child's agreed hours ending, you will be contacted. If we are unable to contact you and your child has not been collected, we will call alternative contacts as listed on your enrolment form to organize the collection of your child by one of them.
- Due to licensing and insurance purposes, if by 8:00pm neither you nor any of your authorised contacts are available or contactable, we may need to take your child to the police station for you to collect. The approved provider will be present at all times with the child until he/she is collected from the police station.

URGENT MEDICAL EMERGENCY DEPARTURE FROM THE SERVICE:

- In case of a medical emergency where a child is requiring immediate medical care, the parent will be contacted asap to advise that the child has had to leave the service with a medical practitioner (paramedic) unaccompanied by the educator.
- If the parent is uncontactable the authorised nominee on the enrolment form will be contacted as soon as practicable and advised to attend the medical facility (hospital/dentist/ local doctors). The service will continue to try and reach the parents/guardian.
- The educator will contact the service, and the approved provider or another assigned staff/ person in charge of the day to day operations will attend the medical facility as to where the child is going. The coordinator will attend to the educator, ensuring to provide comfort and support.
- The educator will complete an incident report and submit to the service immediately but within 24 hours. The service will submit to the Department immediately but within 24 hours of the incident. (sec 174(2)(a)

RECORDING ACTUAL ATTENDANCES TO BE REPORTED TO CCS



From 14th January 2019, it will be a legal requirement for child care providers to include children's attendance times in statements of entitlement to families and session reports to the Australian government.

Reporting actual attendance times is intended to help parents understand the relationship between the fees they are charged, the amount of subsidy paid to their child care provider on their behalf and out of pocket expenses.

PROCESS:

- BBFDCC will subscribe the educator to *Harmony for educators. The educator will receive 3 emails - a subscription email (detailing costs of subscription), a welcome email and an email with a PIN.*
- BBFDCC administrative staff will complete online training with the educator and families to ensure that they have a thorough understanding of this new system.
- The families will also receive a PIN – this PIN must be used within 72 hours and kept in a secure place and not provided to anyone.
- Parents/guardians can change their password/pin at any time.
- Every parent/authorised person on the enrolment form can be provided with their own unique PIN upon request.
- The parent/authorised person is to use their OWN pin to sign the child in and out of care for every session the child is in care.

SOURCE:

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved September 03, 2016, from <http://www.acecqa.gov.au/>

Requirements for Family Day Care Educators from 1 October 2017

<http://files.acecqa.gov.au/files/NQF/RequirementsFDC.pdf>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard.

ECA Code of Ethics - Early Childhood Australia". Early Childhood Australia. N.p., 2017. Web. 3 January 2017.

Department of education and Training – reporting actual attendances

| | |
|--------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | 07/08/2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | December 2018 |
| | Implementation of a new technology platform designed to stream line communication and administration process with families |
| | 14 January 2019 Finalizing the process and procedure in relation to the new electronic platform of signing the children in and out of care. |
| Future review date | 30 October 2019 |



POLICY 23

EXCURSION & REGULAR OUTING

Policy in this section as required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 1.1.1, 1.1.2, 2.2, 2.2.1, 2.2.2, 2.2.3, 4.1.1, 4.2.1 6.1.2, 6.2.1, 6.2.2, 6.2.3 |
| Education and care services NATIONAL Law Act 2010 | Section 3(2)(a); 165A; 167; 167-169; 174(2) |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 99(1-5); 100; 102; 145(5) 158-159; 1682(f); 176 |

Policy:

Excursions/Incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to gain skills and knowledge in the current interest. Excursions are well planned and aim to maximise children's learning.

Procedure:

Excursions will be conducted with the children's safety and wellbeing in mind at all times. We will regularly schedule excursions and visitors to our Service, however, if we feel an excursion will benefit the children we will adhere to the National Regulations and Service policies and procedures.

Excursion Authorisation form & Risk Assessment

- Educator must conduct an excursion risk management plan which reflects national regulation 101 before an authorisation is required under regulation 102 to determine the safety and appropriateness of the excursion.
- The educator in conjunction with the families will use an *Excursion Risk Assessment*
- The Educator will notify families about the excursion using an Authorisation for Excursion
- Families have a right to view the risk assessment prior to the excursion upon request in which the Service must comply with ensuring all information is available.

Parent Authorisation

- The Nominated Supervisor must ensure that a child is not taken outside the Service premises on an excursion unless written authorization has been provided under sub regulation (4)
- The authorisation must be given by a parent or other authorised person named in the child's enrolment record

Transportation for 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.

The means of transport may mean:

1. Bus/Train

Educator must ensure that the seating capacity as displayed on the compliance registration is not surpassed. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times

travelling by train the educator should make provisions to ensure children have ample time to board the train safely and in an unhurried way. All children should be seated in the one carriage, if possible.

2. Car

Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) must be fitted with child restraints and/or seat belts 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 the national child restrain laws for vehicles.

3. Walk

Where an educator's home is within the vicinity of a designated excursion, the distance must not be more than 1.5km

Regular routine or Excursions

When a family day care educator takes the children away from the premises, these events fall into two categories;

- a) Excursions- these are outings that occur from time to time (e.g. trip to the zoo)
- b) Routine Outings – these are conducted on a regular basis (e.g. Library or pick up and drop off to and from school)

Regular routine Outings

- Children may be taken on regular outings within the community. These outings may be a walk, or a trip to a destination that the service regularly visits (local park/library/school pick up/drop off). On these outings, children will be restrained where appropriate in a pram or stroller.
- For this type of outing the parent/guardian or other authorised person for this type of outing is only required once in every *12-month period*, provided that the circumstances relevant to the risk assessment are the same in each outing
- In the case where a new child has commenced care with the service, the educator must prepare a new risk assessment as the ratio now changes and thus impacts of the safety of all children whilst in care.
- The authorisation form is provided alongside the risk assessment attached to the enrolment form before a child commences care.
- Where water is present at the designated excursion outing, the parent will be once again advised and verbal authorisation will be provided if it is of regular nature. (e.g. a park with a pond)
- If the educator is using an educator assistant, it does not change the allowable educator to child ratio (1:7) (1:4 preschool)

Excursions

- When an excursion is not considered to be on a 'regular basis', the excursion authorization and risk assessment must be completed each time before the excursion is to take place.
- The educator must ensure that the maximum number of children is not exceeded during an excursion and be mindful that having an educator assistant does not ever alter the allowable ration/
- The educator must be able to 'adequately' supervise all children at all times and thus a thorough assessment should be done in advance with the assistance of the coordinator if possible.

Management will ensure that there is adequate supervision on each and every outing that the educator takes the children on. (section 29a). An assistant educator does not count in the ratio and thus the children must not be left alone with the assistant. (reg 145 (4)

Risk assessment

- Bright Beginnings Family Day Care have compiled the risk assessment by using the proforma in ACECQA and we have listed most potential identifiable risks associated with most local community places. The educator can add to this if they feel necessary.



- This has been created as an ease for educators and parents to ensure that all risks have been thoroughly thought of and discussed between the educator and the parent before signing off on the authorisation form for the excursion.

Insurance

- Management must review the educator's insurance policy prior to the excursion to ensure liability is protected by the Educator's Service.

To implement this policy, refer to:

Appendix 10 – Excursion/ Routine Authorisation Form and Risk Assessment

Source

The Business of Childcare, Karen Kearns 2004

Education and Care Services National Regulation 2015

National Quality Standards

Early Years Learning Framework

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | 07/08/2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Review Date | December 2018 |
| | No changes |
| Future Review date | 30 October 2019 |



POLICY 24

CODE OF CONDUCT POLICY

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 4.1,4.1.2,4.2,4.2.1,4.2.2, 7.1.1,7.1.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 168 (2) |

Policy: We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development for staff and educators. The values that underpin our work ethic include equality, respect, integrity and responsibility. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviours which is or may be perceived as harassing, bullying or intimidating. Educators and management will always conduct themselves in an ethical manner and strive to make all interactions positive and compliant in accordance with the Service's philosophy, where they do not termination of their position with the service will be effective.

Procedure:

The Approved Provider, Nominated Supervisor, Educators and Staff, Volunteers and Students will adhere to the *Early Childhood Australian Code of Ethics, National Regulations and Quality Standard* and Service policies and procedures at all times, promoting positive interactions with the Service and the local community.

1. Respect for people and the Service

- Educators and Management 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.
- Effective, open and respectful reciprocal communication and feedback between Educators, assistant 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, assistant educators, children, visitors or families is unacceptable and will not be tolerated.
- Management are committed to valuing and promoting the safety, health and wellbeing of Educators, assistant educators, volunteers, children and families.
- Management are committed to an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all Educators, assistant educators, team members and managers, and the diverse heritage of our families and children.

2. Expectations of Educators & Assistant Educators

- Educators & Assistant educators will 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, and other relevant regulatory documents.
- Educators & Assistant educators will act honestly and exercise attentiveness in all Service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical.
- Educators & Assistant educators will have a solid understanding of the Service's policies and procedures, if uncertain about the content of any policy or procedure with



which they must comply, they should seek clarification from the Nominated Supervisor or Approved Provider.

- Management will inform Educators & Assistant educators about essential information and make documents readily accessible to them.
- Educators & Assistant educators will be courteous and responsive when dealing with colleagues, students, visitors, children and families.
- Educators & Assistant educators will work collaboratively
- Educators & Assistant educators will be mindful of their duty of care towards themselves and others
- Educators & Assistant educators will be positive role models for children at all times
- Educators & Assistant educators will respect the rights of all children
- Educators & Assistant educators will respect the confidential nature of information gained about each child participating in the program.

3. Expectations of Leaders and Management

In addition to the above responsibilities, leaders and management are expected to:

- Promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the room and Service.
- Promote leadership by working with all administrative staff and educators to improve professional development and growth
- Provide ongoing support and feedback to employees
- Model professional behaviour at all times whilst at the Service
- Implement supportive and effective communication systems, consulting stakeholders in appropriate decision making.
- Take appropriate action if a breach of the code of conduct occurs
- Share skills and knowledge with employees and educators.
- Give encouragement and constructive feedback to employees, reflecting the value of different professional approaches

4. Reporting a breach in the code of conduct

- All stakeholders (including, educators, educator assistants, & any person who is 18 years of age and reside at the FDC residence) are required by law to undergo a Working with Children Check, which is verified and sighted by the approved provider.
- If stakeholders become aware of a serious crime committed by another person, they are required to report it to management
- All stakeholders must report possible risk of harm to children or young persons to management
- All stakeholders will report any concerns they may have about inappropriate actions of any other stakeholder that involves children or young people to management asap

5. Managing Conflict in the workplace

- Management will remain objective and impartial when managing conflict in the workplace
- Management have a responsibility to address a possible breach of the code of conduct by any stakeholder as soon as you become aware of the breach.
- Allegations will be investigated and can result in remedial action, or disciplinary action ranging from a caution to termination.
- Management will consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate transparency. If they are uncertain about the appropriateness of a decision or action they will consider:



- whether the decision or conduct is lawful
- whether the decision or conduct is consistent with our policies and objectives
- whether there will be an actual, potential or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties

6. Adhering to Service confidentiality

- Unless authorised to do so by legislation, educators and assistant educators/ all other administrative staff must not disclose or use any confidential information without appropriate approval
- All educators and assistant educators/ all other administrative staff are to ensure confidential information must not be accessed by unauthorised people
- All stakeholders will adhere to the Service's '*Privacy and Confidentiality Policy*'.

7. Baby- Sitting

- We do not provide babysitting services outside normal operating hours
- Should Educators undertake private babysitting arrangements with families, our service takes no responsibility for any private arrangements between themselves and the family.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the educator's private arrangements outside of the Service hours. The member of staff will not be covered by their own service's insurance whilst babysitting as a private arrangement.
- All staff are bound by contract of the Service's Privacy and Confidentiality Policy, where they are unable to discuss any issues regarding the Service, other educators/assistant educators, parents or other children.

8. Record Keeping

- Educators and Management will maintain full, accurate and honest records as required by the national regulations
- Managers have a responsibility to ensure that Educators comply with their record keeping obligation outlined in the *Records Keeping Policy*

9. Duty of Care

- Management and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the service (FDC Residence and the scheme's office) to enable compliance with the work health and safety legislation.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- Management and Educators have a duty of care to take reasonable care for the safety and welfare of children and young people in care, thus taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

10. Social Media

- The Service offers to its current families and staff members a Facebook page as a communication tool. The administrator of the account is the Service's Nominated Supervisor.
- Only current families and staff may have access to the page as the page is locked as 'Privacy type: Closed: Limited public content. Members can see all content.'
- The description is: *Bright Beginnings educators and families*. This Facebook group is for educators and families of children attending Bright Beginnings Family Day Care Centre. The intention is that this group will allow you to: Keep in touch with what's happening at the Service. Connect with other parents and share your thoughts about programs, policies and procedures with the service and educators.



- 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. The posts are to be approved by management prior to being posted for all members to see.
- Educators are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend educators 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 to respect that Educators, management and coordinators may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend educators to have families as friends on their private account.
- Once a family exists the service, they will also be removed from the closed Facebook group.

11. Personal Phone Calls/Mobile Phone

- Educators are not authorised to use their phone whilst the child is in. We do require that the phone be within reach so that they are able to attend to it whilst children are in care. However, we do not accept that an educator uses their phone for personal use whilst providing education and care for children.
- Educators and administrative staff are not to contact families or children of the service for personal reasons and it is recommended that all correspondence in regards to a child's program planning and wellbeing is documented according to the national regulation. (Reg 74)

12. Service Email

- Email is to be used only for company usage, not for private communications. We recommend that all families and educators have an active email account, one that is used primarily for work as a lot of our communication is via emails.

Termination of an educator

BBFDCC abides by all national regulation and national laws and sets out procedures and policies accordingly.

Where an educator fails to adhere to the rules, regulations and laws (including our policies and procedures) the educator's position at the service may be terminated.

Termination with notice:

Generally, the service will advise within two weeks before terminating an educator. Termination of an educator with notice may result from (but not limited to):

- Educator failing to bring in attendance records on time regularly.
- Educator continues to reschedule home visits (for 'personal reasons')
- Educator fails to attend service meetings
- Educator fails to act in accordance with the advice provided to them by the coordinator/administrator
- Educator continuously fails to electronically sign the child/ren in/out of care after receiving ample training.
- Refusal to complete required additional training
- Immoral, immature or indecent conduct while at the Service
- Inappropriate use of company equipment
- Vulgarity, disrespectful conduct to families, management or colleagues
- Unauthorised absence (where the educators have not advised the service of their leave)
- Having personal visitors whilst children are in care regularly
- Unauthorised solicitation or distribution of money or materials



- Poor work standard
- Carelessness
- Low level of enthusiasm
- Breaching any condition of the service agreement

Procedure:

1. The educator will be asked to meet with the Approved Provider who will discuss the concerns in detail.
2. The educator will be given the opportunity to defend their case and explain why they have not adhered to the policies and procedures of the service
3. The approved provider and/or nominated supervisor will discuss the importance of ensuring that the educator remains compliant at all times whilst been registered with the service.
4. The approved provider and/or nominated supervisor will give a formal warning (either in writing or verbally) to the educator, if in the two-week period changes have not been made, the educators position at the service will be terminated.
5. The families will also be contacted to determine whether they have any concerns with the educator and they too will be advised that the position of their educator is at risk and that we will either;
 - i) place their child/ren in care with another educator (orientation will commence in the two-week warning period).
 - ii) They will need to provide alternate care for the child/ren should their educators position at the service be terminated.
6. If a decision has been reached to terminate the educator, the educator will then be requested to return all the belongings of BBFDCC to the service and a termination form will be signed and dated by both the Educator and the Approved provider.

Termination without notice:

There may be instances where termination is given without notice, this may result from (but not limited to):

- Reporting to work under the influence of alcohol or drugs
- Possessing or selling drugs at the Service
- Possessing a dangerous weapon while at the Service
- Bringing disrepute to the Service
- Bringing disrepute to the relationship between a family and the Service
- Disclosure of confidential information
- Falsifying documentation
- Associating with families for private reasons
- Taking, abusing or destroying company property
- Failure to report health, fire or safety hazards
- Making or publishing false, vicious or malicious statements about any stakeholder, including employee, supervisor, families, the company or the service.
- Where there has been a breach of any regulatory legislation and this has only been identified via the receipt of a contravention notice from the Department of Education and Training to the service.
- Failing to adhere to the National Regulations, National Laws and the services policies and procedures at all times.
- WWCC has expired and a renewed card has not yet been provided
- Where the educator has acted in an unethical manner towards the administration staff, coordinators &/or families.



Procedure:

- The educator will be contacted to be advised of their breach, upon hearing what it is they have to say.
- Termination is effective immediately.
- Families will be contacted immediately and alternate temporary care will be provided by another suitable educator.
- The educator will then be requested to return all the belongings of BBFDCC to the service and a termination form will be signed and dated by both the Educator and the Approved provider.

To Implement this policy, refer to;

Appendix 10 – Termination of Care

| | |
|---------------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | 07/08/2013 |
| Revision | December 2017 |
| Modifications | Changes made to ensure compliance with National Regulations and revised National Quality Standard |
| Revised | June 2018 |
| Modifications | Changes were made to include termination of educator could also be due to breach of legislative and/or regulatory changes |
| Review Date | December 2018 |
| | Updated to include information about BBFDCC closed Facebook group and the use of social media between families and educators. Included the baby-sitting relative specifically to family day care educators. |
| Future Review date | 30 October 2019 |
| | |



POLICY 25

RESPONSIBLE PERSON POLICY

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 4.1,4.1.1,4.1.2, 4.2, 4.2.1, 4.2.2, 4.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 4.3A 117A, 117B– 118, 145, 146 150, 168 (2)(j)(II), 173, |
| Education and care services NATIONAL Law Act 2010 | Section 161, 161A, 162, 164 Section 5(1) |

Policy: Bright Beginnings Family Day Care Centre understands a *Responsible Person* must be physically in attendance at all times that the Service is educating and caring for children.

'Approved providers are responsible for appointing nominated supervisors and/or persons in day-to-day charge that are aged 18 years or older, fit and proper, and have suitable skills.' (ACECQA Summary of Changes)

DEFINITIONS

| Name | Definition |
|-----------------------------|---|
| Nominated Supervisor | A person with responsibility for the day to day management of an approved service. This individual fills in the position of the approved provider and bears regulatory responsibility according to the National Law and the Education and Care Regulation. |
| Responsible Person | A person who is physically at the Service, and consents to be placed as the individual responsible for the day to day operations of the service. Although the Responsible Person has consented to be placed in day to day charge of the Service, they do not take on the responsibilities of the Approved Provider/Nominated Supervisor rather they ensure the consistency and continuity in practices. |

The approved provider/nominated supervisor at Bright Beginnings Family day care is:
Mohammad AYAD

In circumstances where the approved provider cannot be contactable, a 'suitably fit and proper' individual will be appointed as the 'Nominated Supervisor'. This is a rare case and an individual will only be appointed as a nominated supervisor when the approved provider is on leave and 'uncontactable' to provide assistance or support to the educators.

Where a nominated supervisor has not been appointed, the approved provider bears all legal responsibilities of the service.

Alternatively, a 'person in the day-to-day charge' may be appointed in situations where the the approved provider/nominated supervisor is not in 'physical' attendance at the service and cannot be contacted; this individual bears no legal responsibilities under the national law and education and care regulation

Procedure:

Appointing a Nominated Supervisor:

- The approved provider will assess the 'suitability' of the individual prior to appointing a nominated supervisor. Regards will be given to the following;
- qualification and relevant experience,
- whether the individual possesses 'adequate knowledge and understanding' of the provision of education and care to children and to ensure
- whether the individual has the ability to effectively supervise and manage a service.
- History of compliance with the national law and other relevant laws (specifically *working with children act 2005*)
- Complete online child protection module prepared by the department of education and training (VIC)



- Request that the prospective nominated supervisor complete a ‘*compliance history statement*’ prior to accepting the role of a nominated supervisor.
- The approved provider and the chosen individual will complete the ‘*nominated supervisor consent form*’ and submit via the NQA IT System at least 7 days prior to commencement (or asap but no more than 14 days after commencement) (sec 56)
- A formal acceptance letter along with the detailed contract will be provided to the nominated supervisor upon accepting the role of a nominated supervisor.
- Once appointed, the service contact details and grievances will be updated accordingly.
- Staff meeting will be held to advise of the new managerial changes.
- Families and educators will also be advised of the change in management via various means of communication (emails/sms)

Procedure:

Appointing a Responsible person

- The responsible person will also be identified as a ‘*person in day-to-day charge*’
- The approved provider will appoint a ‘suitable fit and proper’ individual as a responsible person with the knowledge that the appointed individual does not have the same responsibilities under the national law as the nominated supervisor.
- The approved provider will ensure they have a sound understanding of the role of Responsible Person
- Understand that they must be ‘*physically*’ present at the service at all times during operating hours.
- Notify the approved provider 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
- A person’s legal responsibilities do not increase because they consent to being a responsible person

Management will ensure:

- The responsible Person is over the age of 18 years
- They meet the minimum requirements for qualification, experiences and management capabilities
- The Responsible Person has a clear understanding of the role
- The Responsible Person is a fit and proper person
- The Responsible Person is present at all times.
- The staff record has the name of the Responsible Person visibly at the scheme at all times the service is operating.
- The responsible person signs their name and *present* time on the Responsible Service Record.
- Complete online child protection module prepared by the department of education and training (vic)

Source

<https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf>

| | |
|----------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Adjustments made to comply with the new regulatory changes (Effective 1/10/17) |



POLICY 26

PARTICIPATION OF STUDENT AND VOLUNTEER

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.3.4 7.1, 7.1.1, 7.1.2, 7.1.3, 7.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 120, 145, 149, 168(2)(iii), 358 |

Policy: Bright Beginnings Family Day Care Centre values the participation of students and volunteers. Having students and voluntary educator within the service helps to inform the community about our program and the value of the work we do. Students and voluntary educators are welcomed to the Service however; the children's care and safety are our first priority.

Procedure

Management/Nominated Supervisor:

- Appoint an educator to be the '*Student Supervisor/mentor*' in their own residential FDC service for the duration of the placement. Management will assemble an orientation for the student/volunteer, informing families, children and Educators when work experience students and volunteers are present at the Service, including their role and hours they will be spending at the Service. This will be done via email.
- Advise students or volunteer to bring in a poster with a photo outlining the reason for their placement.
- Interview the student and have them complete a '*Student/Volunteer Declaration*', this is obtained from the training organisation. Liaise with training institutions and complete all relevant documentations prior to commencing placement.
- Ensure Work Placement Students or Volunteers are never left on their own with children or included in the ratio of adult to children.
- Ensure students do not discuss concerns, issues or complaints with parents, guardians and/or visitors
- For volunteers – complete the '*Educator Application form*' The volunteer hours must be clearly speculated of in the terms of agreement which is discussed and decided upon by the approved provider.
- Discuss the student or volunteer times/hours and dates of the placement.
- Take the student or volunteer on a tour of the Service and then assign a designated educator who will then take them on a tour of their residence.
- Sight and check the working with children check card
- Show the student or volunteer where they can access the Service's policies.
- Complete a confidentiality agreement prior to commencing their placement.
- 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.
- Assist training institutions to place suitable students with individual Educators
- Appoint the administration staff to update the students and volunteers staff record.



Educators will:

- Preserve open communication with Work Experience Students and Volunteers.
- Support all students and volunteers undertaking work experience needs during their placement.
- Work as a team deliberating appropriate skills and knowledge with each student and volunteer.
- Ensure all educators are provided with relevant information about tasks the student is required to complete in the service as part of their practicum.
- Be aware of student and volunteer expectations.
- Have the time and proficiencies to support each student and volunteer in their placement.
- Encourage students to ask seek help and advice.
- Be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner.
- Guide the students throughout the day.
- Make the student or volunteer feel welcome

Work Experience Students and Volunteers will:

- Learn about the children through interaction and practical experience.
- Develop the skills and knowledge needed to care for and educate children.
- Inform BBFDCC of what will be expected of them by their training body, University or School, or any other training organization, 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 Service operations.
- Bring in a poster introducing themselves that will include:
 - Name
 - Photo
 - Time they will be at the Service
 - The focus of their study.
- Discuss with BBFDCC responsible person of any problems they may be experiencing.
- Adhere to all policies and procedures whilst been registered with BBFDCC.
- Never be left alone with a child.
- Advise the service of any changes to their circumstances (status change of a WWCC, withdrawal from the course)

Probyty Checks:

- All students will supply identity details to the approved provider/Nominated Supervisor
- All students will complete a Working with Children Volunteer/student declaration
- All students will have a meeting with the Nominated Supervisor so that they will receive information regarding the following service policies:
 - a. Child protection
 - b. Record Keeping and Confidentiality
 - c. Complaints
 - d. Code of conduct

Termination of Practicum:

Termination of student's placement will occur if the student:

- Harm or is at risk of harming a child in their care
- Is under the influence of drugs or alcohol
- Fails to notify the Service if they will not be attending the educator's home
- Is observed using repeated inappropriate behaviour at the Service



- Does not comply with all policies and procedures of the service.
- Does not provide the photo with an introduction on commencement
- Does not keep up to date with their work placement tasks.
- Withdraws from the approved training qualifications (for a student)

To Implement this policy, refer to;

Appendix 12 – Student/volunteer Declaration

Source

Education and Care Services National Regulations

National Quality Standard

Early Years Learning Framework

Work Health and Safety Act 2011

Fair Work Act

Preventing and Responding to Workplace Bullying: Safe Work Australia Draft Code of Practice

Anti-bullying jurisdiction: Fair Work Commission

Revised National Quality Standards

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care Services national regulations (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Adjustments made to comply with the new regulatory changes (Effective 1/10/17) |
| Review Date | March 2018 – no changes |
| Future review date | October 2019- no changes |
| Review date | February 2020 |
| Modifications | Created a new student/volunteer declaration to ensure all documentations of individuals are documented. |



POLICY 27

INTERACTION AND COMMUNICATION WITH FAMILIES

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1 6.1, 6.1.1, 6.1.2, 6.1.3, 6.2, 6.2.3 |
| Education and care services NATIONAL Law Act 2010 | Section 3(2)(b); 3(3)(a)(b)(c)(d)(e)(f); 165; 166; 168 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 155, 156(1)(2), 168(j) |

Policy: Family participation is an important part of making the Family day care a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

Procedure:

We encourage family participation and open communication within our FDC Service. Families are invited to attend parent information meetings and assist with projects in keeping with our open-door policy.

Positive relationships with families' turn into a partnership as together we share a common objective and responsibility for reaching goals for children. We will provide regular information about the FDC Service and ongoing opportunities for families to contribute in our curriculum.

Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators will use positive communication with families and children in order to create a responsive and inclusive environment for all.

Management and Educators will ensure:

- All families are treated equitably without bias or judgement; recognising that each family is unique
- Families and children are greeted upon arrival
- Two-way communication is established through leading by example and asking questions
- Common terminology is used when talking to parents regarding their child's development
- Educators 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 the education and care service
- Never to discuss another child or family information with a parent or visitor
- To remain sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and Educators at the Services
- To endeavor, recognize and implement several different ways to communicate with families in their preferred chosen way
- Verbal communication is always open, respectful and honest
- Families are provided with up to date service information and notices through Newsletter, communal signs, emails and sign-in sheets
- To regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children

Access for parents;



- A parent of a child may enter into an Educators home at any time there are children being educated and cared for by the service unless the following circumstances are present;
 - The entry of the parent would pose a risk to the safety of the child/ren & educator.
 - The entry of the parent would conflict with the duties of the educator.
 - The educator believes that the entry of the parent would contravene a court order.
- Where a decision to refuse access to the parent arose as a result of circumstances which posed a risk to the health, safety and wellbeing of children, the incident must be reported to the service who will then be required to the regulatory authority
- Where a parent/guardian has noted that a court order or parenting order is in place, the approved provider must ensure that this is on file along with the children's enrolment records.
- A copy of this policy, along with the policy relating to the delivery and collection of children from the education and care service will be provided to the parents/guardians of families who have a valid court order on file, so that they are made aware of the circumstances in which they may be denied access.

Families will:

- Provide accurate information on enrolment and medical information forms during the enrolment process.
- Notify the educator when any information changes that will impact on their child's
- Be requested to contribute to the quality improvement progression within the FDC Service
- Be involved in decision making of the service in regards to programming.

Non- English-Speaking Background Policy

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help them to learn to make decisions on the basis of individual choice.

Policy:

Diversity enriches life and culture. We aim to provide and promote a Family Day Care Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, Educators and families. This will be reflected in our relationships with children and their families and in the resources, we provide for the children.

The *approved provider/nominated supervisor and administrative staff* will ensure:

- Enrolment and Orientation information can be translated into the family's home language upon request.
- If any family of a child enrolled at the service is not fluent with the English language, then all policies will be explained verbally upon enrolment.
- General information, resources and support is obtained from the Department of Education and other relevant regulatory bodies. The service will direct the families on how to obtain such information
- Provide information, including brochures and factsheets are available to families about Community Services and resources to support parenting and family wellbeing in their chosen language.
- Families have the opportunity to influence and shape the Service, to review Service policies, and to contribute to Service decisions with language not being a barrier or difficulty in the process.



Educators will:

- Provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language.
- Explore different cultures within the Service and encourage children to learn about other cultures as well as their own.
- Consider the cultural and linguistic backgrounds of all the children in the program and learn common words to assist the child and family.
- Be aware of interpretations of body language that may vary across cultures.
- Pronounce and spell children's name correctly.
- Find out which festivals are important to the children and family to include in the program.
- Use books, posters, and resources incorporating various languages in their indoor/outdoor environment.
- Embed cultural diversity within the program.
- Support the maintenance of a child's first language according to parent's wishes.
- Actively seek information from parents to ensure experiences are implemented in a respectful manner.
- Recognise the expertise of families, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background.
- Provide families with opportunities and support them to be involved in the program and in-service activities that are presented in a way that is inviting and inclusive

Source

Education and Care Services National Regulation

National Quality Standard

Early Years Learning Framework

Respectful Relationships

<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>

Revised National Quality Standard

| | |
|---------------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Future review date | October 2019 |
| Modifications | <ul style="list-style-type: none">- Separately created policies and procedures for the 'interactions with families, children and other staff'- Updated policy to include a 'CALD' or 'Non-English-Speaking Background policy' |
| Future review date | October 2020 |



POLICY 28

INTERACTION AND COMMUNICATION WITH CHILDREN & OTHER EDUCATORS

Policy in this section is require by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1 6.1, 6.1.1, 6.1.2, 6.1.3, 6.2, 6.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 155, 156(1)(2), 168(j) |

Policy: We aim to build positive relationships with children through collaboration and interactions, which is reflective of our Family Day Care Service philosophy and the Early Years Learning Framework. 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.

Interactions with Children

Children need positive relationships with Educators that are trusting and responsive to their needs.

Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions
- Use of appropriate language and behaviour will be role modelled by the Educator
- Support 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
- Assist the children to build resilience and self-assurance through positive interactions
- Respect the rights and dignity of children
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers.
- Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- Challenge children's individual development

Interactions with Other Family Day Care Educators and service staff

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 148



The Family Day Care Service recognises that the way Educators interact with each other when together has an effect on the interactions they have with children and families.

To maintain professionalism at all times, Family Day Care Educators and Educator Assistants will:

- Engage in professional communication in order to create an effective work environment and to build a positive relationship with other Educators, 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.
- Be respectful when listening to each other's point of view and ideas.
- Maintain effective communication.
- Use FDC Coordinator meetings to communicate their professional reflections and ideas for continuous improvement as a team.
- Attend in-service training to update and refresh and add to individual skills and knowledge.
- Refer to the *Staff Grievance Policy/Procedure* if they feel a situation with a coordinator &/or other staff is not being handled with professionalism, respect, and fairness.
- Recognise each other's strengths and value the different work each does.
- 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 as a team 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 enhance communication and teamwork when together, Educators, educator assistants, coordinators, administrative staff and managers will:

- Maintain confidentiality.
- Treat each team member with respect.
- Be sensitive to the feelings and needs of other team members.
- Provide constructive feedback to each other.
- Trust each other.
- Value the role and contribution of colleagues.
- Appreciate and utilise colleague skills and interests.
- Provide support and assistance to each other.
- Share responsibilities.
- Have a flexible attitude towards team roles and responsibilities.
- 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.

Inappropriate discipline:

- The approved provider/nominated supervisor, educator, assistant educator and volunteers will ensure that no child in care will be exposed or subject to any form of



corporal punishment, or any discipline that is ‘unreasonable’.

- The educator is aware that whilst children are in care they are not to ever be left alone with any visitor.
- All visitors must sign the time in/out along with their signature whilst visiting the family day care service where children are being provided with education and care.
- Coordinators will occasionally discuss the effective ways of disciplining children whilst they are in the education and care service.
- The educators are aware of all matters relating to the ‘healthy and effective’ relationships with children.
- Inappropriate discipline is in no way accepted or tolerated by BBFDCC and if an educator is ‘accused’ of some treatment, the educator will be contacted and advised of their suspension from carrying out duties of an educator until investigations are sought and finalised. Privacy and confidentiality laws and policies will be adhered to, in order to ensure the educators reputation is not jeopardised whilst investigations are underway,
- The approved provider will contact departmental organisations such as the ‘*Commission for Children and Young People*’ to seek advice and mentored on processes of dealing with the matter on hand.
- Only upon positive findings will the educator be allowed to continue working with the service.
- If the educator is found to have been involved in any misconduct or taken any form of ‘inappropriate discipline’ the termination will be effective immediately and the relevant regulatory authority will be contacted within the timeframes set out by the department of education and training.
- The approved provider will treat the incident as a ‘serious’ event and act according to the child protection laws, rules and regulations and will follow the policy and procedures set out by the service.

Source

Education and Care Services National Regulation

National Quality Standard

Belonging, Being and Becoming: Early Years Learning Framework

My Time, Our Place: School Aged Framework

Respectful Relationships

<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>

Revised National Quality Standard 2018

| | |
|---------------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Future review date | October 2019 |
| Modifications | Separated policy from interaction with families and updated policy to relationship with Educators Updated specific information about the process of dealing with ‘inappropriate discipline’ |
| Future Review Date | October 2020 |



POLICY 29

GOVERNANCE & MANAGEMENT

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.2, 7.1.3, 7.2, 7.2.1,7.2.2,7.2.3 |
| Education and care services NATIONAL Law Act 2010 | Section: 3(3)(a); 172; 175;197;200;206;215;216;263 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 7; 75 (a)(b); 87; 92; 116;145-152, 149-154, 158-162,165 |

Policy: Bright Beginnings Family Day Care Centre 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 and the National Quality framework.

Procedure:

Governance is the process that our Service is directed, controlled and held accountable to ensure the right decisions are made.

The Approved Provider is responsible for but not limited to:

- Ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- Complying with A New Tax System (Family Assistance) Act 1999
- Complying with funding agreements where appropriate (ACCS)
- Ensuring the Service remains financially viable and can meet its debts and other obligations as they fall due
- Managing control and accountability systems
- Completing a Quality Improvement Plan for the Service and updating it at least annually
- Complying with all other Victorian and Australian governments' legislation that impacts upon the management and operations of a Service.
- Acting with integrity and with due diligence at all times.
- Developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service
- Developing a clear and agreed philosophy which guides business decisions which is reviewed annually
- 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 the Service to be in line with the Service's philosophy and goals
- Maintaining up to date and current policies and procedures in which educators must adhere to at all times,
- Approving annual financial statements and providing required reports to government setting and maintaining appropriate delegations and internal controls
- Reviewing the work process regularly
- Providing clear, and direct feedback and instruction that is suitable and communicated in writing to all stakeholders of the service



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 “Being Belong Becoming” and “My Time, Our Place”.
- There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents and Educators.

ETHICAL DECISION-MAKING

- Our Service will make decisions which are consistent with;
- National Education and Care laws
- Education and care regulations
- The New tax system – administration act,
- Approved learning framework (EYLF)
- Services policies and procedures.
- Any related regulatory laws (road safety, child protection, etc.)

REVIEW AND EVALUATION OF THE 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. This will be included in the QIP.

MAINTENANCE OF RECORDS

- The Service will adhere to record keeping requirements outlined in the National Regulations 177
- The Service will adhere to the storage of confidential records outlined in the National Regulations 181-184
- The Service has a responsibility to keep sufficient records about staff, families and children in order to operate dependably and lawfully.
- The Service will safeguard the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality practice is upheld
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The Service's orientation and induction processes will include the provision of significant information to managers, educators, children and families to comply with National Regulations and Standards.

SOURCE:

Australian Children’s Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
ECA Code of Ethics.

Confidentiality Policy

Work Health and Safety Act

Child Care Service Handbook (CCS)

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Updated elements to comply with revised NQF |
| Future review date | October 2019 |



POLICY 30

PRIVACY AND CONFIDENTIALITY

Policy in this section as required by

| | |
|---|------------------------|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.1 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation181, 181-184 |

Policy: Bright Beginnings Family Day Care Centre strongly believe that confidentiality is of paramount importance to the service. This policy relates to the collection storage, use, disclosure and disposal of personal information, including videos, and health information as well as ensuring compliance with the privacy legislation.

Procedure:

The Approved Provider is responsible for:

- ensuring all records and documents are maintained and stored in accordance with Regulations 181 and 183 of the *Education and Care Services National Regulations 2011*
- ensuring the service complies with the requirements of the Privacy Principles as outlined in the *Health Records Act 2001*, the *Information Privacy Act 2000* and, where applicable, the *Privacy Act 1988* by developing, reviewing and implementing processes and practices that identify:
 - what information the service collects about individuals, and the source of the information
 - why and how the service collects, uses and discloses the information
 - who will have access to the information?
- risks in relation to the collection, storage, use, disclosure or disposal of and access to personal and health information collected by the service
- ensuring parents/guardians know why the information is being collected and how it will be managed
- providing adequate and appropriate secure storage for personal information collected by the service
- developing procedures that will protect personal information from unauthorised access
- ensuring the appropriate use of images of children, including being aware of cultural sensitivities and the need for some images to be treated with special care
- ensuring all employees and volunteers are provided with a copy of this policy
- ensuring all parents/guardians are provided with the service's *Privacy Statement*
- informing parents/guardians that a copy of the complete policy is available on request
- ensuring a copy of this policy, including the *Privacy Statement*, is prominently displayed at the service and available on request
- establishing procedures to be implemented if parents/guardians request that their child's image is *not* be taken, published or recorded, or when a child requests that their photo *not* be taken

The Nominated Supervisor is responsible for

- assisting the Approved Provider to implement this policy



- reading and following the Privacy and Confidentiality Policy
- providing notice to children and parents/guardians when photos/video recordings are going to be taken at the service
- obtaining informed and voluntary consent of the parents/guardians of children who will be photographed or videoed for purposes other than as part of the program (i.e. advertising purposes).

Educators are responsible for:

- reading and following the Privacy and Confidentiality Policy
- recording information on children, which must be kept secure and may be requested and viewed by the child's parents/guardians and regulatory authorities during an inspection visit
- ensuring they are aware of their responsibilities in relation to the collection, storage, use, disclosure and disposal of personal and health information
- implementing the requirements for the handling of personal and health information, as set out in this policies.
- respecting parents' choices about their child being photographed or videoed, and children's choices about being photographed or videoed.
- If a camera is installed in the residence, the educator must inform the service asap so the procedure for security cameras remains adhered to.

Parents/guardians are responsible for:

- Reading and completing the child's enrolment as thoroughly and true as possible.
- providing accurate information when requested
- Completing all permission forms and returning them to the service in a timely manner
- Being sensitive and respectful to other parent/guardians who do not want their child to be photographed or videos
- being sensitive and respectful of the privacy of other children and families in photographs/videos when using and disposing of these photographs/videos.

Families Records and Information

When will information be disclosed?

- For medical treatment or emergency
- When required by National Law i.e.: Department of Education and early Childhood /Development
- With written consent from person/s with lawful authority

Who has access to your information?

- Management (approved provider/nominated supervisor/person in the day to day charge of the service)
- Administration staff
- Relevant educators caring for your child *Under the privacy legislation, an individual has the right to:*
- request access to personal information that the service holds about them
- access this information
- make corrections if they consider the data is not accurate, complete or up to date.

There are some exceptions set out in the *Information Privacy Act 2000*, where access may be denied in part or in total. Examples of some exemptions are where:

- the request is frivolous or troublesome

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 154



- providing access would have an unreasonable impact on the privacy of other individuals
- providing access would pose a serious threat to the life or health of any person
- the service is involved in the detection, investigation or remedying of serious improper conduct and providing access would prejudice that.

Personal Information BBFDCC collects:

- Contact details for parents and children
- Details for emergency contacts and persons authorised to collect your child
- Children's health status
- Immunisation records
- Developmental records, plans, portfolios and observations
- External agency information
- Custodial arrangements
- Incident reports
- Medication records
- Medical records
- Permission forms
- Tax declaration form
- Working contract
- Working with Children Check
- Qualifications
- First Aid, CPR and Anaphylaxis certificates
- ID's including any governmental concessions and medicare details.



POLICY 31

RECORD KEEPING

Policy in this section as required by

| | |
|---|---------------------|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.2, |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation; 177-179 |
| Education and Care National Law | Section 175 |

Policy: Accurate recording keeping assists in the management of the service, ensures the safety of children and provides a level of transparency and accountability for services, regulatory authorities and families. Educators of the service must also have management of records whilst educating and caring for children.

Procedure:

Family day care educator:

The educator must ensure to keep the documents below for each child being educated and cared for:

| Type of record | Timeframe | Legal reference |
|--|---|----------------------------|
| Evidence of current liability insurance | Ongoing – available for inspection at FDC service | Regulation 29,30, 180 |
| Child assessments or evaluations for delivery of the educational program | Until the end of the 3 years after the child last attendance | Regulation 178(1)(a) |
| Incident, injury, trauma and illness records | Until the child is 25 years old | Reg 178 (1)(b) |
| Medication record | Until the end of the 3 years after the child's last attendance | Reg 178 (1)(c) |
| Child attendance record | Until the end of the 3 years after the child' was educated and cared for the service. | Reg 159, 178(1)(d) |
| Child enrolment record | Until the end of the 3 years after the child's last attendance | Reg 178 19(e) |
| Record of visitors | Until the end of the 3 years after the record was made | Regulations 165, 183(2)(g) |



Family day care service

The service must ensure to keep the documents below for each child being educated and cared for

| Type of record | Timeframe | Reference |
|--|---|----------------------------|
| Child assessments | Until the end of 3 years after the child's last attendance | Regulations 74, 183 |
| Evidence of current public liability insurance | Ongoing – available for inspection at service premises or FDC office | Regulations 29, 30, 180 |
| Quality improvement plan | Ongoing – to be revised annually | Regulations 31, 55, 56 |
| Incident, injury, trauma and illness record | Until the child is 25 years old | Regulations 87, 183 |
| Medication record | Until the end of 3 years after the child's last attendance | Regulations 92, 183 |
| Child's attendance | Until the end of 3 years after the record was made | Regulations 158 – 159, 183 |
| Child enrolment | Until the end of 3 years after the child's last attendance | Regulations 160, 183 |
| Death of a child while being educated and cared for by the service | Until the end of 7 years after the death | Regulations 12, 183 |
| Record of service's compliance history | Until the end of the 3 years after the approved provider operated the service | Regulations 167, 183(2)(e) |
| Staff record | Until the end of 3 years after the staff member works for the service | Regulations 145 |
| Record of educators working directly with children | Until the end of 3 years after the staff member works for the service | Regulations 151 |
| Record of volunteers and students | Until the end of 3 years after the volunteer or student attended the service | Regulation 149 |



| Type of record | Timeframe | Reference |
|---|--|---|
| Record of responsible person in day – to day charge | Until the end of the 3 years after the staff member works for the service. | Section 162 Regulation 145, 150, 177 |
| Record of assessment of FD residences and approved FDC venues | Until the end of the 3 years after the record was made; | Regulation 116, 183(2)(g) |
| Record of FDC staff (including, educators, coordinators and assistants) | Until the end of the 3 years after the staff member ceased working at the service. | Regulation 154, 183 (2)(f) |
| Register of FDC Educators, co-ordinators and assistants engaged by, or registered, with the service | Must be kept until 3 years after the date on which the FDC educator or co-ordinators ceased to be employed or engaged by or registered with the service. | Regulation 153 |

Source

Child Care Service Handbook 2011–2012: Section 4.9

Guidelines to the Information Privacy Principles: <http://www.privacy.gov.au/law/apply/guidance>

KPV Early Childhood Management Manual

Office of the Health Services Commissioner: www.health.vic.gov.au/hsc/

Privacy Victoria: www.privacy.vic.gov.au

Letter of acknowledgement, understanding and declaration of confidentiality

Guide to the NQF 2018

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Future review date | October 2019 |
| Date | February 2020 |
| Modifications | Updated educators record keeping responsibility |
| Future review date | February 2021 |



POLICY 32

FRAUD PREVENTION POLICY

Policy in this section is required by:

| | |
|---|----------------------------|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 7.1, 7.1.2, 7.1.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 197, 206, 220 |

Policy:

Bright Beginnings Family Day Care Centre aim to comply with the child care subsidy obligations outlined under the family assistance and national law to prevent fraud and corruption from occurring within the service.

What is Fraud?

Fraud is an intentional act by one or more individuals involved in deception to obtain an unjust or illegal advantage. (*The Australia Standard for Fraud and Corruption Control*).

Example of Fraud in a family day care setting:

- Misappropriation of funds for personal gains
- Impropriety in the handling or reporting of money or financial records
- Profiting from insider knowledge of the company's activities (charging higher fees for families with ACCS &/or charging higher administration levies for educators and families who are receiving ACCS)
- False invoicing for services never rendered or backdating agreements.
- Submission of exaggerated or wholly fictitious hours of children been in care.
- Misuse of absence leave

What is corruption?

Corruption is a dishonest activity in which a director, manager, employees, contractor, volunteer or work experience student acts contrary to the interests of the department 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.

Examples of corruption in a family day care setting:

- Payment of secret commissions in money, or some other value to other businesses & or individuals
- Release of confidential information, or other than a proper ethical business purpose sometimes in exchange for either a financial or non-financial advantage.
- a conflict of interest involving a staff member acting in his /her own self-interest rather than in the interest of the company.

Procedure:

Our 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 staff and educators to maintain compliance with our legal obligations and conditions for continued approval.



Preventing Fraudulent Activity:

- The approved provider is aware of his/her obligations under the law to meet a range of conditions for the continued approval to administer childcare funding.
- The approved provider will issue attendance statements for families on a fortnightly basis, outlining the child's days of attendance, hours in care, total fee amount and the child care subsidy fee received.
- The Approved Provider will ensure that all employees refer to the Fraud and Corruption Prevention Policy to ensure there is a clear understanding of the legal requirement regarding Fraud and Corruption.
- The Approved Provider will ensure management and staff attend training to ensure a clear understanding of what constitutes fraud and the repercussions if fraudulent activity has occurred
- Provide regular training to assist in the identification of fraud and corruption
- Reinforce the requirements for all employees to refrain from corrupt and fraudulent conduct
- At all times act honestly with integrity
- Report any individual or Service that is not operating in a law-abiding way
- Adhere to the correct procedure to ensure that all suspected fraudulent and corrupt activity is handled appropriately

CONTROLLING AND INVESTIGATING FRAUDULENT ACTIVITY &/OR CORRUPTION

- Gather supporting documents and/or evidence
- Conduct a risk assessment to establish the Service's risk profile and the nature of the operating environment so that cost-effective practices can be established to contain or minimise each risk.
- A risk that has been assessed as low will be managed by the Approved Provider. A risk that has been assessed as moderate will require the Approved Provider to develop and implement a risk action plan with specific monitoring procedures. A high or extreme risk will be reported to the Department.
- The Approved Provider will assess if the fraud allegation appears to be without foundation or to be incidental.
- The Approved Provider will refer to the Service's Code of Conduct and Code of Ethics if an employee is involved
- The Approved Provider will treat any allegation as serious

REPORTING FRAUDULENT ACTIVITY &/OR CORRUPTION

1. The Approved Provider will report fraudulent activity by emailing:
tipoffline@education.gov.au or telephone 1800 664 231.
2. The Approved Provider will provide the following information
 - Who is involved? Include as much detail as possible, including name of the person or organization, addresses and phone numbers
 - What fraud you think has occurred. Provide details of your concerns, including how, when and where the fraudulent activity occurred
 - How did you come across this information?
 - Your contact details
3. The department will make appropriate enquiries into the allegations, adhering to the Privacy Act.



Note that approved Child Care Subsidy Services may be subject to penalties if they do not comply with conditions for continued Subsidy approval. Educators may also be held responsible for non-compliance.

Source

Criminal Code Act 1995 (CTH)

FDC Educator Compliance responsibilities 2017

FDC Nominated Supervisor Compliance Responsibilities 2017

FDC Approved Provider Compliance Responsibilities 2017

| | |
|-------------|--|
| Created | November 2019 |
| | The policy was developed in compliance with the Education and care services national regulations (2010) Specifically relating to the process and procedure of dealing the prevention and detection of fraud |
| Review date | October 2020 |



POLICY 33

ENROLMENT & ORIENTATION POLICY

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 1.3.3, 2.1.1, 2.2, 2.2.1 4.1, 4.1.1 6.1, 6.1.1, 6.1.2, 6.1.3, 6.2, 6.2.1, 6.2.26.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 88, 90, 168 (2), 158, 159, 160, 161, 162 |
| National Law – Educations and care | 175 |

Policy: Bright Beginnings Family Day care strives to ensure that the enrolment at the service is a positive experience for both families and child/ren. Enrolment and orientation experiences can build the foundations for an ongoing partnership between family and service. Such partnership enables services and families work towards a common goal of promoting consistent quality outcomes for individual children and for the service as a whole.

Procedure:

Bright Beginnings Family Day Care Centre accepts enrolments of children from birth to 13 years of age (up to grade 6). (unless an exceptional circumstance exists)

Enrolments will be accepted providing:

- a) The maximum fortnightly agreed number of educators are in accordance with the licensing requirements.
- b) A vacancy is available both for the booking required and the agreed hours.
- c) The adult to child ratio is maintained with the Family Day Care Educator
- d) Child Swapping – ‘the practice where an FDC Educator, or their [partner, receives CCS fee assistance for a session of FDC provided to their child on the same day that they themselves provide FDC’.
- e) Child related ratio – where less than 50% of children to whom the educator is providing education and care is not related to the educator.

Bright Beginnings Family Day Care Centre recognizes the Educator to carry out duties on behalf of the service in relation to the enrolment of children into the service as permitted by the National Education and Care Services Regulations and provide an efficient enrolment procedure that is clear and comprehensible to family day care educators and families.

PRIORITY OF ACCESS GUIDELINES

The Priority Lists is used when there is a waiting list for the Service or when a number of parents are applying for a limited number of vacant places. When families apply to join the list, they are asked a series of questions to determine their particular circumstances. A scoring system is applied based on their responses. This determines their child’s place on the waiting list. As places become available, they are offered to those highest on the list as stated in the guidelines below:

1. A child at risk of serious abuse or neglect.
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
3. Any other child.



Within these three categories priority is also given to:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families, which include a disabled person.
- Children in families on low income.
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.
- Children of single parents/guardian

Children with disabilities will be enrolled, if in the opinion of management, the Service can meet the child's needs. Additional resources and funding may be required and applied for.

ENROLMENT PROCEDURE

Enrolment & Orientation with BBFDCC Service (Scheme)

When a family has indicated their interest in enrolling their child/ren in our Service, the following will occur:

- Families will be invited to come into the BBFDCC office
- Families are invited to ask questions and seek any further information they require
- Families are given a copy of the Parent Handbook which outlines the Service's operation and philosophy
- Families will be provided with vacancies, a start date and a suitable time for the child to be orientated with the suited educator based on the families wants and needs and available educator.
- Families are informed of the Priority of Access guidelines and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs, court orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any corresponding documents in relation to court orders, medical needs or plans.
- Families will need to complete the enrolment form informing management of their child's interests, strengths and individual needs.
- If a family or child use English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words. Educators will furthermore use visuals to assist the child.
- Families will need to complete a Child Care Subsidy assessment online to check eligibility and entitlements to CCS which needs to be done through myGov website if they have not yet already done so prior to enrolling the child with the service.
- It is a legal requirement that prior to the child starting at the Bright Beginnings Family Day Care Centre we have all corresponding documents including enrolment form, medical plans, Child Subsidy Arrangement Form and any court orders.
- It is a requirement from Family Assistance Office that immunisation information is continuous. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare benefits.
- Families are required to provide current Australian Childhood Immunization Register (ACIR) History Statement which shows that the child is up to date with their scheduled immunisations. Please note that children's 'green books' are not accepted. (refer to immunisation policy)
- It is the family's responsibility to keep the Bright Beginnings Family Day Care Centre informed of any changes to the information recorded on the application form as these are updated annually from the time the child starts care.



ENROLMENT PACK

Families will be provided with an enrolment pack which consists of:

- Parent Handbook
- Online access to the information on the National Quality Framework, National Quality Standards and the Early Years Learning Framework
- CCS Families factsheet
- Family Enrolment form (including excursion authorisations (incase applicable)
- Statutory declaration relating to the non -related regulation (A New tax system Family Assistance Act)

ORIENTATION OF THE SERVICE

During the orientation of the Family Day Care Service, families will be:

- Given the enrolment form to be completed.
- Provided with the parent handbook which is a snapshot summary of the services policies and procedures.
- Shown the signing in/out process electronically.
- The Educator and the family can meet at the BBFDCC main office or alternatively they may agree to meet at the educator's home, where the child can meet the educator and familiarise him/herself with the educating and learning environment.
- Where the orientation is provided at the educator's home, the family will not be charged for the time spent familiarising themselves with the educator's services, however the parent is to remain with their child at all times during this orientation process. To a maximum the service allows for 2 orientation visits, the duration been an hour long for each session. The aim is to ensure that families feel comfortable and confident with the service.
- The Educator and family will discuss medical management plan and allergies completed on file (if applicable)
- Introduced to the educator's routine and program. This includes portfolios and the Observation/curriculum planning cycle
- Able to set family goals for their child
- Confirm preferred method of communication
- Discuss any other issues/concerns/requests that they my have.

Administrative staff/Management will ensure:

- Enrolment form is completed accurately and, in its entirety with all relevant documentation attached (including but not limited to medical plans, diagnosis reports, immunisations records etc.)
- Immunisation certificate have been sighted and photocopied.
- Upon receiving all documentation from families, the administration personnel will add the child to the CCS system (HARMONY). Once the child has been added, the families will be advised to confirm the child's enrolment with BBFDCC based on the details provided in their enrolment form. This will activate and officially enroll the child under BBFDCC scheme.
- The families will receive an enrolment confirmation (CWA) which will be automatically emailed from the CCS software, the parent is to remotely agree to the enrolment so that this is filed with the child's enrolment as part of the new regulation *set out in the family assistance act*. This process needs to be done in addition to the confirmation via myGOV account.
- If the educator and families have agreed to all the conditions set out in the parent agreement post the orientation process, agreed and confirmed the child's enrolment via myGov and confirmed the enrolment remotely, the educator will be advised of the start date for the child.



- A portfolio and copies of the child's enrolment form will be provided to the educator as set out in the Education and Care regulation.
- File for Child's information is created as per the service process.
- Ensure to follow the steps in regards to recording children overseas on the register and end bookings according to the child's leave dates.

CHILD CARE SUBSIDY

- Families will be advised that the Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction for their total fees.
- It will also be thoroughly explained that Families will contribute to their child care fees and pay their gap fee to the Educator who are providing care for their child as an offset against the Educator and FDC scheme's remuneration agreement.

Children going on leave (short/long term)

- Families will be advised about the eligible 42 absent days. The absences can be used during public holidays and if/when the child is unwell.
- When families are going on leave, they will be expected to complete 'Children going on leave' form and provide the itinerary clearly detailing the date of leave and date of return. (if applicable)
- Once the administrative staff receive this, they will end a child's bookings to ensure no future sessions are accounted for. This will trigger re-bookings of the child on the system upon return.
- If the child/ren are away for more than 13 weeks the CWA will need to be created and agreed upon again between the provider and the families.
- The overseas children register will be updated and monitored regularly by administrative staff.

SOURCE:

The Business of Childcare, Karen Kearns 2004

Education and Care Services National Regulation 2015

National Education and Care Regulations

Department of Human Services (Centrelink)

<https://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit>

Revised National Quality Standard

CCS – CHILDCARE SUBSIDY

<https://docs.education.gov.au/system/files/doc/other/5. family day care legislation changes - child swapping fact sheet.pdf> - child swapping factsheet

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | October 2015 |
| Modifications | Child swapping regulation |
| Review Date | May 2018 – Modifications made to update information relating to CCS changes November 2018 – A new Tax system (Family Assistance Act) 1999 Section 200b (3) |
| Future review date | October 2019 |



POLICY 34

WITHDRAWAL OF A CHILD FROM CARE

Policy: To enable our FDC service to fill positions and maintain utilisation, families are required to provide notice when withdrawing their child from the service.

Procedure:

Withdrawing the child from the family day care service:

During the orientation and enrolment process the families will be de-briefed on what is expected if their child is to cease care.

With notice:

We expect that families will advise the service as soon as possible so that the cessation process can begin which is as follows;

- The family advises the service and the educator simultaneously.
- The administrative personnel will add an end date into Harmony (CCS Approved software), if the current Complying Written Arrangement (CWA) does not yet have one.
- Fees will be charged and CCS fee reduction will apply up until the end date of the current CWA. However, no CCS is payable for any session of care that occurs after the last day a child physically attending care, even if this date is before the end date of the CWA.

E.g. Tom's current CWA ends on the 7/12/19, he physically attends on the 5/12 & 6/12 however is absent on the 7/12, thus this session of care will not attract any CCS and the service will not submit any sessions for this day.

Without notice:

- In cases where an end date is not specified on the CWA and the parent wishes to remove their child from the service without notice and the last session of care was indicated as absent, the provider will need to amend the last 'absent' session as the child did not physically attend care and thus this session does not attract any CCS and the parent will be expected to pay full fees.
- The service will not charge a fee for absence due to holidays, thus if the child goes on leave and then does not return to the service, the CWA will be updated to reflect the last physical day of care.

Enrolment before physical attendance:

- If the family has accepted the enrolment notice then decides to withdraw from the FDC service before the agreed commencement date, no fees will be charged to the parent/guardian.
- If the family has accepted the enrolment notice then decides to withdraw from the FDC service after the agreed commencement date but does not physically attend the parent will be charged a fee for the week as these sessions do not attract CCS.

**Child care subsidy will not be paid until the child physically attends a session of care.*

**No CCS will be paid for any days after the child's last attendance at the service.*

Childcare provider Handbook pg. 54

| | |
|-------------|---|
| Created | November 2019 |
| | The policy was developed in compliance with the Education and care services national regulations (2010) Specifically relating to the process and procedure of dealing with the withdrawal of a child from the service. |
| Review date | October 2020 |



POLICY 35

FEES AND PAYMENTS

Policy in this section as required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 7.1, 7.1.2, 7.1.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation:158-160 168(2)(n) |
| A new tax system (family assistance) (Administration) Act 1999 | Part 8A- Obligations, and advances relating to approved child care services 219B-BD |

Policy: Bright beginnings family day care set fees for families to ensure that quality education and care is provided and maintained at all times. Bright beginning family day care aim to set fees that are affordable for families and feasible for the service and the registered educators who operate under Bright Beginnings Family Day Care Centre.

Procedure:

The fee structure of the service includes:

General fees:

- Parents are advised on registration about their financial obligations to the service. A confirmation enrolment will be emailed/sent to the parent to sign.
- The fee schedule and fees payment policy will be completely explained to families during the enrolment process.
- Families will be given a minimum of 7 days' notice of any fee increase.
- The same fee will be charged to all families for equivalent care arrangements.
- Details of an individual's account and all completed forms kept by the service will be confidential and stored appropriately, particulars of fees will be available in writing to parents upon request. Families may also view details about their child care usage and total fees charged and the fee reductions calculated by the Family Assistance Office (FAO) on the View Child Care Attendance online statement available through their myGov account.
- The service will comply with the Australian Government requirements to be an approved education and care service for the purposes of Child Care Subsidy (CCS). The on-line Child Care System (CCS) reporting requirements and any other requirements for claiming and administering CCS will be maintained by the service.
- It is the parent/guardian's responsibility to complete and lodge their CCS application via myGov account prior to the child/ren commencing care.
- *CCS will be paid as a fee reduction for the parent's total care fees from the FAO. The gap fee for the child/ren's care will be paid directly to the educator providing education and care for their child as part of the remuneration agreement between the service and educator.*
- Families with children preschool age seeking CCS for the first time will be required to meet the Australian Government's immunisation requirements. The service will provide information to these families in regard to this requirement.
- Families will only be eligible for CCS if child care attendance records are accurately completed and signed by the parent/guardian or other responsible adult, and other eligibility requirements are met.
- Although families are entitled to 42 absence days for each registered child in each financial year. The family will be expected to provide a copy of the itinerary so that the service is aware of the child's absent days.
- All documentation pertaining to CCS will be kept for the specified period of time and made available to relevant regulatory authorities upon request.



- Educators/staff will have a basic knowledge of CCS requirements but will refer all specific queries to the approved provider.
- Administrative Staff will be trained in the implementation of CCS reporting as well CCS fee payment procedures.

Payments of fees

- CCS will be paid as a fee reduction from the Australian government for the parent's total care fees. The gap fee for the child/ren's care will be paid directly to the educator providing education and care for their child as part of the remuneration agreement between the service and educator.
- Parent payment advices will be emailed to all families on a quarterly basis.

Bright Beginnings Family Day Care set the Administration Levy and Enrolment fee as shown below (subject to change every financial year)

Educator Expenses

| | |
|---------------------------|---------------------|
| Educator registration fee | \$100.00 annually |
| Timesheet Pad | \$20.00 as required |

| Childcare service Fee | BBFDCC Service fee |
|-----------------------|--------------------|
| \$9.90 p/h p/c | \$2.50 p/h p/c |

CCS fee reductions are applicable for Public Holidays as well as absent days.

If a permanent change is requested, the families must complete a 'change of schedule' booking form. The update to the hours and fee charged can be viewed at all times on the parent's myGov account. Where there is a discrepancy the families are to contact BBFDCC who will make the relevant amendments as soon as possible according to the legal requirement set out in the New tax system (family administration) Act 1999, which deals with all matters relating to the administration of child care subsidy to eligible families.

Late Fees

- Our FDC Service is not licensed or insured to have children on the premises after hours. This is a breach in the Education and Care Regulations.
- A review of the child's enrolment will occur where families are consistently late with fee payment.

Change of Fees

- Fees are subject to change at any time provided a minimum of a week notice is given to all families



Termination of Enrolment

- Parents are to provide *two weeks' notice* of their intention to withdraw a child from the service – this can be said verbally however a notice on exiting the child must be completed.
- Where families have not provided any notice to the educator/service and then decide to leave the service, the parent will still be expected to pay full fees for the care provided to their child for the week of exiting the service.

Responsibility of Management

- The Approved Provider is responsible for issuing invoices to the educators every fortnight.
- The approved provider will issue invoices every 3 months as per regulations to the families.
- As the educator is seen as an independent contractor, they are responsible for collecting the fees from the families as part of the remuneration agreement made between the educator (independent contractor) and the scheme (approved provider).
- The approved provider will ensure that it acts with much integrity to ensure it meets all its legal obligations in relation to the administration of government subsidies at all times.

Source

FDCA Australia

Guide to the National quality standard

Revised national standard (2018)

| | |
|---------------------------|--|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | July 2018 |
| Modifications | New rates to align with the CCS and increase in administration levy |
| Review Date | November 2018 |
| Modifications | Clear understanding that educators are in fact independent contractors and thus their remuneration package reflects this |
| Future review date | May 2019 |
| Modifications | Re-iterating the responsibility of management in regards to childcare payments |
| Future review date | October 2020 |



POLICY 36

GRIEVANCE

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 4.2, 4.2.1 7.1.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 75-76;80;88,93(2),93(5b), 9492), 99; 157; 173, 176 |

Policy: This Policy details our service's procedures for receiving and managing informal and formal complaints. Parents and Educators, Visitors, Students and the Community can lodge a grievance with the Approved Provider with the understanding that it will be managed conscientiously and confidentially.

Procedure:

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 Service philosophy

The Grievance 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
 - Bright beginnings Family Day care believe that a parent/guardian who has a complaint has the right to raise the complaint and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimization. The parent/guardian has the right to present complaint/ appeal personally as well as in writing.
 - Bright Beginnings Family Day care will manage all complaints fairly, equitably and as efficiently as possible. It will encourage the parties to approach the complaint with an open mind and to resolve problems through discussion and conciliation. Where a complaint cannot be resolved through discussion and conciliation, the service will acknowledge the need of an independent person to mediate between the parties. The parties will be given the opportunity to formally present their case to the independent person.
 - Confidentiality will be maintained throughout the process of making and resolving complaints. Bright beginnings Family Day Care seeks to protect the rights and privacy of those involved and to facilitate the return to an amicable and productive environment.
 - All parents & guardians on enrolment of their children will have access to a copy of the Policy and Procedures, so that they will have a clear understanding of the steps involved in the complaint procedure.
-
- Parents & guardians may raise any matters of concern relating to health, wellbeing or



safety of their child, the educational, recreational program or the operation of the service and other serious issues which may arise.

- Less serious issues will be dealt with on a day to day basis, in consultation with the coordinator.

Process to put in a complaint:

1. The parent or guardian must put the following information relating to the complaint in writing:
 - Description of the complaint or appeal
 - state whether you wish to verbally present your case
 - Steps you have taken to deal with the complaint
 - What you would like to happen to fix the problem and prevent it from happening again
 2. The parent or guardian will bring the complaint to the attention of the Coordinator unit in writing.
 3. The parent or guardian will be given the opportunity to formally present their case.
 4. Complaints to the service will be investigated as soon as practicable after been received.
 5. All parties involved will receive a written statement of the outcomes, of all meetings conducted throughout the process, including reasons for the decision.
 6. All documentation relating to the complaint/ complaints / appeals will be archived for audit purposes.
 7. Should the issue still not be resolved to the parent or guardian's satisfaction, they have the right to contact the department (Department of Education & Training) who will provide information on dispute resolution.

Department of Education & Training contact information;

Quality Assessment and Regulation Division
Northern Metropolitan Region
Ph: (03) 8397 0372 E-mail: nmr.qar@edumail.vic.gov.au
Level 9, 1 McNab Avenue Footscray
<http://public.nqaits.acecqa.gov.au/pages/landing.aspx>

SOURCE:

Education and Care Services National Regulation

National Quality Standard

ACECQA

Human Rights and Equal Opportunities Commission

| | |
|---------------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
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| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Future review date | October 2019 |



POLICY 37

ACCEPTANCE AND REFUSAL OF AUTHORISATIONS

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.2,2.2.1, 2.2.2, 2.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 92-93; 99; 102; 160; 161; 1689(m) |

Policy: Bright Beginnings Family Day Care requires parental/legal guardian authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not, which may therefore result in a refusal.

Procedure:

- Ensure documentation relating to authorisations contains:
 - Full name of the child enrolled in the service;
 - Date
 - Name and signature of the child's parent/guardian for medications and excursions
 - Full name of nominated contact person who is on the enrolment form;

The approved provider will ensure we comply with the current Education and Care Services National Regulations, which require parent or guardian authorisation to be provided in matters including:

- Administration of medication to children.
- Administration of medical treatment, dental treatment, and general first aid treatment.
- Ambulance transportation.
- 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 or trips outside the service premises.
- Children leaving the premises in the care of someone other than a parent.
- The authorisations will be kept in the enrolment record.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

Educators will:

- Follow the policies and procedures of the FDC Service.



- Ensure that parents/guardians sign and date permission 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 person.
- Check that parents/guardians or authorised persons sign the attendance record as their child arrives and departs from the Service.
- Administer medication only with the written authorisation of a parent/guardian or authorised person, except in the case of an emergency, including an asthma, anaphylaxis, epilepsy, or diabetes emergency.
- Allow a child to depart from the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion.
- Follow procedures if an inappropriate person attempts to collect a child from the Service (for example, an intoxicated person).
- 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 Service.
- Ensure that changes to nominated authorised persons are provided to the FDC Service in a timely manner.
- Advise a non-authorised persons not listed on the child's enrolment form that they will require photo identification (such as a driver's license) in order to collect their child from the Service.
- Advise the educator before care commences if someone other than an authorised nominee will be picking up their child/ren on a particular day.
- Sign and date permission forms for excursions.
- Sign the attendance record as their child arrives and departs from the FDC Service.
- Provide written authorisation where children require medication to be administered by educators/staff, including signing and dating it for inclusion in the child's medication records.

| | |
|--------------------|---|
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| Review Date | March 2018 – no changes |
| Future review date | October 2019 |



POLICY 38

ASSESSMENT, APPROVAL AND REASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCES AND/OR VENUES

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 3.1, 3.1.1, 3.1.2, 3.2, 3.2.1, 3.2.2, 7.1, 7.1.2, 7.2 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 103, 104, 105, 106, 109, 110, 112, 113, 114, 116, 117, 169(a) |

Policy: 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 venue before education and care is provided to children at the residence or venue and at least annually to ensure the health, safety and wellbeing of children.

Procedure:

Prior to Home safety

- Before an educator is approved to be registered with the service, a reference check will be conducted. upon the reference check been cleared an initial home safety check will be booked in so that the educator's residence/venue can be assessed.
- The template form from ACECQA '*A compliance history statement for a prospective family day care educator*' (see appendix 15), will also be provided with the initial educator application form as well as a written test to assist management in assessing suitability and knowledge of the potential educator.

In addition to this a previous employment reference checks are carried out.

INITIAL HOME SAFETY

The approved provider/nominated supervisor or lead coordinator of a family day care service must conduct an assessment (including a risk assessment) of each residence and approved family day care venue of the service. (reg 116)

This procedure is to be followed to ensure the safety, welfare and wellbeing of children and their surrounding environment.

1. A *Home safety officer (coordinator)* will attend the residence and/or venue to assess the environment against the Initial home safety checklist.
2. An assessment (including a risk assessment) will be conducted prior to Registration of a family day care residence and/or venue
3. The approved provider/nominated supervisor will be provided with a copy of the assessment for self-assessment resolutions.
4. On completion, the assessment form will be included with all relevant documents relating to the application and submitted for final approval by the approved provider.

ANNUAL REASSESSMENT

1. A re-assessment will be conducted at least once a year or as required to ensure the health and wellbeing of children being educated and cared for by the service is protected.
2. An assessment is used to assess and manage risk whilst providing education and care for children.
3. Upon registration, the educator must advise the service if there will be;
 - any proposed renovations to the residence



- any changes in their residence that may affect the matters considered as part of the assessment of their premises.
- Any changes to the residence that will affect the education and care provided to children a part of the FDC service.

Equipment & furniture

11. All equipment purchased for use by the child/ren in care must comply with any relevant Australian standards.
12. The educator is to prepare the daily checklist to ensure that their service's premises, furniture's, material and all equipment must be safe, clean and in good repair.
13. The educator must ensure that the equipment and furniture is sufficient for all child/ren in care and that they are developmentally as well as age appropriate.
14. The coordinator will make recommendation using the BBFDCC Resources catalogue to ensure all educators meet the above requirement.

Use of soft fall under equipment

- Where an educator has a trampoline or/and an outdoor play set (swing and slide) there must be soft cushiony mats under the equipment.
- Where there is wear and tear, the mats will need to be replaced

Toilet and hygiene facilities

- The toilet must be in use at all times whilst children are being educated and cared for.
- Where taps cannot be comfortably reached by children, the educator will ensure there is a step stool in order to carry out hygiene practices after the use of the toilet
- Where children are being toilet trained, the accessibility to a 'potty' should be made available if this is the parent request.
- The rights and dignity of each child whilst attending to their personal toilet and hygiene needs will at all times be adhered too by the educators and all other children at the service.

Nappy change facilities

- If children are under 3 years old, there must be at least one properly constructed nappy changing bench.
- The educator must ensure that the hand cleansing facilities must be available in the vicinity of the nappy change area.
- Children should never be left unsupervised on the nappy change area.

Natural Environment

- The outdoor space must allow children to explore and experience the natural environment.
- We highly recommend educators to prepare veggie beds and have the children use this as part of our programming,
The use of bark & sands is highly recommended in the outdoor setting

Shade

- The outdoor space of the premises must include adequate shade areas to protect children from overexposure to the sun whilst playing outdoor.
- The coordinator will ensure that there is enough shade based on the number of children at the service whilst they are playing outside. (refer to sun protection policy)

Ventilation and natural light

- Indoor spaces must be well ventilated, having adequate natural light and be maintained at a temperature that ensures the safety and wellbeing of children.
- Open window and doors should provide natural ventilation, if this is not possible, we expect that educators will fit an air condition system according to Australian standards.
- The temperatures inside the residence should be maintained at levels that keep children 'visibly' comfortable.

Fencing:

- Any outdoor space used by children must be enclosed by a fence or barrier that is of a



height and design that children of preschool age or under cannot go through, over or under it.

- If an educator only has school age children this requirement does not apply (reg 104) however if the educator wishes to bring on a preschool age child in the future, the residence will need to be reassessed to ensure regulation 104 is not breached.

Firearms in family day care services

- Where an educator possesses any firearms, this must be advised of at the initial home safety check prior to the educator being registered with the service.
- The coordinator who conducts the initial home safety check should sight the following to ensure the health, safety and wellbeing of the children:
 - The firearms license
 - That firearms and ammunition are securely stored separately from each other.
 - That the firearm is inaccessible to children
- If all these conditions below have not been met the educator will not be registered with the service.

Glass in family day care residence:

- The home safety officer will ensure that the glass accessible to children will either be;
 - a) Glazed with safety glass (glass film) or;
 - b) Guarded by barriers that prevent a child from striking or falling against the glass.
- If the family day care educator is determined as non-compliant in meeting the family day care service requirements then:
 - i) An action plan will be developed; or
 - ii) The grievance procedure will be enacted; or
 - iii) Cancellation of family day care membership will be enacted.
- Each Family Day Care Educator must advise Bright beginnings family day care of:
 - i) Any proposed renovation to their residence or venue.
 - ii) Any changes to the residence or venue which will affect the education and care provided to the children at the service.

To implement this policy refer

Appendix 14 - initial home safety checklist

SOURCE:

Regulations (2017). Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard. (2018). Australian Children's Education & Care Quality Authority

| | |
|---------------------------|---|
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POLICY 39

ASSESSMENT OF FAMILY DAY EDUCATORS, EDUCATOR ASSISTANTS AND PERSONS RESIDING AT FAMILY DAY CARE RESIDENCE

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element: 2.2.1,2.2.3 4.1.1, 4.1.2, 4.2.1,4.2.2 7.1,7.1.2, 7.1.3, 7.2.2,7.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 119, 124, 127, 136, 143A, 144, 163(1)(2)163 (4B), 163(5), 169€ |
| National Law | Section 51, 169, |

Policy: To ensure the ongoing wellbeing, safety, education and care of children within family day care is maintained through an ongoing assessment process that determines if a person is aged 18 years or over who resides at the family day care residence are fit and proper to be in the company of children.

Procedure:

Bright beginnings family day care has developed an assessment process that meets all legislative requirements, to determine if a family day care educator, educator assistant and/or adult is a fit and proper person to be in the company of children.

Applicants must provide the following documentation to the family day care service to assist in the assessment of 'fit and proper to be in the company of children'.

Family day care educator:

The family day care educator must:

1. be over 18 years of age;
2. Possess or obtain a criminal history check (National Police Clearance) that is not older than 6 months at time of application;
3. Working with Children Check clearance status;
4. Hold a current recognized First Aid Certificate;
5. Hold current approved Asthma and Anaphylaxis Emergency Management certification
6. Possess a current driver's license if driving a vehicle as part of business
7. Have completed a child protection refresher course (to be carried out annually)
8. '*Actively working towards*' completion of Certificate 3(minimum) - Early childhood education and care or hold an approved qualification as per ACECQA.
9. successfully obtained an RA number via the PRODA system
10. Clearance report from previous references noted on the potential enrolment form.
11. Present 100 points of ID
12. Statutory declaration to verify that the educator's own children will be cared for by an adult whilst they are providing education and care for the children.

To implement this policy, refer to;

Appendix 14 – Compliance history form for a prospective FDC Educator

To implement this policy, refer to

Appendix 15 -BBFDCC Educator Application Form

Appendix 3 – Statutory declaration for own children whilst providing care

The family day care educator assistant must:

1. be over 18 years of age;

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 177



2. Possess or obtain a criminal history check (National Police Clearance) that is not older than 6 months at time of application;
3. Working with Children Check clearance status; (Volunteer card is acceptable)
4. Hold a current recognized First Aid Certificate;
5. Hold current approved Asthma and Anaphylaxis Emergency Management certification
6. Possess a current driver's license if driving a vehicle as part of business
7. Present 100 points of ID

Persons' above 18 residing at home

1. Must hold a working with children check card (volunteer is acceptable)
2. The educator must advise the service when a child of their own reaches 18 years of age and ensure that a working with children check has been applied for. Under regulation 163 (5) this person is '*taken to hold the check or card until the application is determined*'.
3. The approved provider will need to continuously monitor the application to ensure that the WWCC is current and active

Notice of new persons residing at the FDC residence

1. The FDC Educator must;
 - i) Notify the service if any new person aged 18 years or over resides or intends to reside in the educator's family day care residence.
2. It is the ultimate responsibility of the educator to ensure that they advise the service of any changes in their residence.
3. Coordinators are expected to thoroughly check that there is no unknown individual residing at home whilst the children are in care.
4. Coordinators shall relay any 'suspicious' information to the provider who will then have a meeting with the educator and further investigation will be conducted.
5. If the approved provider believes that the educator intentionally disclosed such information to the provider, their position at BBFDCC will be terminated.

SOURCE:

Guide to the Education and Care Services National Law and the Education and Care Guide to the National Quality Standard. (2012). Australian Children's Education & Care Quality Authority. Education and care services – National Law Act 2010

| | |
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| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Review Date | March 2018 – no changes |
| Modifications | May 2019 – to further determine an assistant's 'fit and proper' status. BBFDCC expect that all 'assistant educators will have current police check along with the WWCC. <i>April 2019 – statutory declaration for educators to confirm they will have an adult looking after their own children whilst providing education and care.</i> |
| Review Date | October 2020 |



POLICY 40

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATORS

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1,7.1.1,7.1.2,7.1.5,7.3.4 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 119,127, 136(3), 143A, 169 (b)€ |
| National Law | Sect 165,169, 170 |

Policy: Family day care educators will meet the approved provider/nominated supervisor to thoroughly discuss the engagement and registration process in order to provide professional and appropriate education and care for children and families.

Procedure:

Bright Beginnings Family Day Care Centre will have a consistent process in the recruitment and registration of Family Day Care Educators. Educators will have a variety of backgrounds and life experiences, to reflect the diversity within our community, whilst adhering to all current regulations and standards.

Registration of a potential Family day care Educator:

1. Minimum criteria for acceptance of application:

- Educators must have current Working with children check card.
- Must have qualifications for working with children which means that they must be 'actively working' toward completing certificate 3- early childhood education and care, if they do not have the qualification already.
- Educators must have a police check clearance report no older from 6 months of commencing work.
- Educators must have an active PRODA account with a registration authority (RA) number.
- All potential Educators are required to submit an application form, a written assessment and complete the 'compliance history statement'.
- All Educators are required to complete child protection annually.

2. Provide the potential educator with the following information;

- Overview of the family day care service
- Number of children approved to have at the service
- Rate of pay
- Available support
- Local government requirements

3. Induction and Orientation information to be provided to the educator;

- Overview of Family Day Care'
- Application process
- Qualification requirements
- Access to family day care service's policies and procedures (upon approval)
- Approval of educator's residence to carry out duties to provide quality education

4. On receipt of approval from the family day care service will review the information to confirm if the applicant meets the family day care requirement and a reference check will be conducted. The educator MUST state the most recent FDC service that they worked at to ensure that our compliance checks are thoroughly conducted.

5. If the applicant meets the family day care service's requirement then the applicant will be required to complete all required documentation. If the applicant does not meet the family day care service requirements, they will be advised via email or phone call.

6. The Educator will be required to attend initial training with the service to ensure compliance



with the service philosophy, Policies and Procedures, and all relevant regulatory documentation (laws and regulations)

4. *NB: an educator must not have children in care before the approval has been provided from the BBFDCC scheme. Any care provided prior to registration will not attract CCS.*

SOURCE:

Australian Children's Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
ECA Code of Ethics.

Guide to the National Quality Standard.

| | |
|---------------|---|
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| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Review Date | October 2020 |



POLICY 41

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:4.1.1, 4.2.1, 4.2.2 7.1, 7.1.2,7.1.3, 7.2, 7.2.2, 7.2.3 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 119, 136, 144, 169 (2)(h) |
| National law | Sec 165, 165, 169, 170 |

Policy: To ensure the ongoing, wellbeing, safety, education and care of children within family day care is maintained through an ongoing assessment process that determines if a person is aged 18 years or over who resides at the family day care residence and are fit and proper to be in the company of children.

Procedure

Bright Beginnings Family Day Care Centre will ensure that:

- There is a clear registration process when engaging Educators Assistants
Which includes:

1. The educator assistant is to complete an educator assistant application form and provide the office with the following documentations:
 - Current and valid WWCC (V)
 - Current First aid training in education and care setting
 - Provide 100 points of ID (license is mandatory)
 - Police clearance report
2. The approved provider must provide approval for the educator assistant to be registered under the service.
3. *Each family registered under the educator must provide an approval for educator assistant form declaring that they give permission for the educator assistant to carry out her/his duties as per regulations.*
 - Educators assistants are provided with information about the service including requirements
 - A register of Educators Assistants is maintained to ensure compliance with legislation
 - Educators Assistants have been deemed a fit and proper person
 - Educators Assistants are a minimum of 18 years of age
 - Educators Assistants have been provided with the services policies and procedures in order to maintain compliance and quality standards.
 - Educator assistant understand that they are not to be kept alone with the children at any time unless an exceptional circumstance exists.
 - Both the educator and assistant educator understand that using an assistant does not change the ratio of 1:7 or 1:4 (preschoolers) at any time whilst the children are been educated and cared for.



SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
Guide to the National Quality Standard.

Education and care service National Law

| | |
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| Modifications | May 2019 – to further determine an assistant's 'fit and proper' status. BBFDCC expect that all 'assistant educators will have current police check along with the WWCC. |
| Review Date | October 2019 |



POLICY 42

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, FDC COORDINATORS AND FDC EDUCATOR ASSISTANT

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.1, 7.1.4, 7.2.3, 7.3.5 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 153(1)(2)(3), 154 |
| | |

Policy: Under the National Law and Regulations, Family Day Care services are required to maintain a register of Family Day Care Educators, Coordinators as well as Educator Assistants ensuring the register is current and compliant at all times.

Procedure:

Bright Beginnings Family Day Care Centre will ensure that the registers for:

- Educators
- Assistant Educator
- Coordinators
- Other staff

are all compliant with *section 153 of the Education and care Service National Regulation*

The register includes:

- The full name, address and date of birth of the educator.
- The contact details of the educator.
- The address of the residence or approved family day care venue 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 service.
- When applicable, the date that the educator ceased to be engaged by or registered with the service, for the period of 3 years following that date.
- The days and hours when the educator will usually be providing education and care to children as part of the service.
- Hours of attendance for each child
- If the educator is an approved provider, the number of the provider approval and the date the approval was granted.
- If the educator is a certified supervisor, the number of the supervisor certificate and the date it was granted.
- Any relevant qualifications held by the educator.
- Certificates relating to current approved first aid training.
- Current approved anaphylaxis management training.
- Current approved emergency asthma management training.
- Evidence of any other training completed by the educator.
- Copy of Working with Children Check including the identifying number of the working with children check, working with children card, working with vulnerable people check or criminal history record check or teacher. The expiry date of that check, card or registration.
- The full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence.



- The full names and dates of birth of all children under 18 years of age, who normally reside at the family day care residence.
- The expiry date of the working with children check for the educator and other residents. The date that the WWC (working with children check) and police checks were sighted by the approved provider or nominated supervisor of the service

WWCC Status check Register:

- The status check is confirmed online by the approved provider.
<https://online.justice.vic.gov.au/wwccu/checkstatus.doj>

Note: the status must read ‘...this person maybe engaged in child related work and their card expires on [a certain date]’.

- The ‘check status’ is printed and filed with the educators’ application form.
- The Educator registry is then updated with the date that the approved provider verifies and confirms the individual’s status as active.
- Harmony software is also updated with the new WWCC details under the general tab and the CCS personnel tab. When an educator renews their WWCC this information is also updated accordingly.
- The service also uses the department of justices register template to update and keep track of the educator’s status (usually performed on a daily basis)
- Every three month the administrative personnel will check the status on the departments website to ensure that the educator’s status is still ‘active’ and this report is printed, signed and dated by the approved provider in addition to been updated on the register.
- The same process is used for all educator assistants, individuals above 18 residing at home and all other persons who are required to have a current and active WWCC whilst been in the care of the children.

In addition to the mentioned above, Bright beginnings FDC will also keep a register which is to be used as evidence that *the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children*.

The register will include the following information as per regulation 153(p):

- The dates and times of any visits by the coordinator to the FDC residence
- The dates and times of any telephone calls between the coordinator and the educator.
- Details of any correspondence or written materials provided to the educators by the coordinators for the purpose of monitoring or support and the dates and times the correspondence or materials were provided to the educator

Staff, coordinator and educator assistant records:

The approved provider of a family day care will keep a record which contains the following information

- *Nominated supervisor*; The full name, address and date of the birth as well evidence showing their relevant qualifications and working with children check.
- *Staff members* – the full name, address and date of birth as well as evidence showing their qualifications and working with children check.
- *Educational leader* – the name of the person currently designated as the educational leader (reg 118). This individual will be a suitable, qualified and experienced individuals who will lead the development and implementation of educational programs in the service.
- *Volunteers and students* – the full name, address and date of birth of each student or volunteer who participates in the education and care of the children at an educator’s residence.

SOURCE:

BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE Page 184



*Australian Children's Education & Care Quality Authority.
Guide to the National Quality Standard*

| | |
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| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Modifications | September 2018 – Monitoring of educator visits with coordinators (reg 153(p)) |
| Review date | October 2019 |



POLICY 43

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS (INCLUDING REMOTE LOCATIONS)

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.1, 7.1.4, 7.2.3, 7.3.5 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 169(d) |

Policy: Bright Beginnings family day care aims to provide a flexible visiting schedule to educators. Ensuring high quality care and education, therefore the service will continue to monitor and assess the educator's home environment to maintain or improve the quality of the service.

Procedure

The Family Day Care Service will support, monitor and supervise Educators and Educator assistants to ensure compliance with the Regulations and Standards and to be invested to continuously improve the service by:

- Supporting all educators and educator assistants residing in remote locations, offering advice and assistance at all times education and care is being provided.
- Monitoring and supervising family day care educators and educator assistants through a range of scheduled visits

In addition to the mentioned above, Bright Beginnings FDC will also keep a register which is to be used as 'Evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children'.

The register will include the following information as per regulation 153(p)

- The dates and times of any visits by the co-ordinator to the FDC residence
- The dates and times of any telephone calls between the coordinator and the educator.
- Details of any correspondence or written materials provided to the educators by the coordinators for the purpose of monitoring or support and the dates and times the correspondence or materials were provided to the educator

Monitoring will be determined by implementing the national quality standard requirements, which are;

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationship with children
6. Collaborative partnership with families and communities
7. Leadership and service management.

Visits to family day care residences and/or venues

- Visits will be conducted in the educator's place of business and at other venues as deemed appropriate for quality outcomes.
- Where educators provide education and care for children who require extra support, the coordinator reserves the right to visit as often as necessary.



- Educators may request additional visit.
- Coordinators or staff will aim to visit at different times of the day to widen their knowledge of the educator's activities. (This may include play groups, parks, weekend care).
- When a new child commences care, a coordinator shall try to visit within the first month of care commencing.

Supporting educators and educator's assistant at remote locations

- Bi-Monthly visits to a residence/venue as part of the service
- Communication via phones i.e. applications through Viber, Skype, SMS, MMS etc.
- Communication via internet i.e. emails, skype, paltalk. etc
- Regular meetings for all educators at the service.
- Educators training sessions.

The coordinator will:

- Ensure that quality care is being provided,
- Provide relevant support and assistance to educators,
- Identify and assist in meeting educators needs including:
 - On the job training, guidance and support;
 - In service training;
 - Further education;
 - Equipment;
 - Resources;
 - Programming and child development;
 - Play session;
 - Small session;
 - Small group training.
- Be responsive to the personal needs of educators, for example, planned holidays and management of their workload.
- Supported visits by Coordinator or staff to assist with the improvements identified.
- Coordinator will identify any areas that need to be improved and discuss it with the educator.
- Coordinator will observe and ask questions regarding to the National Quality Standard.

Educational Program & Practice

The family day care service will ensure the educator and educator assistant have a current educational program displayed at the service at a place that is easily accessible to parents and available for inspection on request.

- The family day care service will support educators to develop an educational program and monitor the program to ensure it meets the following criteria:
 - Delivered in accordance with and based on an approved learning framework;
 - Based on the developmental needs, interests and experiences of each child; and
 - Takes into account the individuality of every child
- The family day care service will support educators to develop an educational program and monitor the program to ensure it contributes to the following outcomes:
 - Children have a strong sense of identity;
 - Children are connected with and contribute to his or her world;
 - Children have a strong sense of wellbeing;
 - Children are confident and involved learners; and
 - Children are effective communicators.
- The service will monitor the program documentation used by the family day care educator to assess children's learning and progress in order to meet the requirements of R.74 (1a), (1b) and is in a format that can be shared with families.



- The service will supervise, monitor and support the educator/educator assistants' interactions and practices to ensure they are positive, ethical and respectful and risks to children are minimised.
- If an educator ceases registration with a service all legally required documentation and assessments of child's development will be delivered to the family day care service.

Continuous improvement

The family day care service will support:

- Educators/educator assistants to recognize their particular strengths, talents and interests;
- Educators with opportunities to work collaboratively with the family day care service and families to further develop their skills and improve practice and relationships;
- Collaborative opportunities for educators to discuss and reflect on individual children and families; and
- Family day care educators in an ongoing cycle of review through which current practices are examined and reviewed and new ideas generated
- The family day care coordinator will record this information on individual educator's quality improvement plans.
- support and monitor educators/educator assistants in providing a physical environment that is safe, suitable and creates a rich and diverse range of experiences, that promotes children's learning and development.

SOURCE:

Australian Children's Education & Care Quality Authority.

*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
Guide to the National Quality Standard.*

| | |
|----------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 |
| Modifications | Updated elements to comply with revised NQF |
| Review Date | March 2018 – no changes |
| Modifications | September 2018 – Monitoring of educator visits with coordinators (reg 153(p)) |
| Review date | October 2019 |



POLICY 43A

RELIEF EDUCATOR

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.1, 7.1.2, 7.1.3, 7.2.3 Element |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 169(d), 119, 145 |

Policy: Our Family Day Care Service aims to maintain continuity of education and care and abide by National Regulations and Standards by engaging quality relief approved Family Day Care Educators to permit permanent educators temporarily close due to annual leave, sick leave or other approved leave.

Whenever possible, the Educator Assistant employed to assist the approved Family Day Care Educator will be engaged to provide relief education and care for children, however on some occasions, alternative care will be offered to families.

Our Service aims to ensure minimal disruption to the quality of education and care provided by our Educators and will offer families access to alternative places when necessary.

Procedure:

Relief Educator:

An approved provider may engage or register a family day care educator to provide education and care to children in another educator's residence or at an approved venue, provided this educator meets the definition, qualifications, training and criminal history requirements of a family day care educator. For example, during another educator's annual leave or study leave.

A family day care educator can be replaced by another family day care educator in their absence as long as the family day care educator meets all the requirements of a family day care educator and their details are recorded in the services' register of educators (regulation 119).

The Relief Educator will:

- be provided with an opportunity to meet with the parents and children.
- Ensure all required qualification/training information is up to date and the service management has relevant copies.
- Maintain attendance records on arrival and departure
- Adhere to BBFDCC policies and procedures while carrying out the duties as a relief educator.
- Document observation of children's learning and programming evidence whilst they are carrying out the duties of a relief educator.

The approved provider will:

- Ensure the relief staff's documentation is current and up to date.
- Current first aid certificate is on file
- Complete the 'relief educator' form with the designated staff assigned to be a relief educator for the given period.

Educator Leave:



- Bright Beginnings family day care management respect the fact that educators also need a break. As they are subcontracted to the service, the management request that when an educator wishes to take leave, they will provide 2 weeks' notice to the service, in order to allow for alternate care for the children in their service.
- The reason of leave needs to be indicated on the leave form so relevant arrangements can be made.
- If the educator is going on *holiday leave*, we require the itinerary indicating the departure and arrival dates, and where possible, the boarding pass upon their return.
- The administrative staff will update the *educator leave register* and compile documentations into the leave folder.
- If alternate care has been successful, the child's enrolment notice will also reflect the last day of care with the current educator and be updated with the 'relief' educators' details.
- Harmony educator subscription will also cease on the date before travel as this technically 'locks out' the educator from accessing harmony Live whilst they are away.
- Educators will not be entitled to work on their travel and return date/s.
- Within 7 days of the educator returning, the assigned coordinator will prepare a safety check on the residence to ensure that there are no safety or health concerns.
- The Administrative staff will also ensure that their documentation is all current and active and that they are advised and aware of any new regulatory changes that may have risen whilst they were away.

Maternity leave:

- If an educator has gone on maternity leave, we require two weeks' notice, and preferably a 'due expected date' on the leave form. The educator is an independent contractor and can work as they see fit, so long as the educator receives a medical clearance report if they wish to return before the time provided for on their leave.

Sick leave:

- Where an educator is unable to carry out their prescribed duties of an educator due to being sick or unwell, she/he must notify the service ASAP. The educator can also contact the family so that they may be able to arrange alternate care in the most effective way or so that they can take some time off their personal work/study commitments.
- BBFDCC management will have designated a staff member/coordinator who will be appointed as the 'relief educator' for that given period.
- The registered FDC residence will be 9 Central Grove, Broadmeadows and the parents will need to bring the child to and from this residence. The relief educator will not provide a 'transport service'.
- The service staff will continue to monitor the educator who has claimed for sick leave, if the educator is on leave for more than 5 working days, a medical clearance report will be expected to be provided upon return to ensure that her medical situation is in no way infectious. If the families have flexibility in their work &/or studying commitments and they may not need care for a short time whilst the educator takes leave, the children will remain registered with the service, unless the parents advise otherwise.

Where an educator has a registered assistant educator with the service who meets all the legal requirements (including qualification) they will be used as the first point of contact to relieve the assigned educator whilst she/he is on leave. This ensures that the children's routines are not



disrupted whilst in the services' care and allows for the families to continue their daily tasks with minimal disruption.

To implement this policy, refer to;

Appendix 14 – Educator on leave form

Appendix 14a – appointment of a relief educator for

Appendix 14b- acceptance of relief educator- parent declaration

| | |
|----------------------|---|
| Created | May 2016 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Revision | May 2019 |
| Modifications | No modification |
| Review Date | July 2022 |
| Modifications | No modifications |
| Review date | |



POLICY 44

RECORD OF VISITORS TO FAMILY DAY CARE RESIDENCES AND/OR VENUES

Policy in this section is required by:

| | |
|---|---|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:7.1, 7.1.1, 7.1.4, 7.2.3, 7.3.5 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 165-166, 169 |

Policy: Bright Beginnings family day care aims to ensure the safety and wellbeing of children enrolled at the service by having a process in place to accurately and securely record information about volunteers, visitors and students, adhering to legislative requirements. Confirm who falls into the category of a 'resident' under the education and care regulation.

Procedure

The Family Day Care Service will develop and maintain a register containing the following information outlined in the National Regulations.

- The date
- Full Name of visitor
- Company (if applicable)
- Time in and Time out
- Reason for visit
- Signature
 - o A Family Day Care Educator must never leave a visitor including student and/or volunteer alone whilst at the service.
 - o Family Day Care Educators will ensure visitors, students and volunteers are dressed appropriately and behave in accordance with service policies.
- Educators are advised of their responsibilities regarding the requirement to keep a record of all visitors to a Family Day Care residence or venue while children are being educated and cared for.
- Educators are to bring in the record of visitors to the service upon ceasing work with Bright Beginnings Family Day Care Centre
- If an educator has a family member coming to stay with the educator temporarily, this must be informed to the service and the 'resident/visitor' status will be confirmed on a case by case basis.
- Until a decision has been made, the new person is treated as a visitor and must complete the visitor record on a daily basis whilst children are been educated and cared for.

| | |
|--------------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 – no changes |
| Review Date | March 2018 – no changes |
| Review Date | October 2019 |



POLICY 45

PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS

Policy in this section is required by:

| | |
|---|--|
| National Quality Standards for EARLY Childhood Education and care and school age care (2010, modified 2018) | Element:4.2; 5.1, 6.2 7.1, 7.1.1, 7.1.4, 7.2.3, 7.3.5 |
| Education and Care Services National Regulations [VIC] (1/7/2018) | Regulation: 165-166, 169 |

Policy: Bright Beginnings Family Day Care Centre is committed to quality education and care. We will ensure that all Educators are provided and supported with appropriate training and development to enhance their skills and knowledge in education and care.

Procedure:

Bright Beginnings Family Day Care ensures that:

- Prior to the education, the coordinator will provide educators with an induction pack, which includes:
 - Philosophy and aims of Bright Beginnings Family Day Care;
 - National and State Legislation;
 - Copy of policies and Procedures;
 - The duty as a family day care educator;
 - Information needed to run their service.
 - Educators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
 - Effective leadership is provided to enable the establishment and maintenance of a professional workplace with open communication, respectful debate and further professional learning.
 - Positive organisation towards culture is promoted and a professional learning community is built.
 - The induction of Educators, coordinators and staff members is comprehensive.
 - Educators are actively working towards a minimum of Certificate III in Early Childhood Education & Care, if not already attained.
 - Educators are encouraged to pursue further education to develop their skills in the education of children.
 - Every effort is made to promote continuity of Educators and coordinators at the service.
 - Educators are expected to attend at least 4 in services per financial year to stay up to date on the regulation.
 - Provision is made to ensure that a suitably qualified Educational Leader leads the development of the curriculum and ensures the establishment of clear goals and expectations.



- The performance of Educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
- There is a commitment to continuous improvement.
- The service's statement of philosophy will guide all aspects of the service's operations.
- The service provides regular information on local training opportunities, and will encourage and provide its own targeted information programs.
- Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. Provision and training in the implementation of the policies and procedures is provided to Educators.
- Educators may request 3 months absent leave from family day care for personal and/or medical reasons. If more than 2 months then the educators have to make a formal application to regain registration.
- A medical certificate may be requested any time by the coordinator to ensure the family day care educator is in suitable state of health to provide quality care for children.

SOURCE:

Australian Children's Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
Guide to the National Quality Standard.

| | |
|-------------|---|
| Created | May 2013 |
| History | The policy was developed in compliance with the Education and care (2010) |
| Issued | August 2013 |
| Revision | December 2017 – no changes |
| Review Date | March 2018 – no changes |
| Review Date | October 2019 |



Appendix 1 – Daily Check



BRIGHT BEGINNINGS FAMILY DAY CARE DAILY CHECKLIST



INDOORS HOME SAFETY

- POWER POINTS** - Childproof
- EMERGENCY CONTACT LIST** - Displayed On Wall
- MEDICAL ACTION AND RISK MINIMIZATION PLANS** - Clearly Displayed On Wall
- EMERGENCY EVACUATION PLAN** - Clearly Displayed
- FIRST AID KIT** - Accessible, Well Stocked And Out Of Children's Reach
- HOME PHONE AND MOBILE PHONE** - Working And Fully Charged
- EXIT POINTS** - Locked Or Inaccessible, Free From Obstruction
- STAIRS** - Barriers Secured To Stairs
- PLAY AREAS** - Cleaned & Sanitised For Toddlers And Babies Playing On The Floor, Ventilated And Well Lit
- TOYS & EQUIPMENT** - Clean And Stored In A Safe Location, Accessible To Children
- HEATERS & FREE STANDING FANS** - Barriers Fixed When Operating
- CORNER COVERS** - Corner Covers On Sharp Edges
- NON SLIP OR TRIP HAZARDS** - Cords, Rugs, Wet Floors
- NON STRANGULATION HAZARDS** - Curtain/Blind Cords Up & Away From Cots & Children
- DOORS** - All Non Family Day Care Areas Inaccessible To Children
- SLEEPING AREAS** - Clean Linen
- NAPPY CHANGING AREA** - Clean And Well Stocked, Bin Secured
- TABLECLOTHS & RUNNERS** - Removed Or Secured
- MATCHES & LIGHTERS** - Inaccessible
- CLEANING PRODUCTS & MEDICATIONS** - In Locked Cupboard Out Of Reach Of Children
- PLASTIC BAGS** - Out Of Reach Of Children
- KNIVES & DISHES** - Packed Away And Secured
- FIRE EXTINGUISHER & FIRE BLANKET** - In Sight But Out Of Reach From Children
- BATHROOM** - Medicines, Razors, Small Objects, Sharps, Cleaning Agents Are All Inaccessible To Children
- ELECTRICAL APPLIANCES** - Removed, Unplugged Or Out Of Reach Of Children
- LIQUID HAND SOAP AND PAPER TOWELS** - Accessible To Children
- DRAIN PLUG** - Inaccessible To Young Children
- CHILDREN'S STEP** - Available For Young Children
- BATH TAPS** - Inaccessible To Young Children
- TOILETS** - No Chemicals Or Sprays, Accessible To Children & Kept Clean

| | M | T | W | T | F | S |
|--|---|---|---|---|---|---|
| POWER POINTS - Childproof | | | | | | |
| EMERGENCY CONTACT LIST - Displayed On Wall | | | | | | |
| MEDICAL ACTION AND RISK MINIMIZATION PLANS - Clearly Displayed On Wall | | | | | | |
| EMERGENCY EVACUATION PLAN - Clearly Displayed | | | | | | |
| FIRST AID KIT - Accessible, Well Stocked And Out Of Children's Reach | | | | | | |
| HOME PHONE AND MOBILE PHONE - Working And Fully Charged | | | | | | |
| EXIT POINTS - Locked Or Inaccessible, Free From Obstruction | | | | | | |
| STAIRS - Barriers Secured To Stairs | | | | | | |
| PLAY AREAS - Cleaned & Sanitised For Toddlers And Babies Playing On The Floor, Ventilated And Well Lit | | | | | | |
| TOYS & EQUIPMENT - Clean And Stored In A Safe Location, Accessible To Children | | | | | | |
| HEATERS & FREE STANDING FANS - Barriers Fixed When Operating | | | | | | |
| CORNER COVERS - Corner Covers On Sharp Edges | | | | | | |
| NON SLIP OR TRIP HAZARDS - Cords, Rugs, Wet Floors | | | | | | |
| NON STRANGULATION HAZARDS - Curtain/Blind Cords Up & Away From Cots & Children | | | | | | |
| DOORS - All Non Family Day Care Areas Inaccessible To Children | | | | | | |
| SLEEPING AREAS - Clean Linen | | | | | | |
| NAPPY CHANGING AREA - Clean And Well Stocked, Bin Secured | | | | | | |
| TABLECLOTHS & RUNNERS - Removed Or Secured | | | | | | |
| MATCHES & LIGHTERS - Inaccessible | | | | | | |
| CLEANING PRODUCTS & MEDICATIONS - In Locked Cupboard Out Of Reach Of Children | | | | | | |
| PLASTIC BAGS - Out Of Reach Of Children | | | | | | |
| KNIVES & DISHES - Packed Away And Secured | | | | | | |
| FIRE EXTINGUISHER & FIRE BLANKET - In Sight But Out Of Reach From Children | | | | | | |
| BATHROOM - Medicines, Razors, Small Objects, Sharps, Cleaning Agents Are All Inaccessible To Children | | | | | | |
| ELECTRICAL APPLIANCES - Removed, Unplugged Or Out Of Reach Of Children | | | | | | |
| LIQUID HAND SOAP AND PAPER TOWELS - Accessible To Children | | | | | | |
| DRAIN PLUG - Inaccessible To Young Children | | | | | | |
| CHILDREN'S STEP - Available For Young Children | | | | | | |
| BATH TAPS - Inaccessible To Young Children | | | | | | |
| TOILETS - No Chemicals Or Sprays, Accessible To Children & Kept Clean | | | | | | |

*** OUTDOORS ***

- FENCES & GATES** - Secured & In Good Repair
- GARAGE LOCKED** - All Potential Hazards Inaccessible To Children (Garden/Building Tools & Chemicals)
- POOL/WATER HAZARD** - Pool Gate Closed & Inaccessible To Children
- OUTSIDE PLAY EQUIPMENT** - In Good Repair, Check For Spiders, No Sharp Edges, On Flat Surface Or Secured
- PETS** - Kept In Secure Area Away From Children. Pet Litter, Pet Food And Water Bowls Kept Out Of Reach Of Children
- SANDPIT** - Covered When Not In Use, Clean

CAR

- FIRST AID** - First Aid In The Car Out Of Reach Of Children And Fully Stocked
- EMERGENCY CONTACT LIST AND EXCURSION FORMS** - Available In The Car
- CHILD RESTRAINTS & CHAIRS** - Properly Fitted
- SAFETY LOCKS** - Child Safety Locks On
- ACTION PLAN AND RELEVANT MEDICATION** - Taken On Excursions And Routine Outings



Appendix 2 – First Aid

Quantities based on: 5 – 7 children.

| Item | Quantity | Expiry Date | Check Date |
|---|-----------|-------------|------------|------------|------------|------------|------------|------------|
| Current First Aid book, including Cardio Pulmonary Resuscitation (CPR) flow chart | 1 | | | | | | | |
| Notepad and pen (for recording details of first aid provided) | 1 | | | | | | | |
| Resuscitation face mask or face shield | 1 | | | | | | | |
| Disposable sterile examination gloves | 4 | | | | | | | |
| Digital thermometer | 1 | | | | | | | |
| Tweezers – fine point | 1 | | | | | | | |
| Splinter probes (single use disposable) | 5 | | | | | | | |
| Scissors (sharp blunt) | 1 | | | | | | | |
| Safety pins | Pk. of 12 | | | | | | | |
| Plastic bags (clip seal / zip lock) for disposal | 1 | | | | | | | |
| Thermal blanket | 1 | | | | | | | |
| Instant cold pack | 1 | | | | | | | |
| Gauze pieces (3 pack) | 3 | | | | | | | |
| Saline (sodium chloride) (15 ml) | 10 | | | | | | | |
| Wound cleaning wipes (single 1% Cetrimide BP) | 5 | | | | | | | |
| Adhesive dressing strips (band aids) | Pk. of 50 | | | | | | | |
| Butterfly closures | Pk. of 10 | | | | | | | |
| Antiseptic liquid/spray (50 ml) | 1 | | | | | | | |
| Sting relief cream, spray, or gel | 1 | | | | | | | |
| Hydro gel sachets (for burns) | 4 | | | | | | | |
| Cotton applicators | Pk. of 40 | | | | | | | |

| Item | Quantity | Expiry Date | Check Date |
|--|----------|-------------|------------|------------|------------|------------|------------|------------|
| Non-adherent would dressing/pad 5 x 5 (small) | 2 | | | | | | | |
| Non-adherent would dressing/pad 10 x 10 (large) | 1 | | | | | | | |
| Conforming cotton bandage 5 cm width | 2 | | | | | | | |
| Conforming cotton bandage 7.5 cm width | 1 | | | | | | | |
| Conforming cotton bandage 10 cm width | 1 | | | | | | | |
| Crepe bandage 5 cm | 2 | | | | | | | |
| Crepe bandage 7.5 cm | 1 | | | | | | | |
| Crepe bandage 10 cm | 1 | | | | | | | |
| Non-stretch hypoallergenic adhesive tape 2.5 cm roll | 1 | | | | | | | |
| BPC wound dressing, No. 13 (small) | 1 | | | | | | | |
| BPC wound dressing, No. 14 (medium) | 1 | | | | | | | |
| BPC wound dressing, No. 15 (large) | 1 | | | | | | | |
| Dressing – combine pad 10 x 10 cm | 2 | | | | | | | |
| Dressing – combine pad 10 x 20 cm | 2 | | | | | | | |
| Triangular bandage | 3 | | | | | | | |
| Eye pad – sterile single use | 5 | | | | | | | |
| Optional: Adrenalin auto-injector (for emergencies) | 1 | | | | | | | |
| Optional: Ventolin inhaler (for emergencies) | 1 | | | | | | | |

Signature of staff member checking supplies:



Appendix 3 – Statutory Declaration; responsible person

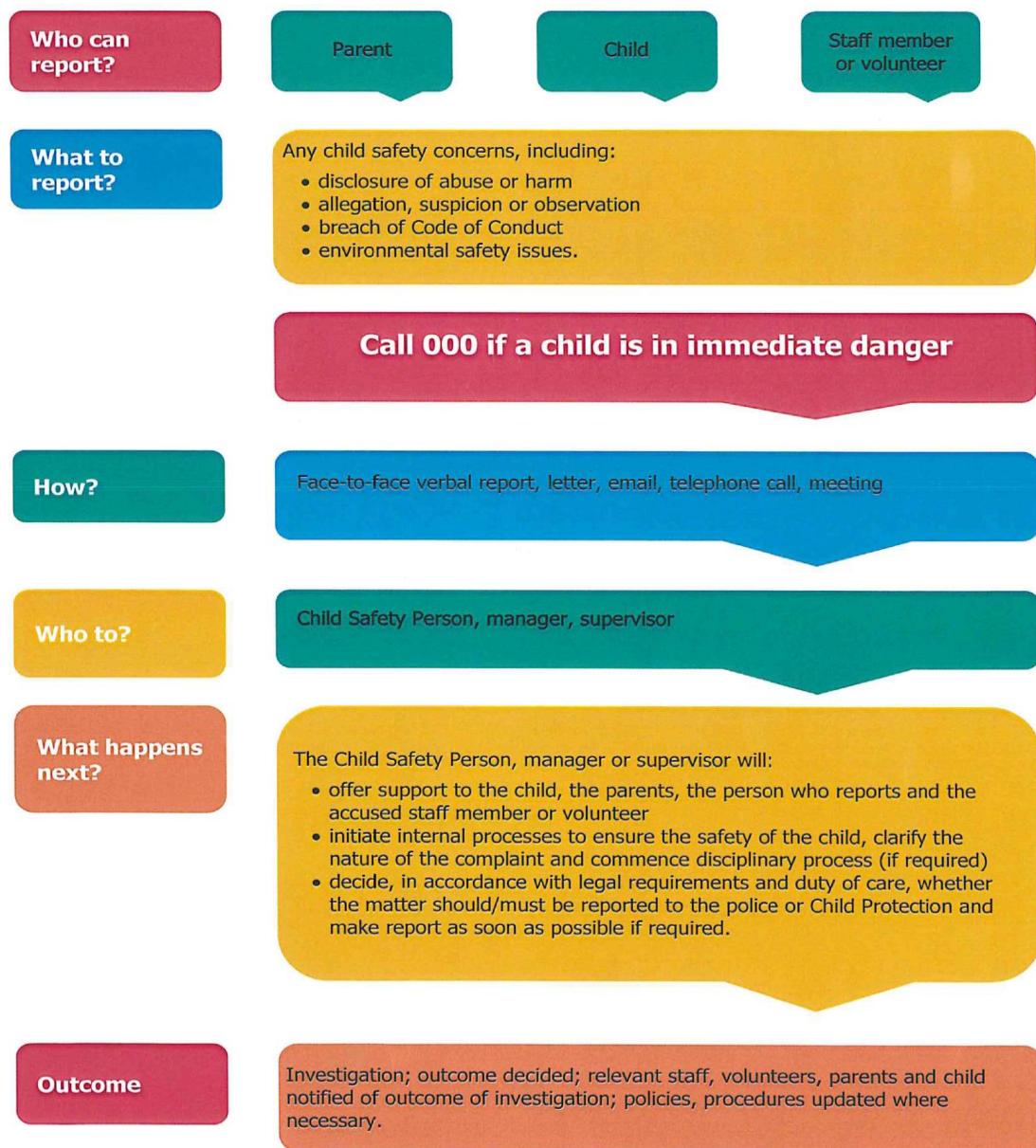


Appendix 4 – Child Safety Reporting Process



COMMISSION FOR CHILDREN AND YOUNG PEOPLE

Flowchart: CHILD SAFETY REPORTING PROCESS



Appendix 5 – Step by Step Guide to making a response

A step-by-step guide to making a report to Child Protection or Child FIRST

Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

| STEP 1 RESPONDING TO CONCERN | STEP 2 FORMING A BELIEF ON REASONABLE GROUNDS | STEP 3 MAKING A REFERRAL TO Child FIRST | STEP 4 MAKE A REPORT TO CHILD PROTECTION |
|--|--|--|---|
| <p>1. If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm*. Go to Step 4</p> <p>2. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3</p> <p>3. In all other situations Go to Step 2.</p> <p>* Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – Protecting the safety and wellbeing of children and young people</p> | <p>1. Consider the level of immediate danger to the child. Ask yourself:</p> <ul style="list-style-type: none"> a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? YES / NO and b) Am I in doubt about the child's safety and the parent's ability to protect the child? YES / NO <p>2. If you answered yes to a) or b) Go to Step 4</p> <p>3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3</p> | <p>Child Wellbeing Referral</p> <ol style="list-style-type: none"> Contact your local Child FIRST provider. See over for contact list for local Child FIRST phone numbers. Have notes ready with your observations and child and family details. | <p>Mandatory/Protective Report*</p> <ol style="list-style-type: none"> Contact your local Child Protection Intake provider immediately. <ul style="list-style-type: none"> See over for contact list for local Child Protection phone numbers. For After Hours Child Protection Emergency Services, call 131 278. Have notes ready with your observations and child and family details. <p>* Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection</p> |

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*

Contact Numbers

| Department of Education and Early Childhood Development | | Department of Human Services Child Protection | | CHILD FIRST |
|---|----------------|---|---|--|
| METROPOLITAN REGIONS | | METROPOLITAN REGIONS | METROPOLITAN REGIONS | |
| Eastern | (03) 9265 2400 | Intake Unit | Regional Office | Local Catchment Area |
| Northern | (03) 9488 9488 | Eastern | 1300 360 391 Box Hill (03) 9843 6000 | Greater Geelong, Queenscliff, Surf Coast |
| Western | (03) 9291 6500 | North and West | 1300 664 977 Preston (03) 9064 977 | Colac - Otway, Corangamite, Warrnambool, Moyne, Glenelg, Southern Grampians |
| Southern | (03) 9794 3555 | Southern | 1300 655 795 Dandenong (03) 9213 2111 | East Gippsland |
| RURAL REGIONS | | RURAL REGIONS | RURAL REGIONS | Wellington (03) 5152 0052 |
| Barwon South Western | 5225 1000 | Intake Unit | Regional Office | La Toc, Baw Baw (03) 5144 7777 |
| Gippsland | 5127 0400 | Barwon South Western | 1800 075 599 Geelong (03) 5226 4540 | South Gippsland, Bass Coast (03) 1800 339 100 |
| Grampians | 5337 8444 | | 1800 020 202 Traralgon (03) 5177 2500 | Northern Grampians, West Wimmera, Hindmarsh, Yarram, Horsham (03) 5662 5150 |
| Hume | 5761 2100 | | 1800 000 551 Ballarat (03) 5333 6530 | Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool (03) 1800 195 114 |
| Loddon Mallee | 5440 3111 | | 1800 650 227 Wangaratta (03) 5722 0555 | Wodonga, Towong, Indigo (03) 1800 705 211 |
| Office for Children and Licensed Children's Services: | | | Loddon Mallee 1800 675 598 Bendigo (03) 5434 5555 | Alpine, Benalla, Mansfield, Wangaratta (03) 1800 705 211 |
| METROPOLITAN REGIONS | | | | Greater Shepparton, Strathbogie, Moira (03) 1300 854 944 |
| Eastern | (03) 9265 2400 | | | Mitchell, Murrindindi (03) 1800 663 107 |
| Northern | (03) 9412 5333 | | | Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander (03) 1800 260 338 |
| Western | (03) 9275 7000 | | | Buloke, Goonawarra, Swan Hill, Mildura (03) 1800 625 533 |
| Southern | (03) 9096 9555 | | | Yarra Ranges, Knox, Maroondah (03) 1300 369 146 |
| RURAL REGIONS | | | | Monash, Whitehorse, Manningham, Boroondarra (03) 1300 762 125 |
| Barwon South Western | 5225 1000 | | | Nillumbik, Whittlesea, Banyule, Yarra and Darebin (03) 9450 0955 |
| Gippsland | 5127 0400 | | | Brimbank, Melton (03) 1300 138 180 |
| Grampians | 5337 8444 | | | Hume, Moreland (03) 1300 786 433 |
| Hume | 5761 2100 | | | Hobson's Bay, Maribyrnong, Melbourne, Moonee Valley and Wyndham (03) 1300 786 433 |
| Loddon Mallee | 5440 3111 | | | Casey, Cardinia, Greater Dandenong (03) 9705 3939 |
| Important information for government schools | | | | Aboriginal children and families (Casey, Cardinia and Greater Dandenong) (03) 9794 5973 |
| Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on 03 9589 6266. | | | | Frankston, Mornington Peninsula (03) 1300 721 383 |
| Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours. | | | | Kingston, Bayside, Glen Eira, Stonington, Port Phillip (03) 1300 367 441 |
| The SCIAU can be contacted on 03 9637 2934 or 03 9637 2487. | | | | |
| Victorian Government School Principals should refer to the flowchart – <i>Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals</i> at: http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm | | | | |



Appendix 6 – Incident, Injury, Trauma and illness record



Incident, injury, trauma and illness record

Details of person completing this record

Name: Position/role:

Date and time record was made / Signature:

Child details

Child's full name:

Date of birth: / Age: Gender : Male Female

Incident details

Incident date: / / Time: am/pm Location:

Name of witness:

Witness signature: Date: / /

General activity at the time of incident/injury/trauma/illness:

Cause of injury/trauma:

Circumstances surrounding any illness, including apparent symptoms:

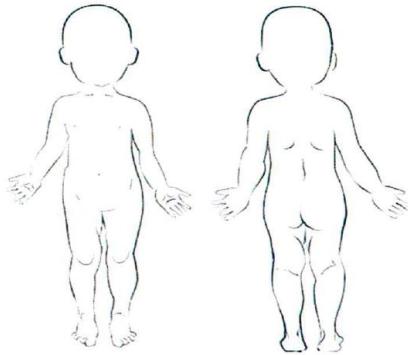
Circumstances if child appeared to be missing or otherwise unaccounted for (incl duration, who found child etc):

Circumstances if child appeared to have been taken or removed from service or was locked in/out of service (incl who took the child, duration):



Nature of injury/trauma/illness:

Indicate on diagram the part of body affected



- Abrasion / Scrape
- Allergic reaction (not anaphylaxis)
- Amputation
- Anaphylaxis
- Asthma / respiratory
- Bite wound
- Bruise
- Broken bone / fracture / dislocation
- Burn / sunburn
- Choking
- Concussion
- Crush / jam
- Cut / open wound
- Drowning (non-fatal)
- Electric shock
- Eye injury
- Infectious disease (incl gastrointestinal)
- High temperature
- Ingestion / inhalation / insertion
- Internal injury / Infection
- Poisoning
- Rash
- Respiratory
- Seizure /unconscious/ convulsion
- Sprain / swelling
- Stabbing / piercing
- Tooth
- Venomous bite/sting
- Other (please specify) _____



Action Taken

Details of action taken (including first aid, administration of medication etc):
.....

Did emergency services attend?: Yes / No

Was medical attention sought from a registered practitioner / hospital?: Yes / No

If yes to either of the above, provide details:
.....

Have any steps been taken to prevent or minimise this type of incident in the future?:
.....





Notifications (including attempted notifications)

Parent/guardian: Time: am/pm Date: / /

Director/educator/coordinator: Time: am/pm Date: / /

Other agency (if applicable): Time: am/pm Date: / /

Regulatory authority (if applicable): Time: am/pm Date: / /

Parental acknowledgement:

I
(name of parent/guardian)

have been notified of my child's incident/injury/trauma/illness.

(Please circle)

Signature: Date: / /

Additional notes:



Appendix 7 – Immunisation Schedule (VIC)

Immunisation schedule Victoria – July 2020

Infants and children

*Live attenuated vaccine | Risk conditions

| Age | Disease | Vaccine brand* | Reconstitute | Site given | Route given | Notes |
|--|---|---|--------------|---|-------------|--|
| Birth | Hepatitis B | H-B-Vax-II paediatric or Engerix-B paediatric | X | Anterolateral thigh | IM | Give preferably within 24 hours of birth May be given up to 7 days after birth |
| 2 months (from 6 weeks) and 4 months | Diphtheria-tetanus-pertussis, poliomyelitis-hepatitis B-Haemophilus influenzae type b | Infanrix hexa | ✓ | Anterolateral thigh | IM | |
| | Pneumococcal | Prevenar 13 | X | Anterolateral thigh | IM | |
| | Rotavirus | Rotarix* | X | Mouth | Oral | 1st dose must be given before 15 weeks of age 2nd dose must be given before 25 weeks of age |
| Aboriginal & Torres Strait Islander infants | Meningococcal B | Bexsero | X | Anterolateral thigh | IM | Age appropriate catch-up doses up to <2 years of age until 2023. Give paracetamol in the 30 minutes before vaccination, or as soon as practicable after the vaccine. Followed by 2 more doses given 6 hours apart. |
| 6 months | Diphtheria-tetanus-pertussis-polio-myelitis-hepatitis B-Haemophilus influenzae type b | Infanrix hexa | ✓ | Anterolateral thigh | IM | Give with an 8-week interval after dose 2 of Infanrix hexa at minimum age of 24 weeks. |
| 6 months of age premature baby < 28 weeks gestation or with a risk condition | Pneumococcal | Prevenar 13 | X | Anterolateral thigh | IM | See the online edition of The Australian Immunisation Handbook (handbook) for dosing schedule |
| 6 months to <5 years - all infants and children | Influenza | As supplied | X | Anterolateral thigh only if <12 months of age | IM | Annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart. |
| BCG for eligible infants and children | Tuberculosis | As supplied* | | | | BCG* for infants and children under 5 years of age travelling to TB endemic countries |

For more risk conditions and vaccinations see Additional at risk groups (page 6)

1 of 6 For Recommended needle size and angle of needle insertion see page 6.
This schedule is intended as a guide only and complete consultation with The Australian Immunisation Handbook is recommended.



Infants and children (cont.)

Immunisation schedule Victoria – July 2020

*Live attenuated vaccine | Risk conditions

| Age | Disease | Vaccine brand* | Reconstitute | Site given | Route given | Notes |
|--|--|---|--------------|-----------------------------|-------------|--|
| 12 months | Measles-mumps-rubella | Priorix* or M-M-R-II* | ✓ | Anterolateral thigh/Deltoid | IM/SC | Measles-mumps-rubella vaccines are the least reactogenic in this schedule point |
| | Meningococcal ACWY | Nimenrix | ✓ | Deltoid | IM | |
| | Pneumococcal | Prevenar 13 | X | Deltoid | IM | |
| Aboriginal & Torres Strait Islander children | Meningococcal B | Bexsero | X | Anterolateral thigh/Deltoid | IM | Age appropriate catch-up doses up to <2 years of age until 2023. Give paracetamol in the 30 minutes before vaccination, or as soon as practicable after the vaccine. Followed by 2 more doses given 6 hours apart. |
| 12 months of age premature baby < 32 weeks gestation or < 2000g birthweight | Hepatitis B | H-B-Vax-II Paediatric or Engerix-B Paediatric | X | Anterolateral thigh/Deltoid | IM | single booster dose |
| All children >12 months diagnosed with a risk condition | Pneumococcal | Prevenar 13 and Pneumovax 23 | X X | Deltoid | IM | See online edition of the handbook for identification of people at increased risk and dosing schedule |
| 18 months | Measles-mumps-rubella-varicella (chickenpox) | PriorixTetra* or ProQuad* | ✓ | Deltoid | IM/SC | Online edition of the handbook recommends 2nd dose of Varilrix®/Varivax® to reduce incidence of 'breakthrough' varicella. This MUST be on prescription. Minimum 1 month interval for 2 live vaccines. |
| | Diphtheria-tetanus-pertussis | Infanrix or Tripacel | X | Deltoid | IM | |
| | Haemophilus influenzae type b | ActHIB | ✓ | Anterolateral thigh/Deltoid | IM | Haemophilus influenzae type b vaccine is the least reactogenic in this schedule point |
| 4 years | Diphtheria-tetanus-pertussis-polio-myelitis | Infanrix IPV or Quadriacel | X | Deltoid | IM | |
| 4 years of age with a risk condition | Pneumococcal | Pneumovax 23 | X | Deltoid | IM | See online edition of the handbook for recommended dosing schedule |
| 5 years of age and over for all Aboriginal & Torres Strait Islander children | Influenza | As supplied | X | Deltoid | IM | If less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart |
| 5 years of age and over with a risk condition | Influenza | Influenza | X | Deltoid | IM | If less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart |

For more risk conditions and vaccinations see Additional at risk groups (page 6)

2 of 6 For Recommended needle size and angle of needle insertion see page 6.
This schedule is intended as a guide only and complete consultation with The Australian Immunisation Handbook is recommended.



Appendix 8a – Medical Risk Minimisation Plan



MEDICAL RISK MINIMISATION PLAN

| | | |
|------------------|--|---|
| EDUCATOR'S NAME: | | |
| CHILD'S NAME: | | |
| 1. | What is the medical condition that this assessment addresses? | |
| 2. | How often does your child display symptoms or suffer from reaction of the medical condition? | <input type="checkbox"/> Infrequent (5 or less per year) <input type="checkbox"/> Monthly <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Occasionally (6 or more per year) |
| 3. | Is your child always able to recognise the symptoms/reaction? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4. | Does the child need dietary modifications? (<i>If yes, please comment in sections below.</i>) | |
| 5. | RISK: What are the issues and/or the actual/potential situations that could lead to a medical emergency? | |
| | | |



| | |
|--|---|
| 6. | STRATEGY: What can be done to reduce these risks? What resources are needed? |
| 7. | WHO: Who needs to be included in the process? Why? |
| Unsafe foods & Meals: (If applicable) | |
| | |
| Safe foods & Meals: (If applicable) | |
| | |

Educator's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

All relevant staff members have been made aware of this plan and understand the risk, plan to minimise the risk and how to respond if a risk has been detected.

Nominated Supervisor Signature: _____ Date: _____



Appendix 8b— Medical Communication Plan



MEDICAL COMMUNICATION PLAN

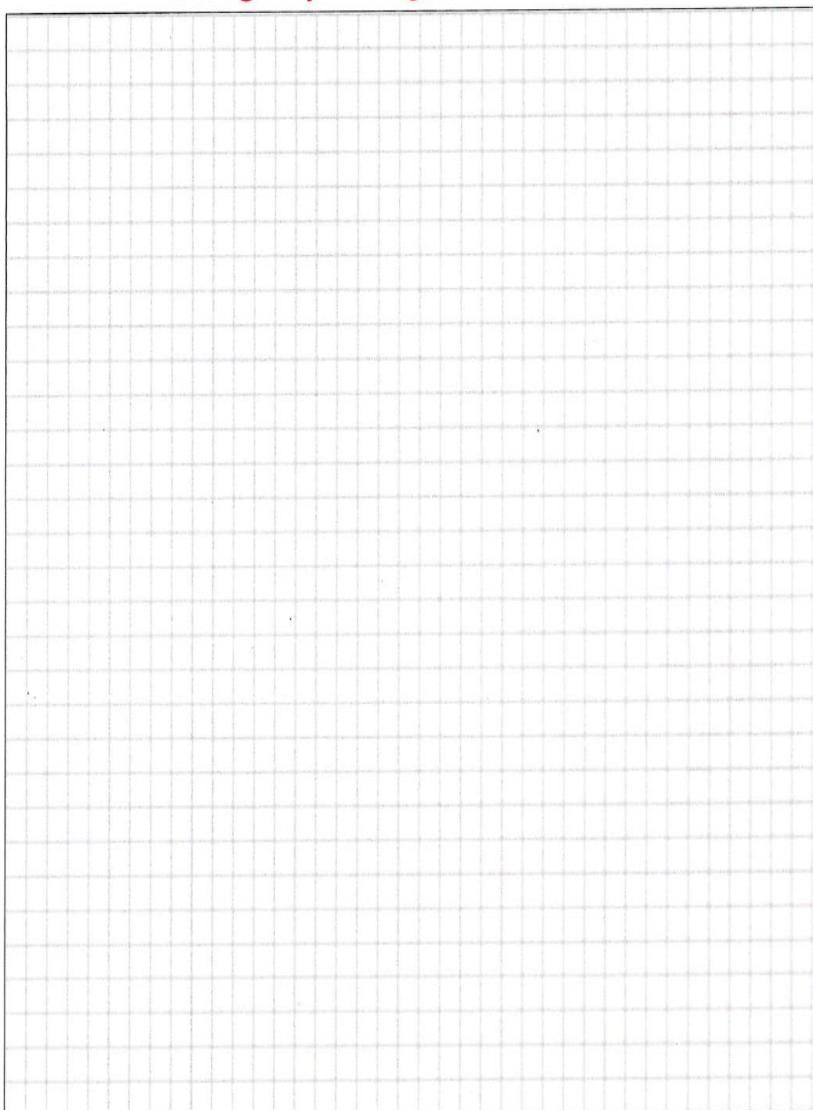
This communication plan has been developed to ensure that relevant staff members are informed about the Management of Medical Conditions Policy and to outline avenues of communication between families and the Service.

| COMMUNICATION ABOUT THE MANAGEMENT OF DIAGNOSED MEDICAL CONDITIONS | DETAILS | TIMEFRAME | PERSON RESPONSIBLE |
|---|--|---|---|
| New Families | <p>Information about diagnosed medical conditions is included in the Parent Handbook</p> <p>Families are verbally informed about the Service's Management of Medical Conditions Policy</p> | On enrolment On enrolment | Nominated Supervisor/ Responsible Person |
| Educators | <p>Educators are informed about the Service's procedures and policies in relation to managing children with diagnosed medical conditions and these children are identified</p> <p>All educators are informed about and familiar with Medical Management Action Plans and Risk Minimisation Plans</p> | Orientation process Ongoing as relevant | Nominated Supervisor Nominated Supervisor/ Educators/Families |
| Students and Volunteers | All stakeholders are informed about and familiar with any Medical Management Plans and Risk Minimisation Plans | Initial contact with the Service. E.g. orientation process, first visit | Nominated Supervisor/ Responsible Person/ Educators |
| Families of children who have been diagnosed with a medical condition | <p>Implement all strategies identified in the Management of Medical Conditions Policy</p> <p>Families are encouraged to communicate with Educators about their child's individual needs</p> | Upon learning that the child has a diagnosed medical condition Regularly as required | Nominated Supervisor/ Responsible Person/ Educators Families |



Appendix 9 – Emergency Management Plan

Emergency Management Plan



Add on graph, Path to take to the Exits and meeting place.

Power Failure

1. Turn off all heating and cooling appliances
2. Turn off and unplug all other electrical equipment
3. Do not use candles as they may be knocked over and start a fire
4. Contact your local electricity distributor to let them know your concerns



Fire

1. Assign assistant/adult to grab emergency bag (if available), mobile and emergency contacts list.
2. Calmly evacuate the premises safely as the plan indicates.
3. Once at assembly point, do a roll call.
4. Call 000 and give them information of the emergency.
5. Call families of the children and Bright Beginnings office.
6. Do not re-enter the building unless the fire brigade has given the all clear.

Medical Emergencies

1. If a serious injury or other medical emergency occurs, immediately call 000 and give details of the nature of the emergency.
2. DRSABCD if necessary, and reassure the patient that help is on the way.
3. Do not move the patient unless absolutely necessary.
4. Reassure other children in care and remain calm
5. Notify Bright Beginning Office and parents of the incident.
6. Complete Accident injury form and have parents sign it when possible.

Gas Leak

If it is safe to do so:

Try to extinguish flames using a fire blanket or an appropriate extinguisher.

1. If you smell gas take the following precautions:
2. Turn off the gas at the gas meter or cylinder.
3. Turn off the gas at the meter (natural gas users) or at the tank or cylinder (LP gas users) but only if safe to do so.
4. Extinguish all flames and do not smoke or strike matches.
5. Do not operate electrical switches or devices.
6. Inside a dwelling open doors and windows to ventilate the area.
7. Keep people away from the affected area.
8. If you suspect the escape of natural gas within your home, contact your gas distributor immediately.

Lockdown

1. Raise alarm.
2. Lock external doors and windows. Move to the designated assembly point away from danger.
3. Call 000 and notify them of the emergency.
4. Delegated first aid person collects the emergency pack (if available).
5. Mark off the children in your care to ensure that they are all accounted for.
6. Remain in lockdown until advised of the all clear by emergency services.



Appendix 9A- High Risk Area EMP



EMERGENCY MANAGEMENT PLAN



Year:

| SERVICE DETAILS | |
|----------------------|--------------------|
| NAME OF SERVICE | |
| ADDRESS | |
| NEAREST CROSS STREET | PHONE NUMBER |
| EMAIL ADDRESS | |
| SERVICE ID NUMBER | PROVIDER NUMBER |
| APPROVED PROVIDER | DATE PLAN APPROVED |

| OPERATING DETAILS | | | | | | | |
|--|-----|-----|-----|------|-----|-----|-----|
| Days of operation | MON | TUE | WED | THUR | FRI | SAT | SUN |
| Hours of Operation | | | | | | | |
| Maximum number of children attending each day | | | | | | | |
| Maximum number of staff in attendance each day | | | | | | | |

| TABLE OF CONTENTS | | |
|---|---|----|
| Distribution | Emergency response procedures | 7 |
| Purpose | Emergency and evacuation floor plans | 8 |
| In case of an emergency | Area Map Evacuation diagrams | 8 |
| Risk Assessments | | 8 |
| Phone numbers for local emergency contacts | Emergency Equipment: • Evacuation Bag • Portable First Aid | 9 |
| Emergency Management team | • Standard first aid, emergency anaphylaxis management, asthma management | 9 |
| Emergency Management Communication Plan | Parent/family emergency contact | 10 |
| Communication Tree | Medical and disability considerations | 10 |
| Emergency covered under Emergency Management Plan | Additional needs or disabilities | 10 |
| Regulatory authority details | Attachment rainbow | 11 |
| Consultation with relevant authorities | Plan preparation information | 12 |

| DISTRIBUTION | | | |
|---|----------------------------|----------------------------------|------|
| A copy of this EMP has been distributed to all staff members and relevant organisations | | | |
| NAME | POSITION/ORGANISATION NAME | EMAIL ADDRESS | DATE |
| Mohamed Ayad | BABOCC supervisor | info@brightbeginningsboco.com.au | |
| | | | |
| | | | |
| | | | |

| | |
|---------|--|
| PURPOSE | The Emergency Management Plan (EMP) has been developed in consultation with children, families, educators, management, approved provider and relevant emergency services to provide guidance of the actions to take in an emergency situation at the Educators home. It includes what our service will need to do to identify, prepare, prevent, respond, and recover in an emergency. It is expected all children, families, staff, employees, volunteers and visitors are involved in the planning and implementation of the plan. |
|---------|--|

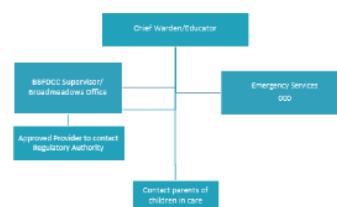
| EMERGENCY SERVICES | | | |
|---|--------------------|----------|-----|
| POLICE | AMBULANCE | FIRE | 000 |
| PHONE NUMBERS FOR LOCAL EMERGENCY CONTACTS | | | |
| Police Station | | 13 11 26 | |
| State Emergency Services (SES) | | 132 500 | |
| SERVICE/ SUPPORT | | | |
| NAME OF SUPPLIER/ CONTACT | | | |
| PHONE CONTACT | | | |
| Police Station | | | |
| Fire Station | | | |
| Rural Fire Service (RFS) | | | |
| Electricity | | | |
| Water | Yarra Valley water | 132762 | |
| Gas | | | |
| Local Council | | | |
| Post/ Vermif Controller | | | |

| EMERGENCY MANAGEMENT COMMUNICATION PLAN | | | |
|--|--|--|--|
| The emergency management team is responsible for the development and implementation of the emergency management plan. Communication procedures are as indicated. | | | |
| 1 | If in the event of an emergency, educator/ educator supervisor needs to notify BABOCC supervisor by calling 000 or contacting service office. | | |
| 2 | The educator/ chief warden will: | | |
| | • Contact service office on 000 stating name and address of the education and care service and the nearest cross street | | |
| 3 | • State reason for evacuation/ lockdown, provide phone contact number and number of children and adults involved in the incident | | |
| | • Provide emergency services for further instructions | | |
| The educator/ chief warden will: | | | |
| 4 | <ul style="list-style-type: none"> respond to requests from emergency services personnel confirm when evacuation/ lockdown is complete provide information to other staff members to contact families when it is safe | | |
| 5 | <ul style="list-style-type: none"> BABOCC supervisor will: notify the regulatory authority within 24 hours, https://www.acpeqc.gov.au/resources/national-quality-assurance-and-regulation/qa-system/ consider asking emergency services to participate in a review of the incident response. | | |

| EMERGENCIES COVERED UNDER THIS EMERGENCY MANAGEMENT PLAN | | | |
|--|------------|-----|--|
| Building Fire | Build Fire | 000 | |
| Water | | | |
| Smoke/ Fire smoke | | | |
| Shake Site | | | |

| REGULATORY AUTHORITY DETAILS | | | |
|---|---|---|---------------------|
| Notifications of serious incidents, incidents and complaints must be reported to the regulatory authority as per Education and Care National Regulations. Reports can be submitted online via the National Quality Agenda IT system - https://www.acpeqc.gov.au/acpeqc/mod/online/reporting/reporting.html | | | |
| VIC | Victoria Office Education and Child Care 03 9600 4155 | email: licenced.childcare.services.education.vic@oec.vic.gov.au | Phone: 1300 307 415 |

COMMUNICATION TREE



| CONSULTATION WITH RELEVANT AUTHORITIES | | | |
|--|----------------------|------------------------------------|--|
| The EMP should be discussed with relevant authorities to seek input into emergency procedures, policies, processes and plans. (appendix 4) | | | |
| Name of organisation | Date of consultation | Contact details | EMP provided to organisation |
| E.g. Fire Department | June 2021 | Phone number of local fire station | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| EMERGENCY MANAGEMENT TEAM | | |
|---|---|-----------------------------|
| The Emergency Management Team (EMT) provides guidance to form action and responsibilities and ensure the service is prepared for any emergency. The EMT takes responsibility for the risk assessment, consultation and planning of the emergency plan, rehearsals and response procedures. Ideally, the team should contain at least two members. | | |
| EMT roles and responsibilities assigned to end of plan | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO |
| ROLE | NAME | PHONE NUMBER |
| Approved Provider/Director | Mohamed Ayad | 93021501 |
| Chief Warden/Early Childhood Commander (Educator) | | 0425853792 |
| FIRST AID OFFICER (Educator) | | |
| | | |
| | | |



| | |
|---|--|
| Procedures include home evacuation, shelter-in-place procedure and other specific emergency procedures. | |
| Emergency Evacuation Procedure | Emergency Evacuation Procedure |
| The Emergency Evacuation Procedure is to be followed in circumstances when advised by emergency services personnel or if the Responsible Person deems the premises unsafe. | Emergency Evacuation Record |
| An emergency evacuation is practised and reviewed at least every 3 months and evacuation documents recording the date/time and who attended the evacuation as well as the name of the Responsible Person at the time of the emergency evacuation practice. | |
| Shelter In Place Procedure | Emergency Evacuation Procedure |
| Bush Fire Procedure | Bush Fire Evacuation Procedure Bush Fire Response Procedure |
| Severe weather event (refer to Policy and Procedures attached, appendix 2) | Cyclone Management Flood Management |
| Flood | Flood Management |
| Extreme heat | |
| Additional potential emergencies | Service Policy and procedures attached |
| Medical emergency | Loss of essential services |
| Moving child | |
| EMERGENCY AND EVACUATION FLOOR PLANS | |
| Area Map / Designated evacuation assembly points - Appendix 5 | Management steps/plan attached or included in EMPP |
| An area map showing the location of evacuation assembly points and the evacuation routes that may be required for an emergency evacuation or incident response to emergency situations. (Record location of on-site and off-site designated evacuation assembly points here). | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Evacuation diagrams (Appendix 5) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Risk assessments (Appendix) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Emergency Response Procedures | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| EMERGENCY EQUIPMENT | | | |
|--|----------|--|---|
| Emergency Equipment The service is required to ensure emergency equipment such as fire extinguishers and fire blankets are easily accessible and inspected on a regular basis. | | | |
| Type of equipment | Location | Inspection date | Evidence of inspections attached to end of plan |
| Fire Blanket | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Fire Extinguisher | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Evacuation Bag | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| First Aid Kits | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

| | | | |
|---|---|---|---|
| | | | |
| Additional needs or disabilities List any additional needs or disabilities that need to be considered during an emergency or emergency evacuation. | | | |
| Name of child or Adult | Details of Additional Needs or Disability | Assistance required during an emergency | Who will be responsible? Is there documentation attached? |
| E.g., student name Age/level | Impaired vision | Is it necessary to have additional assistance during an emergency | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| | | |
|---|--|--|
| ATTACHMENT REVIEW | | |
| Section | Document | Attached to end of plan or included? |
| Emergency management communication plan | Emergency Management Team Structure | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Emergency response procedures | Emergency Evacuation Procedure Emergency Evacuation Record Emergency Evacuation Incident Report (Appendix 1) Emergency Lockdown Referral Record Bush Fire Evacuation Procedure Bush Fire Response Procedure | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Emergency and evacuation floor plans | Map of Evacuation Assembly Point attached Evacuation diagrams Risk Assessments | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Emergency equipment | Emergency equipment - Evidence of inspections | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Parent/ Family emergency contact list | Contact list | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Medical and disability considerations | Medical conditions plan (if applicable) Additional needs or disabilities relevant documentation | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| | |
|---|-----------------|
| The Emergency Management Plan has been developed in consultation with Bright Beginnings Family Day Care Centre management team. | |
| PLAN PREPARED BY | |
| Full Name | Date |
| Signature | Date |
| PLAN PREPARED IN CONSULTATION WITH (refer to Appendix 4) | |
| Full Name | Date |
| Signature | Date |
| APPROVED PROVIDER AUTHORITY | |
| Full Name | Mohammed Alayad |
| Signature | Date |

| | | | |
|--------------------|--|------------------|--|
| PLAN REVIEWED DATE | | NEXT REVIEW DATE | |
| MODIFICATIONS | | | |



Appendix 9B**EMERGENCY EVACUATION INCIDENT REPORT**

| FAMILY DAY CARE SERVICE DETAILS | | | |
|----------------------------------|--|------------------------|--|
| Name of Educator | | | |
| Residential Address | | | |
| Date of Emergency Evacuation | | Time taken to evacuate | |
| FDC Service Nominated Supervisor | | | |

| ENVIRONMENT CHECK | | |
|--------------------------------------|--------------------------|--------------|
| AREAS TO BE CHECKED | CLEAR / COMMENTS | TIME CHECKED |
| Room 1, main Living room | <input type="checkbox"/> | |
| Room 2 | <input type="checkbox"/> | |
| Room 3 | <input type="checkbox"/> | |
| Room 4 | <input type="checkbox"/> | |
| Room 5 | <input type="checkbox"/> | |
| Kitchen | <input type="checkbox"/> | |
| Children's Bathroom | <input type="checkbox"/> | |
| Outdoor area | <input type="checkbox"/> | |
| Name of person conducting room check | | |
| Signature | | |

| EVACUATION DETAILS |
|--------------------|
|--------------------|



| | | |
|--|--------------------------------|---|
| Alarm Activated [if relevant] | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Was the residence evacuated? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Explanation of events | | |
| Name of Emergency Services contacted | | Type of Emergency: <input type="checkbox"/> Fire <input type="checkbox"/> Bush Fire <input type="checkbox"/> Snake Bite <input type="checkbox"/> Flood <input type="checkbox"/> Other: _____ |
| Number of infants evacuated 0-1 years | | Number of adults evacuated |
| Number of children evacuated | | Number of students/other visitors evacuated |
| BBFDCC Supervisors were notified of evacuation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Parents/guardians were notified of emergency evacuation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| How were parents/guardians contacted and when? | <input type="checkbox"/> Phone | <input type="checkbox"/> Email |
| Notification of serious incident has been completed and uploaded to the https://www.acecqa.gov.au/resources/national-quality-agenda-it-system_NQA_ITS | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| NOTE: Attach evidence of documentation of how the emergency was communicated with families and a copy of the <i>Incident, Injury, Trauma and Illness record</i> submitted to ACECQA through the NQA ITS Portal. <i>For example: A list of all the children's names, time contacted family, name of person spoken to; copy of the email sent; copy of the text used to communicate with families showing the time and information given to families.</i> | | |
| Emergency /Evacuation Incident | | |
| [provide description of the emergency/evacuation incident] attach paper if needed | | |
| | | |



| |
|--|
| |
| |
| |
| |
| |
| |

| EVALUATION/ ACTION PLAN | | | | | |
|-------------------------|-----------------|--------------------|---------------------|------------------|----------------|
| CONCERNS | ACTION REQUIRED | WHO IS RESPONSIBLE | DATE TO BE ACTIONED | ACTION COMPLETED | DATE COMPLETED |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| | | |
|--------------------------|--|------|
| FDC Educator's full name | | Date |
| Signature | | |



Appendix 9C

Snake bite first Aid- immobilisation of limb



First aid fact sheet

Snake bite

All known or suspected snake bites must be treated as potentially life threatening, and medical aid should be sought urgently.

Signs

and symptoms

Signs of a snake bite are not always visible. In some cases, the patient may not have felt anything. Symptoms may not appear for an hour or more after the person has been bitten.

Depending on the type of snake, signs and symptoms may include some or all of the following:

- immediate or delayed pain at the bite site
- swelling, bruising or local bleeding
- bite marks (usually on a limb) that may vary from obvious puncture wounds to scratches that may be almost invisible
- swollen and tender glands in the groin or armpit of the bitten limb
- faintness, dizziness
- nausea and vomiting
- headache
- abdominal pain
- oozing of blood from the bite site or gums
- double or blurred vision
- drooping eyelids
- difficulty in speaking or swallowing
- limb weakness or paralysis
- difficulty in breathing
- occasionally, initial collapse or confusion followed by partial or complete recovery.

What to do

Pressure bandage & immobilise

- 1 Follow DRSABCD.
- 2 Call triple zero (000) for an ambulance.
- 3 Lie the patient down and ask them to keep still. Reassure the patient.
- 4 If on a limb, apply an elasticised roller bandage (10–15 cm wide) over the bite site as soon as possible.
- 5 Apply a further elasticised roller bandage (10–15 cm wide), starting just above the fingers or toes and moving upwards on the bitten limb as far as can be reached.
 - Use clothing or other material if an elasticised roller bandage is not available.
 - Apply the bandage as firmly as possible to the limb. You should be unable to easily slide a finger between the bandage and the skin.
- 6 Immobilise the bandaged limb using splints.
- 7 Keep the patient lying down and completely still (immobilised).
- 8 Write down the time of the bite and when the bandage was applied. If possible, mark the location of the bite site (if known) on the skin with a pen, or photograph the site. Do not wash venom off the skin or clothes because it may assist identification.
- 9 Stay with the patient until medical aid arrives.



In a medical emergency call Triple Zero (000)

DRSABCD Danger ▶ Response ▶ Send for help ▶ Airway ▶ Breathing ▶ CPR ▶ Defibrillation

You could save a life with first aid training • www.stjohn.org.au • 1300 360 455

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Appendix 10 – Excursion/Transport/Routine Outing Authorisation Form

Excursion/Transport/Routine Outing Authorisation Form

Educator to complete:

| | | | |
|--------------------------|--|--|--|
| Educator name | | | |
| Educator assistant name: | | | |
| Educator address | | | |
| Educator phone number | | | |

Excursion/Transport/Routine Outing Details:

If this is a regular outing, the authorisation will be covered for 12 months (May be cancelled at any time)

| | | | | | |
|---|---|---|---|----------------------------------|---|
| Is this an Excursion, Transport or Routine Outing? (please circle) | <input type="checkbox"/> Routine Outing | or | <input type="checkbox"/> Excursion & <input type="checkbox"/> Transport | Date of Excursion/Transport: | |
| Pick up Location: | <input type="checkbox"/> Educator Home | <input type="checkbox"/> Child Home | <input type="checkbox"/> Other, please specify | Address: | |
| Excursion/Transport destination | | | | | |
| Excursion/Transport Address | | | | | |
| Time of excursion/Transport | From: | am/pm | To: | am/pm | |
| Number of children attending the excursion/Transport | | Number of staff members attending the excursion/Transport (or other adults) | | | |
| Adult to child ratio | | | | | |
| Means of Transport (please tick) | <input type="checkbox"/> Car | <input type="checkbox"/> Bus | <input type="checkbox"/> Train | <input type="checkbox"/> Walking | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Route/Transport details (to and from) or (Please tick which applies) | | <input type="checkbox"/> Map/Directions/Risk Assessment attached | | | |
| Any requirements for seatbelts or safety restraints including booster seats are available (Age appropriate child restraints will be available) | | | <input type="checkbox"/> Yes | | |
| Reason/Proposed activities | | | | | |

Parent / Guardian to complete:

By signing the authorisation for excursion form, I agree to and understand the following:

- My child/ren has/have my permission to attend the excursion listed. If the excursion/transport is a regular outing, my child/ren has/have permission to attend for 12 months after the date signed below.
- I have read all details provided by the service and understand that I can access the Excursion/Transport Risk Assessment at the service.
- BBFDCC will be providing excursion venues with contact details for contact-tracing purposes when required.

| | | | |
|-------------------------------|--|--|-------|
| Child/ren's name (Full names) | | | |
| Parent/ guardian's name | | | |
| Phone number | | | |
| Signature parent/guardian | | | Date: |

*Excursion/transport policies & Procedures are available at the service



BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE
7 CENTRAL AVENUE BROOKWOODS BOAT
TELEPHONE: (03) 9882 1203
MABE: 0425 288 752



EXCURSION/TRANSPORT RISK ASSESSMENT

| Excursion details | | | | | | |
|---|--|--|---------------------------------|--|--|--|
| Pick up Location | <input type="checkbox"/> Educator Home <input type="checkbox"/> Child Home <input type="checkbox"/> Other, please specify | | | Address: | | |
| <input type="checkbox"/> Routine Outing or <input type="checkbox"/> Excursion & Transport | | | Excursion/Transport Destination | | | |
| Date of Excursion/Transport: | | | Excursion/Transport Address | | | |
| Departure and arrival times | From: | | am/pm | To: | am/pm | |
| Proposed activities | | | | Water hazards? Yes/No | If yes, detail in risk assessment below. | |
| Means of transport <input type="checkbox"/> Route details (to and from) or <input type="checkbox"/> Map/Directions attached (Please tick which applies) | <input type="checkbox"/> Car <input type="checkbox"/> Bus <input type="checkbox"/> Train <input type="checkbox"/> Walking <input type="checkbox"/> Other: (Please specify) | | | | | |
| Name of Educator | | | | Contact number (M) | | |
| Name of Educator Assistant | | | | Contact number (M) | | |
| Number of children attending Excursion/ Transport | | | | Number of educators/parents/volunteers | | |
| Educator to child ratio, including whether this excursion/transport warrants a higher ratio? Please provide details | | | | | | |
| Excursion/Transport checklist | | | | | | |
| <input type="checkbox"/> First aid kit | <input type="checkbox"/> List of adults participating in the excursion/transport | | | | | |
| <input type="checkbox"/> List of children attending the excursion | <input type="checkbox"/> Contact information for each adult | | | | | |
| <input type="checkbox"/> Contact information for each child | <input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services | | | | | |
| <input type="checkbox"/> Medical information for each child | <input type="checkbox"/> Any requirements for seatbelts or safety restraints including booster seats are available | | | | | |
| <input type="checkbox"/> Other items, please list | | | | | | |



BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE
7 CENTRAL GROVE BROADMEADOWS 3047
TELEPHONE: (03) 9302 1501
Mobile: 0425 853 732

| Risk assessment | | | | | | |
|--|--|------------------------------|--|--------------------|---|-----------------|
| Activity | Hazard Identified | Risk assessment (use matrix) | Elimination/control measures | Who | When | Tick if applies |
| Entering/Exiting FDC premises | Struck by moving vehicle Children wondering off | Low / Moderate | Have a designated meeting point when entering/exiting Enforce road/ pedestrian safety rules Holding hands, high level supervision Head count, cross reference with attendance record | Educator/ children | At all times when entering/exiting FDC premises | |
| Embarking/ Disembarking vehicle | Struck by moving vehicle Children wondering off Child left in car | Low / Moderate | Have a designated meeting point when embarking/dismounting Enforce road/ pedestrian safety rules Holding hands, high level supervision Head count, cross reference with attendance record Check the vehicle to ensure no child is left inside | Educator/ children | At all times when embarking/ disembarking vehicle | |
| Drive to/ from excursion destination | Road accident Child restraints not fitted/ buckled properly Child left in car Dangerous drivers Road works Mechanical breakdown | Moderate/ High | Make sure car is safe and roadworthy Children are to be made aware of expected behaviour while travelling in a car Follow road rules and children to wear seat belts/ or fastened in age appropriate child restraints Head count, cross reference with attendance record Check the vehicle to ensure no child is left inside | Educator/ children | At all times when driving | |
| Walking to excursion destination with children | Crossing road, accidents Hazards, sharp objects Stray dogs Strangers | Low / Moderate | Hold hands at all times with younger children Stick to the proposed route Strap and buckle infants in pram/ strollers correctly Closely supervise children | Educator/ children | At all times while walking | |
| Leaving care premises with a child/ren that have a diagnosed special need/ medical condition | Medication is out of date Delay in accessing Action Plan, medication and/or medical devices. Children exposed to substances that may make their medical condition worsen | Low / Moderate | Check medication prior to leaving care premises Ensure Action Plan is up to date and copy located with medication and devices when leaving premises with child/ren Follow Risk Minimisation Plan, keep child/ren away high risk activities that may worsen the condition | Educator | Before leaving the FDC home/ residence | |



BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE
7 CENTRAL GROVE BROADMEADOWS 3047
TELEPHONE: (03) 9302 1501
Mobile: 0425 853 732

| | | | | | | |
|----------------------------------|---|----------------|--|---------------------|---|--|
| Playing at an indoor play centre | Misuse of play equipment Play equipment is high and deep (out of sight) Other children hurting children in care | Low / Moderate | Remind children of appropriate play Supervise closely Head count regularly | Educator / Children | At all times when at venue | |
| Going to shopping centre's | Children wandering off Strangers approaching children Children playing on escalators Unhygienic toilets Climbing on store shelving | Low / Moderate | Discuss and remind children strangers with the children prior to outing/excursion Supervise children closely Take toileting supplies Infants properly strapped into their stroller (if applicable) Never leave children on their own Ensure regular head checks are completed | Educator / Children | At all times while at the Shopping Centre | |
| Visiting the library | Approached by strangers Doors closing on fingers Falling on stairs Climbing on bookshelves | Low/ Moderate | Supervise children closely Let library staff know that you are present with the amount of children you have Take children together for bathroom trips | Educator / Children | At all times while at the library | |
| Playing at the park | Water lakes/ponds Stray dogs Unhygienic toilets Big space, children may wonder off Strangers approaching children Falling off playground equipment if used incorrectly | Low / Moderate | Stay away from water features. Supervise closely at all time Have toilet paper, wipes, soap (if needed) to use public toilet facilities | Educator | At all times while at the park | |
| | | | | | | |



BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE
7 CENTRAL GROVE BROADMEADOWS 3047
TELEPHONE: (03) 9302 1501
Mobile: 0425 853 732

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

| | | |
|--|---|---------------------------|
| Plan prepared by | (Educator Name) | (Educator Assistant Name) |
| Prepared in consultation with | Parent/ Guardian and Bright Beginnings Family Day Care Centre | |
| Communicated to | Parent/ Guardian and Bright Beginnings Family Day Care Centre | |
| Venue and safety information reviewed and attached | Yes / No Comment if needed: | |

Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.

| Risk Matrix | | | | | | |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood | Consequence | | | | | |
| | Almost certain | Insignificant | Minor | Moderate | Major | Catastrophic |
| | Likely | Moderate | High | High | Extreme | Extreme |
| | Possible | Low | Moderate | High | High | Extreme |
| | Unlikely | Low | Low | Moderate | High | High |
| | Rare | Low | Low | Low | Moderate | High |
| | | | | | | |



BRIGHT BEGINNINGS FAMILY DAY CARE CENTRE
7 CENTRAL GROVE BROADMEADOWS 3047
TELEPHONE: (03) 9302 1501
Mobile: 0425 853 732

Appendix 11 – Termination of Care Service

BRIGHT BEGINNINGS FAMILY DAY CARE
7 CENTRAL GR BROADMEADOWS 3047
PH: 9302-1501
FAX: 9302-1502
ABN: 48176613413
Manager: Mohammad Ayad



Termination of Care Service

Date of Notice: ____ / ____ / ____

Last day I will be providing care: ____ / ____ / ____

Educators Name: _____

Address: _____

Mobile No. _____

Details of child/ren that was/were in care:

| Name: | Date of birth: |
|-------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

The educator is required to provide service until the last date provided.

Reason for Ceasing care:

Educators Signature: _____

Supervisors Name: _____

Supervisors Signature: _____



Appendix 12 – Student/Volunteers Declaration

Student/Volunteer Declaration

I, _____ (Approved Provider/Nominated Supervisor) give permission for _____ (Student/Volunteer) to attend the service of _____ (Educators Name) at _____ (Address)

From the following periods:

____ / ____ / ____ to ____ / ____ / ____

Agreed hours:

Mon: ____ am/pm ____ am/pm

Thurs: ____ am/pm ____ am/pm

Tues: ____ am/pm ____ am/pm

Fri: ____ am/pm ____ am/pm

Wed: ____ am/pm ____ am/pm

Sat: ____ am/pm ____ am/pm

I have sighted the following:

- Current working with children checks
- Reference Checks completed
- Work Placement requirements – Student
- First Aid Competency – Student

Date:

Date:

Date:

Date:

Student/Volunteer Name:

Student/ Volunteer Signature:

Approved Provider/Nominated
Supervisor Name:

Approved Provider/Nominated
Supervisor Signature:



Appendix 13 – Initial Home Safety Checklist (extract page 1 from 25 pages)

Home Safety Checklist – Summary



Safety checked by:

(Name)

(FDC Coordinator)

(Date)

Summary of Safety Issues

| Item no. | Safety issue | Details of action needed | Date action completed |
|----------|--------------|--------------------------|-----------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

Educator's name

Address

Postcode

Telephone (Home)

(Mobile)



Appendix 14- Compliance history statement for a prospective family day care Educator



Compliance history statement for a prospective family day care educator

It is not mandatory to use this form.

This form may assist when determining a person's suitability to be a family day care educator. Completed forms should be retained and stored.

1. Please provide information about any compliance action or disciplinary proceedings to which you have been subject under:

- the *Education and Care Services National Law*, including the Education and Care Services National Regulations, and
- any of the laws listed at Table 1 below, in any Australian state or territory.

.....
.....
.....
.....
.....
.....
.....
.....

2. Are you or have you ever been subject to a prohibition or suspension notice under the *Education and Care Services National Law*?

Yes – please provide details below No

.....
.....
.....
.....
.....
.....
.....
.....





Compliance history statement for a prospective family day care educator

3. Have you ever held or applied for a licence, approval, registration, certification or other authorisation under the National Law which the regulatory authority refused, refused to renew, suspended or cancelled (for example as a nominated supervisor, a person in day to day charge, a person with management or control)?

Yes – please provide details below No

4. Were you formerly registered with another approved provider? If so, please list service details and the reason(s) you left your previous role.

Yes – please provide details below No

I, [insert full name]

of [insert address]

and born on [insert date of birth] declare that:

1. the information provided in this statement is true and complete, and
2. I am aware that I may be subject to penalties under a Commonwealth or State or Territory Act if I provide false or misleading information.

Signature of person making the declaration:

Signed: Date/...../.....

7 Central Grove Broadmeadows Vic 3047
Tel: (03) 9302 1501
Mobile: 0425 853 732

V1.3 JUN 18



Appendix 15 – Bright Beginnings Family Day Care Centre Application Form (extract page 1 of 5)

Educator Enrolment Form

Start Date: _____ / _____ /20_____



| | | | |
|---|--|--|---|
| Title: | Given Name: | | Surname: |
| Date of Birth: | | CRN: | |
| Registration Authority Number (RA): | | | |
| Residential Address: | | | Postcode: |
| Address of Family Day Care Venue: | | As Above: Yes / No | |
| Home Phone: | | Mobile Number: | |
| Place of Birth: | Nationality: | Email: | |
| Language spoken at home: | | ABN No: | |
| Driver's Licence No: Expiry Date: | | WWC Check No: Expiry Date: | |
| Tax File No: | | Medicare No: | |
| Name of Doctor/Medical Service: | | Phone No. of Medical Service | |
| Address of Medical Clinic: | | | |
| Are you an Australian citizen? <input type="checkbox"/> YES <input type="checkbox"/> NO <u>If No,</u> <input type="checkbox"/> Are you a permanent resident? Y / N <input type="checkbox"/> Do you have a Working Visa? Expiry date: _____ / _____ / _____ <input type="checkbox"/> Any restrictions? _____ | | | |
| Next of Kin: | | Relationship: | |
| Address: | | Home Phone: | |
| | | Mobile No: | |
| <u>Bank details:</u> (payments to be made into) | | | |
| Name of Bank: | | Branch: | |
| Account Name: _____ | | | |
| BSB: | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> | Account Number: <input type="text"/> |

7 Central Grove Broadmeadows Vic 3047

Tel: (03) 9302 1501

Mobile: 0425 853 732

V1.4 APRIL 19



Appendix 16 – Educator on leave form

Educator going on Leave



Educator Full Name:

I will be taking the following leave

- Holiday travel Leave
- Maternity Leave (see administration)
- Planned Sick Leave (e.g. upcoming surgery)
- Personal Leave (e.g. family commitments)
- Funeral
- Other (please specify).....

My Departure date will be: ____ / ____ /20____

My Return date will be: ____ / ____ /20____

Date Returning to work: ____ / ____ /20____

Date Approved by Supervisor (upon return to work): ____ / ____ /20____

Educators signature.....

Supervisor Signature..... Date: ____ / ____ /20____



Appendix 16a – Appointment of Relief Educator

APPOINTING STAFF MEMBER AS RELIEF EDUCATOR

I, Approved Provider at Bright Beginnings Family Day Care Centre, appoint,

_____ (Coordinator), or

_____ (Administrative Staff)

As a 'relief educator' to carry out the duties of a registered educator for the periods indicated below;

____ / ____ / ____ to ____ / ____ / ____ at 9 Central Grove, Broadmeadows VIC 3047.

I, _____ (coordinator)/(administrative staff) accept to fulfil the duties of a 'relief educator' for the period indicated above.

I have access to BBFDCC policy and procedure and have read and understood the policy and procedure relating to a 'relief educator'.

Signatures/Declaration:

Approved Provider: _____ Date: ____ / ____ / ____

Appointed relief Educator: _____ Date: ____ / ____ / ____

Required documentations:

- Certificate/Diploma in ECEC
- WWCC – Employee
- RA IDENTIFICATION
- DRIVERS LICENSE
- FIRST AID QUALIFICATIONS
- CHILD PROTECTION
- CHILDREN ENROLMENT NOTICE



Appendix 16b – Acceptance of relief Educator – Parent declaration

ACCEPTANCE OF A RELIEF EDUCATOR – PARENT DECLARATION

I, _____ (Parent/Guardian) accept that my child/ren;

Child 1: _____

Child 2: _____

Child 3: _____

Child 4: _____

To be in the care of the registered relief educator; _____ (relief educator), appointed by BBFDCC whilst my current educator is on leave for the period indicated below;

____ / ____ / ____ to ____ / ____ / ____

I understand it is my responsibility to transport my child/ren to and from the registered residence at 8 Central Grove, Broadmeadows VIC 3047, as the relief educator will not provide this service.

I will confirm and sign the enrolment notice activating the Complying Written Arrangement with the new arrangement.

If I no longer require the ‘relief’ care, I will advise the office within 48 hours.

Parent/Guardian 1: _____

Date: ____ / ____ / ____

Signature: _____

Parent/Guardian 2: _____

Date: ____ / ____ / ____

Signature: _____

Approved Provider: _____

Date: ____ / ____ / ____

Signature: _____

Attached Document:

Child/ren enrolment notice



Appendix 17- pets, Animals, risk Assessment.

RISK ASSESSMENT ACTION PLAN – PETS/ANIMALS

Working in conjunction with the *Risk Assessment Guide* and *Animal and Pet Policy*, this Risk Assessment Action Plan identifies potential hazards or risks which may occur when pets and animals in an enclosure are kept at the service or visit the service and specifies actions to be taken to minimise or control the impact of any risk when pets or animals are kept or visit the Service.

| IN CASE OF EMERGENCY DIAL 000 SERVICE DETAILS IN CASE OF AN EMERGENCY | | | |
|--|--|---------------------------------------|--|
| Service Name | Phone Number | Email Address | |
| Physical Address of FDC residence | Nearest Cross Street | | |
| Nominated supervisor name | Total number of staff in attendance each day | Number of children attending each day | |

RISK ASSESSMENT STEPS – Refer to *Risk Assessment Guide*

| | |
|--------|--|
| Step 1 | Identify the hazard or potential hazard. Use Guiding Questions to be aware of potential risks. |
| Step 2 | Assessing the risk of harm or potential harm. Likelihood and Consequences. |
| Step 3 | Risk Rating Matrix |
| Step 4 | Risk Assessment Action Plan |
| Step 5 | Evaluate and Review |

| | | |
|--|--|--|
| Does the [aquarium or enclosure] create any obvious hazards? (Trips, slips, falls, handling) | | |
| Have you gained advice from organisations like the RSPCA regarding the suitability of the [animal/s or fish or reptile/s] at the service? | | |
| Are water safety precautions in place regarding ponds or drinking water troughs? | | |
| Is overall supervision and ratios compromised if children are close to the [aquarium or enclosure]? | | |
| If outside, is the [aquarium or enclosure] well shaded, reducing the risk of sunburn to children? | | |
| Is the fencing secure and safe providing adequate separation from the children? | | |
| Are appropriate procedures in place for cleaning and disinfecting the [aquarium or enclosure]? | | |
| Are there any dangerous substances used for cleaning if done while children are in care? | | |
| Have children been checked for any related allergies and/or fear / phobias toward the animal/s or pet/s? | | |
| Is electrical equipment (water heaters for fish tank, filters etc) installed in a safe and approved manner complying with manufacturer's recommendations? | | |
| Is electrical equipment tested annually? | | |
| Are any cords hanging in a way making them accessible to the children? | | |
| If batteries are required, are they in any way accessible to the children? | | |
| Are there set procedures in place to guide care, safety & maintenance of the pets, animals, aquarium or enclosure? | | |
| Have procedures guiding the use of the [aquarium or enclosure] been discussed with educators and children? | | |
| Are educators familiar with all relevant policies relating to the care, safety and ongoing maintenance of the [animal/s or fish or reptile/s] and their [aquarium or enclosure]? | | |
| Has responsibility of caring for the [pet or animal/s] been delegated to selected staff and is there a roster for care and maintenance? | | |
| Are all staff members aware of the closest First Aid kit to the [aquarium or enclosure]? | | |
| Is there a routine safety & maintenance audit for the [aquarium or enclosure]? | | |
| Are procedures in place for correct cleaning and disposal of any contaminated waste? | | |
| If an enclosure, has the site been assessed for providing appropriate shelter for animal/s during all weather conditions? | | |

| STEP 1: GUIDING QUESTIONS | YES | NO | IF NO: |
|---|-----|----|--------|
| [Fish] If applicable, does the [aquarium or enclosure] adhere to Australian Safety Standards? | | | |
| Does the [animal/s or fish or reptile/s] have the required accreditation documentation? | | | |
| Is the [aquarium or enclosure] made of glass? [If so, is it safety glass?] | | | |

| STEP 2: ASSESSING THE LIKELIHOOD | | ASSESSING THE CONSEQUENCES | | |
|----------------------------------|--|----------------------------|---|--|
| Almost certain | Has occurred on an annual basis (or more frequently) in the past | Critical | Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required/policies/procedures/external professionals. | |
| Likely | Has occurred in the past few years | Major | High risk. Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises. | |
| Possible | May occur at some stage (has occurred at least once in the history of the Service) | Moderate | Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required. Damage to premises may occur. | |
| Unlikely | Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area | Minor | Low risk. Deal with the hazard when able-implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems. | |
| Practically impossible | It is not known to have occurred in any similar early education and care service within the local geographic area | Insignificant | Very low risk. Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely. | |

STEP 3: RISK RATING MATRIX. Use the Risk Score Matrix to identify and assess risks. Record the Risk Ranking within the Risk Assessment below

| LIKELIHOOD | CONSEQUENCE LEVEL | | | | | |
|------------------------|-------------------|---------|----------|----------|---------------|--|
| | Critical | Major | Moderate | Minor | Insignificant | |
| Almost Certain | Extreme | Extreme | Extreme | High | Medium | |
| Likely | Extreme | Extreme | High | Medium | Medium | |
| Possible | Extreme | High | Medium | Medium | Low | |
| Unlikely | High | Medium | Medium | Low | Very Low | |
| Practically Impossible | Medium | Medium | Low | Very Low | Very Low | |



| STEP 4: RISK ASSESSMENT ACTION PLAN - TEMPLATE | | | | | | |
|--|--|--|------------------------------|---|--------------------|--|
| ITEM | EVENT OR ACTIVITY | HAZARD IDENTIFICATION (What could go wrong?) | RISK RANKING (use matrix) | ELIMINATION OR CONTROL MEASURES | RESPONSIBILITY | |
| | | | | | WHO | WHEN |
| 1 | Children holding/caring for animal during fdc program or visits | Animal can get restless and scratch children if being held | | <ul style="list-style-type: none"> • Animal participating in program for short period of time • Constant supervision. • Educated children about health and safety around animals and water | Educator/assistant | Every day operating FDC and when animals are planned to be in care and educational program |
| 2 | During program/planned incursions | Loud barking/ noises might frighten children | | <ul style="list-style-type: none"> • Children will play in area away from animal noises and sight • Only healthy animals around children | Educator/assistant | Every day operating FDC and when animals are planned to be in care and educational program |
| 3 | Fish tank in FDC residence | Dropping items in the fish tank | | <ul style="list-style-type: none"> • Cover fish tanks. • Educated children about health and safety around animals and water | Educator/assistant | Every day operating FDC and when animals are planned to be in care and educational program |
| 4 | Animal residing in fdc residence | Animal food can spill/ contamination | | <ul style="list-style-type: none"> • Feed animal before and after children are in car • No access to stored food for pets | Educator/assistant | Every day operating FDC and when animals are planned to be in care and educational program |
| 5 | | | | | | |
| 6 | | | | | | |

STEP 5: EVALUATE AND REVIEW

THIS RISK ASSESSMENT HAS BEEN DEVELOPED IN CONSULTATION WITH MANAGEMENT/EducATORS AND FAMILIES OF THE SERVICE

| | | | | | | |
|---|-----------|-------------------|---------------|--|-----------|--|
| Plan prepared by | Full Name | | Role/Position | | Signature | |
| Plan prepared in consultation with | Full Name | | Role/Position | | Signature | |
| Plan prepared in consultation with other agencies (if applicable) | Full Name | | Role/Position | | Signature | |
| Communicated to all relevant staff | Y / N | Comment if needed | | | | |
| Approved provider authority | Full Name | | Signature | | Date | |
| Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary | Date | Actions required | | | | |

End of Policy and Procedure Manual

