

BEGA VALLEY FAMILY DAY CARE POLICIES

Philosophy
Code of Ethics
Grievance & Complaints
Handling Procedure



*We look forward to your family
becoming part of
our family*

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INDEX TO POLICIES

WE BELIEVE.....	4
CODE OF ETHICS.....	5
UN CONVENTION ON THE RIGHTS OF THE CHILD.....	7
LAW REQUIREMENTS AND ENFORCEMENT	8
ABOUT OUR POLICIES	11
ADMINISTERING MEDICATIONS & MANAGING MEDICAL CONDITIONS.....	12
ARRIVAL & DEPARTURES FROM THE EDUCATORS HOME.....	15
ASSESSMENT, APPROVAL & REASSESSMENT OF RESIDENCE.....	17
BEHAVIOUR GUIDANCE	19
CHILD CARE PAYMENTS.....	21
CHILD PROTECTION.....	23
CHILDRENS'INCIDENT, INJURY, TRAUMA & ILLNESS	26
CONFIDENTIALITY	29
CRITICAL INCIDENTS	30
DETERMINING THE RESPONSIBLE STAFF MEMBER	32
DEVELOPMENT & EDUCATION.....	33
EDUCATORS ANIMALS	35
EDUCATOR'S HEALTH.....	36
EDUCATORS'PRIORITIES DURING PERSONAL EMERGENCIES.....	37
ENROLMENT, ORIENTATION & PRIORITIES OF ACCESS TO CARE	38
ENVIRONMENTAL SUSTAINABILITY.....	40
ETHICAL CONDUCT	41
EXCURSIONS & TRANSPORT	42
FIRE SAFETY, DISASTER MANAGEMENT & EMERGENCY EVACUATION.....	45
FOOD HANDLING & STORAGE.....	47
GRIEVANCES & COMPLAINTS MANAGEMENT	49
GUESTS, VISITORS AND HOUSEHOLD MEMBER CONDUCT	52
HEALTH & HYGIENE STANDARDS.....	54

INCLUSION & DIVERSITY	55
INTERACTIONS WITH CHILDREN.....	57
KEEPING A REGISTER OF EDUCATORS	58
MANAGEMENT & GOVERNANCE.....	59
MANAGING RECORDS	61
MEDIA RELEASE PROTOCOLS	63
NOTIFICATION OF INFECTIOUS DISEASES	64
NUTRITION & ACTIVE PLAY	69
PARENT/GUARDIAN INVOLVEMENT	71
RECRUITMENT OF COORDINATION UNIT STAFF.....	72
RECRUITMENT OF EDUCATORS.....	73
RELIEF CARE BY COORDINATION UNIT STAFF	75
RELIEF CARE	76
REST & SLEEP	78
SUN PROTECTION.....	80
SUPPORT VISITS TO EDUCATORS.....	82
TOBACCO, DRUGS & ALCOHOL FREE ENVIRONMENT	84
TOILETING BATHING & NAPPY CHANGING	85
TRAINING & DEVELOPMENT	86
TRANSITION TO OTHER LEARNING ENVIRONMENTS	87
USE OF ELECTRONIC TECHNOLOGY TV, VIDEO, COMPUTER AND OTHER ELECTRONIC TECHNOLOGY ..	88
USE OF SOCIAL MEDIA.....	89
VISITORS TO AN EDUCATOR'S SERVICE & PLAYGROUP VENUES	91
VOLUNTEERS & STUDENTS.....	93
WATER SAFETY.....	95
WORK HEALTH & SAFETY	97
EDUCATOR ACKNOWLEDGEMENT.....	100

We Believe...

We believe that childhood is a time for play, discovery and making friends. We believe that children's learning is holistic and will happen best where it's unforced and unhurried and children are free to investigate, create, imagine and just be...

We believe that each child is a competent and complex learner whose unique strengths, abilities and interests should be recognised and given the opportunity to grow and evolve. We believe that taking risks builds skills, resilience and confidence and children should be supported to welcome challenges and become creative problem solvers.

We believe that children's curiosity, wonder and connection to the natural world will thrive when they have natural materials to play with and inviting outdoor spaces to explore. Through their early experiences children can build an enduring understanding and respect for the environment and become the guardians of a sustainable future.

We believe that belonging and wellbeing grow from connection to family, friends and community. We believe in working with families to advocate for children and children's services. We encourage participation in local events, excursions and adventures to build community links and a sense of place and belonging.

We believe that inclusion enriches us all and we strive to provide a service that is accessible, welcoming and responsive for all members of our community. We encourage the development of strong, open collaboration between families, staff and educators, where knowledge, skills and ideas can be shared in the best interests of the child. We believe that trust and understanding are at the heart of good relationships and that open communication and critical reflection must be embedded in our daily practice.

CODE OF ETHICS

VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.



DEFINITIONS OF TERMS IN ECA'S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.



PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This *Code of Ethics* is informed by the principles in the *United Nations Convention on the Rights of the Child* (1991) and the *Declaration on the Rights of Indigenous Peoples* (2007). A *Code of Ethics* is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

ACKNOWLEDGEMENT

The first *Code of Ethics* for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the *Code of Ethics* began in 2003 with the second version launched in 2007. The second review of the *Code of Ethics* began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the *Code of Ethics* including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



Code of Ethics



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Early Childhood Australia
A voice for young children



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A voice for young children

COMMITMENTS TO ACTION

IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.



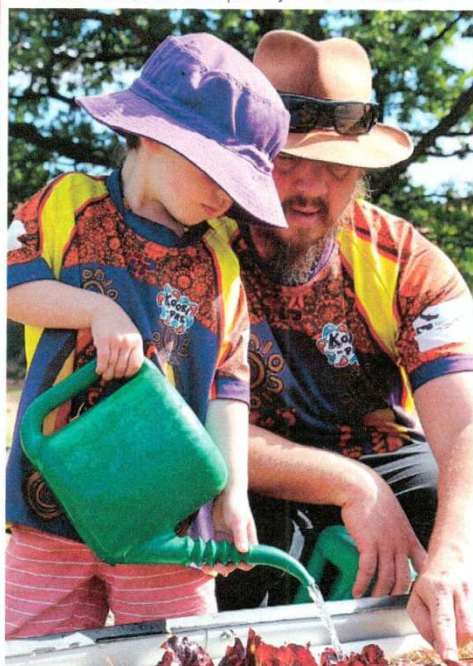
IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.



IN RELATION TO THE PROFESSION, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.



IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.



IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.



UN Convention

on the Rights of the Child



In Child Friendly Language

"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel and harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected, or badly treated.

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43 to 54

These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.

A collaborative
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Department for
Communities



LAW REQUIREMENTS AND ENFORCEMENT

Australian Children's Education and Care Quality Authority (ACECQA)

The National Quality Framework is overseen by **Australian Children's Education and Care Quality Authority (ACECQA)** who have appointed The Department of Education and Community (DEC) as their Regulatory Authority in NSW.

Bega Valley Family Day Care Incorporated is licensed to conduct a childcare service by **The NSW Department of Education and Community (DEC)**. They employ Authorised Assessor Officers to carry out an assessment and rating of schemes against the National Quality Standards. They monitor and enforce compliance with the National Law and the National Regulations.

AUTHORISED ASSESSOR OFFICER'S ROLE

- To be responsible for assessing and rating education and care services in their allocated regions against the National Quality Standards.
- To implement a range of approaches and tools to facilitate the enforcement of the National Quality Framework.
- To educate and inform providers and services and empower them to understand and meet their obligations.
- Consistent with the objectives of the National Quality Framework their approach to enforcement and compliance is to:
 - Ensure the safety, health and wellbeing of children.
 - Improve children's educational and developmental outcomes.
 - Promote continuous quality improvement in education and care services.
- When deciding how to respond to an incident or issue, DEC will consider the circumstances of each case and the risk to children(both short and long term)
- They will endeavour to take action that is proportionate to the issue and is most likely to achieve improved outcomes for children.

INFRINGMENT NOTICES

- The National Law and National Regulations set out offences for which an infringement notice may be issued by DEC: an Infringement Notice operates like a fine.
- The National Law sets out three offences that are subject to an infringement notice:
 1. Failure to display prescribed information
 2. Failure to notify certain circumstances to the Regulatory Authority
 3. Failure to comply with a compliance direction
- Offences subject to an infringement notice can be found in the National Regulations. Each Educator and the Co-ordination Unit office have a copy of the National Regulations.
- An Authorised Assessment Officer may issue on the spot infringement notices which impose an amount of 10% of the maximum penalty that could be enforced by a court for that offence. The use of infringement notices provides a more targeted enforcement option.

- Offences that are suitable for applying an infringement notice are set out in the National Regulations. They also provide an immediate sanction for a breach.

ENFORCEABLE UNDERTAKING

- If a person has allegedly breached the National Law or National Regulations, a Regulatory Authority may enter into a written agreement where the person agrees to take certain action or refrain from taking certain action, to comply with the National Law or National Regulations.
- An enforceable undertaking could be used where strict compliance with the provision may not achieve the desired outcome: for example, where health and hygiene practices are not being followed, DEC might request an Approved Provider to agree to train Staff in health and hygiene practices rather than issuing a compliance notice. This is consistent with the principle of an “outcomes focus” in regulatory actions.

COMPLIANCE DIRECTIONS

- DEC may issue a compliance direction which is a written enforcement notice that directs an Approved Provider to take certain steps to comply with that provision, within a specified timeframe: this is a law order enforcement notice.

COMPLIANCE NOTICE

- DEC may issue a compliance notice if it is satisfied that an Approved Provider is not complying with any provision of the National Law or National Regulations, and direct the Approved Provider to take certain steps within a specified period of time to comply with the provision: this is a high order enforcement notice.

PROHIBITION NOTICE

- DEC may issue a prohibition notice to a person if it considers that there may be an unacceptable risk of harm to a child if the person was allowed to provide education and care to a child or remain at a service.
- A Prohibition notice may be given to an Approved Provider, Certified Supervisor, Educator, Employee, Contractor, Volunteer or anyone else involved in the provision of education and care.
- DEC may also issue a prohibition notice with our prior notification if there is immediate risk to the safety, health or wellbeing of a child or children.
- A prohibition notice prohibits the person to whom it applies from:
 - Providing education and care to children for an Approved Service
 - Being engaged as a Supervisor, family day care Educator or Staff member at an Approved Service
 - Carrying out any other activity relating to an Approved Service.

NOTICE TO SUSPEND A FAMILY DAY CARE EDUCATOR

The Department of Education and Community (DEC) may issue a notice directing the Approved Provider of a family day care service to suspend education and care by an Educator, if DEC is satisfied that, because of the conduct of, or the service provided by an Educator:

- The Approved Provider or Nominated Supervisor is not compliant with the National Law

or National Regulations or there is a risk to the safety, healthy or wellbeing of the children at the service

OFFENCES UNDER THE NATIONAL LAW AND REGULATIONS

The National Law sets out a range of higher order offences which relate to matters such as Staffing arrangements, the educational programs, inadequate supervision and failing to protect children from harm and hazards.

Offences usually apply to the Approved Provider or Nominated Supervisor who is responsible for the service provision.

Offences can also apply to Educators, for example an Educator could be held responsible for inappropriately disciplining children, if the service had a thorough induction and clear policies in place but the Educator did not follow these.

The National Regulations also sets out a number of lower order offences.

In most cases the responsibility for complying with the regulations rests with the Approved Provider.

Some offences may apply to Nominated Supervisors, Educators or other Staff members based on the person's control over the particular action or omission. For example an Educator could be held responsible (and therefore subject to the penalty) for being affected by drugs or alcohol while providing education and care to children as part of the service.

<h2>REQUIREMENTS OF REGULATIONS AND OTHER STANDARDS</h2>

Guide to the Education and Care Services National Law

National Law – sections 172,173,174,175,176,177,178,180-188, 190, 291

The Education and Care Services National Regulations 2011- Australian Children's Education and Care Quality Authority

National Regulations– 188, 189 schedules 3, 190

ABOUT OUR POLICIES

Like all early childhood services in Australia, we are governed by The National Quality Framework. These Laws, Regulations and Standards give us the minimum standard of practice required to operate a child care service.

In our policies we specify how we will comply with these standards in a way which is workable and makes sense to all the stakeholders in our Family Day Care Community – Management, Staff, Educators and Families – and provides the best outcomes for the children.

Since all stakeholders have access to them, the policies support the provision of a consistent, transparent and equitable service.

Policies are living documents and ours have been growing and developing with our Service since it started in the Bega Valley in 1988. In keeping with our commitment to reflective practice and continuous improvement, the policies are reviewed at least every two years. This ensures they are consistent with current research and best practice and are meeting the needs of our Family Day Care Community.

When new policies are being developed or existing ones reviewed, we will ask for the input of all interested parties because the more feedback we get, the more we can feel confident that our policies truly reflect the values and priorities of the Bega Valley Family Day Care Community.

Policy books are available at Educators' services, the Co-ordination Unit, online at the Bega Valley FDC website www.begafamilydaycare.org.au. Copies can be emailed to families on request.



ADMINISTERING MEDICATIONS & MANAGING MEDICAL CONDITIONS

AIM:

Staff and Educators will work with families to facilitate safe and effective health management for children whilst they are in care.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 167, 175 (3)

REASON:

When in care the maintenance of children's health is a high priority. To achieve this end Families, Educators and Staff should work together to ensure that Educators have all the information, documentation and training required to administer medications safely and respond promptly and appropriately to children's medical needs or emergencies.

Education and Care Services National Regulations, 2011

Regulations: 90-96, 136, 137, 153, 162, 168, 173, 178, 181-184, 246, 247

STRATEGIES & PRACTICE:

The Nominated Supervisor and Educators will:

- Ensure families provide information to the Co-ordination Unit and their Educator regarding their child's health, medications, allergies to medication or other substances, their doctor's name, address and phone number and a Health Management Plan approved by their doctor if relevant, following enrolment and prior to the child starting in the service.
- Be informed of any child enrolled who has a chronic health problem such as; asthma, epilepsy, diabetes, severe allergy, food allergy or anaphylaxis, or requires ongoing medication, or might require emergency medication, treatment or first aid.
- Ensure that an individual Health Management Plan is completed for a child with a chronic health problem and that a copy is kept in that child's file at the Educator's service **and** at the Co-ordination Unit.
- Except in an emergency, ensure medication is administered to a child only if the child's parent or a person who is nominated in writing by the parent to do so (nominated person) has completed a Medication Authorisation Record.
- When medication is administered an Educator completes the times and dosage of medications on the Medical Authorisation Record.
- Any prescribed, over the counter, herbal or homeopathic medications/preparations (including cold preparations and Paracetamol) will only be given strictly according to medical instructions regardless of any requests from parents. Documentation may include the chemist sticker on prescription medication or recommended doses on other medication or a signed letter from a medical practitioner.

Medication administered without prior parental consent in an emergency:

- If medication is required in an emergency without prior consent of the child's parent or legal guardian, every attempt will be made to secure consent from a parent, legal guardian, nominated person or a registered medical practitioner.
- Ensure that a family member or other nominated person is notified of any medication administered in an emergency.

ADMINISTERING PAIN RELIEF

- Educators may administer a single dose of children's pain relief in an emergency provided **all** of the conditions below have been met:
 - A child is over 6 months of age.
 - The child does not have suspected gastroenteritis.
 - The child has a temperature above 38 degrees and is in discomfort or pain.
 - Educators have received specific verbal, text, faxed or emailed consent from the parent/guardian stating the name of the medication and dosage approved
- Administer only medications supplied in the original bottle, box or blister pack so the Educator can be sure of the manufacturers or doctor's recommendations.

National Quality Standards for Early Childhood Education and Care, 2011
QA 2.1.1, 2.3.2

KEY RESOURCES:

Public Health Act
2010(NSW)

Work Health & Safety Act
2011 & Regulations 2001
(NSW)

Staying Healthy in Child
Care

www.health.gov.au
www.allergy.org.au

Links to Other Policies
Children's Incident, Injury,
Trauma & Illness

Review Date:

November 2019

- Administer prescribed medications only to the child for whom it has been prescribed, from a container bearing a pharmacy label showing the child's name, and a current use-by-date, in accordance with any doctor's instructions relating to the prescribed dosage and administration.
- Before administering medication, check that the instructions on the Medication Record are consistent with both the doctor's instructions and the name and instructions on the label.
- If an Educator has any doubt about the safety of administering any medication or treatment, the Educator should not administer the medication or treatment and refer the matter to the Scheme Supervisor and seek advice from the parent, doctor or the local Public Health Unit.
- Ensure families and Educators understand and acknowledge each other's responsibilities under the relevant legislation, the Scheme's policy and guidelines.
- Ensure medication is securely stored away from access by children. Medication that requires refrigeration (eg eye drops, antibiotics, syrups) should be stored at the back of the top shelf, in a separate compartment or in a childproof container.
- If a child has received medication or health care at the Educators' home prior to commencement of school or another child care service, the Educator provides this written information to the child's teacher.
- If medication is required during the care period and the child arrives in care without the required medication, the child is to be excluded.

CREAMS AND LOTIONS AND POWDERS:

- Educators require written parental permission to apply routine non-prescription creams, lotions and powders.
- If application of non-regular non-prescription cream, lotion or powder is required a medication record is to be completed by the parent.
- In the instance of a cream, lotion or powder under doctor's prescription, this can only be applied to a child if the label identifies the prescription being for that child and a medication record is completed by the parent.
- Educators follow manufacturer's instructions in its original container when applying of creams, lotions or powders.

SELF ADMINISTRATION

- A child over preschool age may be permitted to self-administer medication if:
 - an authorisation by the parent for the child to self-administer medication is recorded in the medication record for the child and
 - All requirements of the Medical Conditions Policy are met.
 - a management plan signed by a medical practitioner state that this is approved and
 - there is written permission of parent/guardian and
 - the child demonstrates competence of self-administration during practice with parent present.
 - in agreement with the Educator.
- Educators must supervise child while self-administering medication.
- If medication is administered under any circumstances, ensure that written notice is given to a parent of the child as soon as practicable
- Keep the Medication Record in a secure and confidential file, health records are required to be kept until the end of 3 years after the date on which the child last attended care. (see Managing Records Policy).
- The Approved Provider, Nominated Supervisor and individual Educators can be charged with an offense and receive a penalty if –
 - Medication is administered without authorization
 - Medication is not administered in accordance with the authorised directions as stated in the regulations.

ADMINISTERING INVASIVE MEDICATIONS

- A management plan is developed in consultation with the child's parents and doctor if their condition requires Invasive medication. Educators complete adequate training in the administration of the medication by an appropriately qualified health professional.
- All medication and potentially hazardous equipment is securely stored; epipen or ananpen should be stored out of reach from small children but readily available to an adult if required in an emergency.
- All needles syringes and sharps are disposed of immediately after use by discarding directly into an approved biohazard container supplied by the parent.
- Notify the public liability insurer if an Educator or Staff member is involved in the administration of invasive medication or procedure.

MEDICAL CONDITIONS MANAGEMENT AND COMMUNICATION PLAN

- The Nominated Supervisor, the parents and the Educator proposing to provide education and care to a child with a medical condition will develop a Risk Minimization Plan including:
 - Assessment of the risks
 - Minimising risks

- If relevant, developing safe food handling; preparation and consumption procedures
- If relevant notification of potential allergens at the residence and methods to minimise them
- Communication of medical condition plan to relevant Family Day Care Staff, Educators, and volunteers.
- Family Day Care Coordination Unit Staff and Educators will receive training in management of medical conditions including:
 - Anaphylaxis management
 - Asthma management
- Family Day Care Coordinators and Educators will be notified by the Nominated Supervisor that an individual child has a Health Care Plan.
- The Nominated Supervisor will request updated medical information from families annually.
- Educators will ensure that medications nominated on Health Management Plans are readily accessible at their service on days when the child is in care.
- Parents will inform the Educator and Nominated Supervisor of any changes to medical conditions management plan when necessary and at least annually.
- The Educator will ensure that any updated information is forwarded to the Nominated Supervisor.
- A notice will be displayed at the Educators home if there is a child in care who is at risk of anaphylaxis.

ASTHMA MANAGEMENT PLAN

- Educators and Co-ordination Unit Staff complete Asthma Management training.
- An Asthma Management Plan is produced for children who suffer asthma; Educators consult with the child's parent/guardian and record the details of the normal routine of asthma management and any extra medications and the actions to be taken in the event of increased signs and symptoms; the record is signed by the parent.
- Educators forward a copy of all documentation to the Coordination Unit.
- Parents demonstrate use of any equipment required for asthma treatment.
- Parents are contacted and/or medical assistance sought if the child's asthma signs and symptoms progress while in care.

DIABETES MANAGEMENT PLAN

- A Diabetes Management Plan is produced for children who have been diagnosed with diabetes; Educators consult with the Child's parents/guardian and record the details of the normal routine of diabetes management, any extra medications and the actions to be taken in the event of increased signs and symptoms; the record is signed by the parent and witnessed by the Educator.
- Educators forward a copy of all documentation to the Coordination Unit.
- Educators are trained by a medical professional or diabetes Educator in the administration of medication such as insulin if required.
- Parents are contacted and/or medical assistance sought in accordance with the management plan.

SEVERE ALLERGIES INCLUDING RISK OF ANAPHYLAXIS

- Educators and Co-ordination Unit Staff complete Anaphylaxis Management training.
- Parents will inform the Educator and the Co-ordination Unit about known allergies on initial enrolment or on diagnosis.
- Parents will complete a Management Plan in consultation with their doctor which identifies allergy triggers and emergency treatment if exposed.
- Educators are aware that common food and substances which can trigger an allergic reaction of anaphylaxis in susceptible children include peanuts and other tree nuts, fish, shellfish, eggs, wheat, milk, milk products, soy, some fruits, antibiotics, vaccines, bee and insect stings, latex and rubber products, and some plants.
- The care environment will be maintained to minimize the risk of children identified as allergic to specific triggers and substances having access to or contact with those substances.
- Educators can request all families to avoid providing certain foods eg peanut butter.
- Educators are provided with orientation training regarding severe allergies and are aware that some children can develop anaphylaxis as a result of a severe allergic reaction and will require an emergency dose of Adrenalin.
- Medication to treat a suspected anaphylactic condition can be administered to a child in an emergency without prior written authorisation.



ARRIVAL & DEPARTURES FROM THE EDUCATORS HOME

AIM: To protect children's well-being and safety when arriving or leaving a family day care service.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 165, 167, 301 (e) (f)

REASON: Children's safety and well-being is protected by Educators and Families and Staff working together to share information and maintain protocols so that issues of arrival and departure from care are clearly understood, authorised and followed by all stakeholders.

Education and Care Services National Regulations, 2011

Regulations: 99, 157, 161, 168

STRATEGIES & PRACTICE:

- At the time of enrolment, when initially visiting the Educator who will provide care for the children, the matter of drop offs and pick-ups of children should be discussed. Educators should have an established routine for drop off and pick up of children and inform families of this routine.
- The enrolling parent provides the personal details of themselves and other parent if appropriate. Parents whose name has been recorded on the enrolment form are authorised to collect their child from care, unless this contradicts the direction of a current court order that has been supplied to the Service
- The enrolling parent provides details in writing of any person authorised to collect a child from care on the Child's Enrolment Form. The Educator and the Co-ordination Unit have a copy each of the enrolment form prior to the child commencing care.
- The enrolling parent/guardian must ensure that any person they authorise to pick up children, including their partner where applicable, is identified and introduced to the Educator prior to pick up.
- Persons authorised to pick up, deliver or sign children in and out of care, or for excursions, must only be adults (over 18 years of age).
- Educators must allow children to leave their service only with those persons authorised by their parent/guardian to collect.
- Educators are responsible for the children in their care during the actual hours of attendance. Educators must have attendance records available for parents to initial and enter the drop off or pick up time at all handover times including when handover is at a place other than the Educator's home.
- If any change to Authorised Person's to collect children is required, parents must provide written authorisation to the Educator on the Up-date Family Record Form. The Educator is to forward this information to the Co-ordination Unit.
- Parents should notify the Educator if they expect to experience any delay in regular collection time or if a child will be absent from care.
- Educators are to be available to greet children into their care and to farewell the child on departure.
- Ensure the entrance to the Educator's premises is secured with a child proof latch.
- Inform families of their responsibility to closely supervise children on their arrival to the Educator's premises until physical handover has occurred. Also on their departure after handover from the Educator to the family has occurred.
- Parents/Authorised persons are to complete attendance records indicating the exact time handover with the Educator occurred and initial the timesheet. Sign the timesheet at the end of the week verifying the timesheet is an accurate account of the hours used and fees paid.
- Parents/guardians should inform Educators who is to collect their child from day to day.
- An Excursion Form and Risk Assessment form and Authorisations are required if an Educator delivers and /or collects children from their home.

National Quality Standards for Early Childhood Education and Care, 2011, QA 2.3.2

KEY RESOURCES:

Children and Young Persons (Care and Protection) Act 1998

Links to Other Policies
Work Health & Safety
Child Protection

Review Date:
November 2019

- An Excursion Form and Risk Assessment Form and authorisation are required if an Educator delivers and/or collects children from preschool or school.
- Educators cannot refuse to deliver children to a known parent solely on the instruction of the other parent (as in separations without a court ruling on the conditions of access to the child).
- Where a court order excludes contact between a parent or parents and the children, the Scheme and the Educator will abide by the Court's ruling. The Nominated Supervisor must be provided with a current copy of the order and any subsequent orders while the children are in care. The Educator will be informed about the terms of the order in relation to the children in care by the Supervisor. The Educator will keep a written record of these terms on the family file.
- Educators must not prevent a parent from entering their Service at any time their child is in their care unless
 - a) Permitting the parent's entry would:
 - i) pose a risk to the safety of the children and staff of the education and care service; or
 - ii) conflict with any duty of the provider, supervisor or Educator under the Law; or
 - b) The provider, supervisor or Family Day Care Educator reasonably believes that permitting the parent's entry would contravene a court order.

BEFORE AND AFTER SCHOOL CARE

- Parents are to complete Before and After School Transport Arrangement form and give it to their Educator prior to their child commencing before and/or after school care. Refer to Excursion and Transport Policy.
- Where children arrive or depart from the Educator's home unattended Educators are to sign child into care indicating the time of arrival or departure.
- Educators are to notify parents and Co-ordination Unit if a before and after school care child does not arrive at the Educator's home by a specified time, or if a child is not present at their normal collection point at a specified time.
- If an after school child does not arrive at their Educator's home when expected, the Educator will endeavour to contact the enrolling parent or emergency contacts. If none of these are available, the Educator will contact the police.

EMERGENCIES

- In case of emergency, where a person who has not previously been introduced to the Educator is required to pick up the child, the parent/guardian will phone the Educator, identify the person who will pick up the child, and inform the Educator of the nature of the emergency.
- If at all possible the parent/guardian shall send a note with the person picking up the child. The Educator shall request photo identification from the person picking up the child.
- Where this is not possible, the Educator shall request photo identification of the person picking up the child, and note down particulars such as address, phone number, and a short history of the emergency.
- Where a person authorized to collect a child appears to be in a state which impairs their ability to drive or take care of the child e.g. under the influence of alcohol or drugs the Educator should, where practical, endeavour to discuss and organise a safe alternate pick up arrangement with another Authorised Person to enable safe collection of the child.
- If the person picking up refuses to consider the alternatives, they should sign the child out, the child should be released into their care and the Educator should immediately inform the Police and/or the Community Services Helpline of the circumstances
- The Co-ordination Unit must also be informed of the incident as soon as possible and no later than 24 hours after the incident occurred.



ASSESSMENT, APPROVAL & REASSESSMENT OF RESIDENCE

AIM:

To ensure that areas of educators' premises approved for day care use are appropriately set up and maintained to minimise hazards and provide a safe environment for children, families and visitors when the educator's service is operating.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 301 (f)

REASON:

The Service and Educators have a responsibility to ensure that areas of educators' premises approved for day care use meet appropriate standards to protect the health and safety of people in those areas when the educator's service is operating.

Education and Care Services National Regulations, 2011

Regulations: 103-117

STRATEGIES & PRACTICE:

- A risk assessment is conducted at Prospective Educators' premises by Co-ordination Unit Staff prior to registration and includes all areas designated for use as a Family Day Care service.
- Risk assessment documents will be kept at the Co-ordination Unit for a minimum of 3 years after the record was made.
- The Prospective Educator signs and is given a copy of the list of improvements to be completed. A copy of the list is retained by the Co-ordination Unit.
- The prospective Educator must demonstrate that all requirements have been met before registration can take place.
- Subsequent to registration a risk assessment on Educator's premises is conducted by Co-ordination Unit Staff at least annually or more frequently if required, when a change occurs within the care environment. Educators are given prior notification when this is due to take place.
- Educators must give notice to the Nominated Supervisor and provide a risk management plan in relation to:
 - Any proposed renovation to premises
 - Any proposed changes relating to the premises affecting the previous risk assessment eg a new pet
 - Any other changes that will affect the education and care provided.
- Educators are to conduct and record a daily Health and Safety risk assessment to identify and rectify any potential safety issues.
- It's the responsibility of the Educator to ensure the safety of the environment is maintained at all times, including times of renovation.
- If Co-ordination Unit staff identifies a hazard during a home visit or conducting the workplace risk assessment, the Educator will have the opportunity to discuss the potential danger and demonstrate how it can be minimised.
- If the Co-ordination Unit Staff still consider the hazard to be potentially dangerous the matter is referred to the Nominated Supervisor who will make an assessment of the potential danger in accordance with the regulations and discuss the outcome with the Educator. If the Educator is dissatisfied with the result of this discussion refer to Grievance and Complaints Policy.
- Educators will ensure that their nursery furniture/equipment meets relevant Australian Standards and is maintained in good order.
- The Co-ordination unit will ensure that nursery furniture/equipment supplied to Educators meets relevant Australian Standards and is maintained in good order.
- Co-ordination Unit supply Educators with information regarding safety in the home.
- Educators will supply the coordination unit with a copy of their fire evacuation plan on which the area of their residence used for their FDC service is clearly marked.
- Educators will require the approval of the Service Manager/Nominated Supervisor prior to changing the areas used.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2.

KEY RESOURCES:

Children and Young Persons (Care and Protection) Act 1998

Family Day Care Safety Guidelines – Kidsafe

Links to Other Policies
Work Health & Safety

Review Date:
November 2019

SAFE STORAGE OF DANGEROUS SUBSTANCES

Designated storage facilities that are inaccessible to children will be available for:

1. All cleaning materials
 2. Disinfectants
 3. Poisonous and other dangerous substances
 4. Dangerous tools and equipment
 5. Toiletries
 6. Medication
 7. First Aid equipment
 8. Emergency medical equipment and drugs eg epipen, asthma ventilator.
 9. Jagged or sharp objects that pose a hazard to children
- A daily inspection will be performed by the Educator to ensure all items requiring safe storage have been appropriately secured.
 - Any chemical or medication that requires refrigeration must be stored in such a way that children cannot gain access to them.
 - To minimise any adverse effects on health and wellbeing of children, Educators will minimise the amount of chemical products stored in the Family Day Care area and are encouraged to use environmentally friendly products wherever possible.
 - Chemicals eg handwashing, dishwashing liquid can be poured into smaller containers. Containers must be labelled with the product name. The ingredients and instructions for use are to be on the larger original container that is kept in storage.
 - In case of poisoning or potential hazardous ingestion, inhalation or skin or eye exposure has occurred; the Educator is to immediately call the **Poisons Information Line on 13 11 26 or an ambulance on 000.**
 - Only domestic quantities of chemical products are to be stored in the Family Day Care area.



BEHAVIOUR GUIDANCE

AIM:

To provide an environment for children where the principles of trust, respect for diversity, equity, fairness, and social justice are embedded.

To provide a safe environment for children where they feel confident and valued and can learn to build social connections and a feeling of belonging to the community.

To provide children with positive guidance and role modelling which support the development of their own behaviour management strategies and social skills.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3 (2), 166, 167, 301(i)

Education and Care Services National Regulations, 2011

Regulations: 73, 155, 156

REASON:

Children have a right to feel safe and valued when they are in care. Play, friendships and creativity will flourish in a warm, happy and secure environment where children are given clear, consistent messages and expectations.

Children can communicate effectively when they can identify their feelings, manage their own behaviour and articulate their needs appropriately.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.3.2, 6.3.3

STRATEGIES & PRACTICE:

- A child must never be smacked or hit.
- No form of corporal punishment is acceptable.
- Children must always be treated equitably and respectfully and never intimidated or humiliated
- Shouting or use of intimidating language towards a child is never acceptable.
- Use a clear, calm but firm tone of voice.
- Be at children's eye level when you are speaking to them.
- Use positive language to encourage positive behaviours.
- Exclusion should not be used as a behaviour management strategy.
- Children should be supported to remove themselves from situations where they feel frustration, anger or fear.
- All strategies should be developmentally appropriate and expectations should be realistic.
- Establish clearly what is acceptable behaviour in your day care home.
- Encourage children to begin to take responsibility for their behaviour, at an appropriate level (age).
- Make your "rules" consistent, clear and achievable.
- Respond promptly to aggression or bullying, set clear consistent limits that apply to all children.
- Children should always be treated with respect and care, and be encouraged to treat others this way.
- Positive modelling is one of the most powerful ways of teaching children appropriate behaviours. Children can begin to learn respect and care from observing positive modelling by Educators.
- Use positive language yourself – use do's rather than don'ts eg "walk inside" instead of "don't run"
- Anticipate negative behaviours – step in and help the child to deal with their feelings.
- Focus on re-directing undesirable behaviour and encouraging appropriate behaviour
- Re-assure the child that it is the behaviour you don't like, not the child.

KEY RESOURCES:

www.unicef.org.au
www.earlychildhoodaustralia.org.au

Louise Porter – Child Psychologist

Raising Children Network

Centre for Community Health

Code of Ethics

Links to Other Policies

Interactions with Children
Ethical Conduct

Review Date:

November 2019

- Consider the level of development of the child (such as their age and social skills) to use the most appropriate behaviour management strategies. Look at:
 - Each child individually
 - Each child's stage of development
 - Each child's level of expressive and receptive language
- Change the dynamics of the situation to achieve a positive outcome. The following tools may be used by staff member or educator in behaviour management.
 - Allow the children to solve a conflict problem whenever possible. Initially you may need to give the children the words to use. Always take into account the safety of all children.
 - Diversion - to another activity
 - Distraction - works best with younger children.
 - Remove the child from the conflict and give an alternative activity away from the situation.
 - Evaluate the environment - is the space too cramped? Is there too little equipment?
 - Look at the group dynamics - eg: one 5 year old with a group of toddlers, toddler disrupting older children's games, older 4 and 5 year olds learning negotiating skills, toddlers beginning to learn to share.
 - Use observations and assessments to guide the program to encourage positive behaviours.
- It is important that you maintain open communication and a respectful and supportive relationship with families when implementing strategies to support children's behaviour.
- Ideally the Educator and the Family should manage strategies jointly after discussion, using the same methods at home and in Care.
- Contact your Supervisor or Co-ordinator (C.D.O.) in matters of dealing with or managing behaviour, especially if you are not sure of how to proceed.

BITING

When biting occurs, Educators will:

- **Attend to the child who was bitten:**
 - Give immediate attention and if necessary first aid to children who are bitten.
 - Offer to put an ice pack on the bite if the child is willing.
 - If the skin is broken, clean the wound with soap and water.
 - Follow **children's' incident, injury, trauma & illness policy**
- **Help the child who bit to modify behaviour**
 - Our program does not focus on punishment for biting but on effective techniques that address the specific reason for the biting.
- **Reflect on strategies to stop the biting.**
 - When children bite, their parents are informed personally and privately the same day.
 - When children are bitten their parents are informed personally and privately the same day.
 - Biting is always documented on an incident report form which is signed by the parent.
 - The name of the child who bit will remain confidential to avoid labelling.
 - Current resources on behaviour management are available for Educators and parents from the Co-ordination Unit.
 - Educators and staff are offered training on behaviour management.
 - Parents are encouraged to bring their concerns directly to the Educators.



CHILD CARE PAYMENTS

AIM: To provide a clearly defined payment procedure for Families, Educators and the Co-ordination Unit in order that payment of accounts is prompt, and fulfils regulatory requirements.

REASON: Bega Valley Family Day Care is an Approved Family Day Care Service. The Service is eligible for Australian Government fee assistance (eg CCB and associated fee assistance types). The Service may authorise Educators (acting as agents for the service) to enter into care arrangements with families on their behalf. Money collected from families by Educators is on behalf of the Service.

STRATEGIES & PRACTICE:

- Families enrolling in care will have a written care agreement with the Service which makes it clear that care is provided by Educators on behalf of Bega Valley Family Day Care.
- The payment of accounts to Educators from the Co-ordination Unit will take place every 2 weeks.
- The Service will pass on families' fee reduction within 14 days of being notified of the amount by the Department of Education.
- All associated invoices and receipts will make it clear that families pay their child care fees to the Educator as a registered agent for Bega Valley Family Day Care.
- Gap fee payments for utilised care should be made by parents to the Educator who provided the care. The Gap fee is the difference between cost of care and amount of their Child Care Benefit and/or Child Care Rebate entitlement.
- Educators must advise Families of the amount due, and may issue a receipt when they receive payment of the account.
- Families should pay their Educators promptly after receipt of accounts, and in accordance with their payment agreement with their Educator.
- Families must pay Educators for booked hours whether or not their child attends care unless the care has been cancelled by the Educator except in the case of Public Holidays.
- If Families fail to pay their account when it becomes due, the Educator must advise the Co-ordination Unit, and inform the Family that he/she has done so;
- The Service has the right to deny further care to any family who has failed to pay for utilised care;
- Families cannot be referred to a new Educator until outstanding debts have been settled with the Service.
- If fees are not paid within a reasonable period, legal proceedings may be commenced to recover the debt.
- Families are encouraged to contact the Co-ordination Unit and discuss with the Service Manager hardship or circumstances which may prevent them from making their child care payments. There is help available for genuine financial difficulties.
- Educators may elect not to work on Public Holidays. However, booked hours on Public Holidays attract normal charges. If the Educator is willing to work on a Public Holiday, there is a higher fee rate (as per Educator's Fee Schedule). If a substitute Educator is used, full fee may apply;
- No CCB or CCR is payable for initial or final absences from care. Over payments associated with CCB or CCR on initial or final absences will be collected from the Educator by the Service and the Educator must collect the full fee from the family.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 301 (2) (3)

Education and Care Services National Regulations, 2011

Regulations: 168, 172

National Quality Standards for Early Childhood Education and Care, 2011, QA 7.1.1, 7.3.1, 7.3.5

KEY RESOURCES:

www.education.gov.au
Childcare Service Handbook

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November 2019

- If a child is to be absent from care for more than six consecutive weeks the service will report their enrolment as “ended” from their last attended day in care. There will be no CCB or CCR paid on absences after the enrolment is ended. Any overpayment associated with CCB or CCR will be recovered and repaid to the Department of Education. If parents wish to retain their booking with their Educator whilst on extended absences they must pay the full unsubsidised fee or negotiate an arrangement with their Educator.
- Every three months the Service will provide a statement that tells families what care has been provided, the fees that have been charged and the CCB that has been paid.
- Families are required to complete time sheets on arrival and departure from care. This means they must enter the time of arrival and departure and sign/initial each time. These hours may not coincide with booked times, but they are an important record of actual attendance times.

FEE SETTING

Educators will:

- Submit their proposed fee schedule to the Service for approval prior to giving to families.
- Give at least two weeks’ notice of a change in fees to existing families verbally and in the form of a printed fee schedule.
- Charge every family using their service according to the same fee schedule.
- Give a printed fee schedule to potential new families at the parent interview stage and explain charges as necessary.
- If charging for a block of time then you must be available to provide care for that entire period if a family requires it.



CHILD PROTECTION

AIM:

To protect children from harm by ensuring that Staff and Educators are trained to recognise signs of risk of harm and clearly understand their responsibilities as mandatory reporters.
To provide clear procedures for Bega Valley Family Day Care staff and educators should they be concerned for the welfare of a child.
To foster strong collaborative partnerships with families and community services and provide appropriate support and referrals for families who are in need.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3 (2) (a), 166, 167, 170, 171, 174, 189

Education and Care Services National Regulations, 2011

Regulations: 84 - 105, 161-167

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.3.1-2.3.4, 5.1, 7.1.5, 7.3

REASON:

That all children are healthy, happy and safe and grow up belonging in families and communities where they have opportunity to reach their full potential. That all children have a right to have their physical and emotional needs met and are not subject to abuse or neglect.
That it is the responsibility of the whole community and all agencies, including Family Day Care, to support children and families in a coordinated approach to child protection.

STRATEGIES & PRACTICE:

KEY POINTS:

- The reporting threshold to Community Services is 'Risk of Significant Harm'.
- Early Childhood Staff and Educators are Mandatory reporters and must report cases of suspected Risk of Significant Harm to the Community Services Child Protection hotline.
- When a concern about a child does not meet the reporting threshold, Early Childhood Staff and Educators have a role to play in monitoring and offering appropriate services to families.
- The rights of the child are paramount and those who work with them have an obligation to protect them from harm, respect their dignity and privacy and safeguard and promote their wellbeing.

DEFINITIONS

CHILD

- For the purpose of this policy "child" means a child or young person under the age of 18 years as per the Ombudsman Act.

RISK OF SIGNIFICANT HARM:

- 'A concern about a child or young person that is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent. It is something that is not minor or trivial and may be reasonably expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or wellbeing. In addition, it can result from a single act or omission or an accumulation of these.'

RISK OF HARM AREAS:

- Basic physical or psychological needs not met
- Parents/Guardians unwilling or unable to arrange necessary medical care
- Physical or sexual abuse, or ill-treatment
- Domestic Violence
- Psychological harm
- Pre-natal risk of harm

KEY RESOURCES:

www.keepthemsafe.nsw.gov.au
www.bravehearts.org.au
www.napcan.org.au
www.community.nsw.gov.au

Children & Young Persons Care & Protection Act 1998

Links to Other Policies

Confidentiality
Ethical Conduct
Grievance and complaints
Interactions with children
Training and development
Recruitment of Educators
Occupational Health and Safety
Behaviour Management

Review Date:

November 2019

Additional grounds for reporting are:

- Parents/guardians fail to make proper arrangements for the child to receive an education.
- A series of acts or omissions when viewed together may establish a pattern of significant harm.

STRATEGIES: Educators, Staff and Licensee

- Training will be provided to Educators and Staff on induction and ongoing periodic training on identifying and responding to risk of harm.
- Committee Executives must have a Working With Children clearance or be willing to have a Check on being initially elected to office.
- All staff will have a Working With Children clearance prior to working with Day Care children.
- All Educators and adult household members will have a Working With Children clearance prior to registration.
- Registration of Educators is conditional on the Supervisor being satisfied that the potential Educator and household members are of good character and reputation.
- All Educators' household members must undergo a Working With Children Check when they turn 18.
- All work experience students and volunteers over 18 will have a Working With Children clearance prior to working with Day Care children.
- All persons over 18 who regularly visit a Day Care home when the service is operating must have a Working With Children clearance
- All guests who stay at a Day Care home for 3 weeks or more must have a Working With Children clearance.
- All visitors to the Family Day Care Service during operating hours are required to sign in and out of the visitor's book.
- Educators and Staff will promote protective behaviours in the children attending the service and empower children to speak out or disclose information.
- It is an offence under the National Law to subject a child being educated and cared for to any form of corporal punishment, or any discipline that is unreasonable.
- When Educators and Staff have any concerns about a child being at risk of harm, they must test whether the child is at "Risk of Significant Harm" by using the Mandatory Reporters Guide (MRG) web based tool at www.keepthemsafe.nsw.gov.au. If a child is at "Risk of Significant Harm" Educators and/or Staff phone the Community Services Child Protection Helpline 13 21 11.
- The Supervisor should be informed at the earliest opportunity if Educators estimate that a child in care is at risk.
- Educators and Staff must keep a detailed written account of all indications that raise their concern for the child and all actions taken in relation to this. This information must be kept strictly confidential.
- If concerns for a child's welfare are identified but these do not constitute "Significant Risk" then Educators and Staff will work with the Co-ordination Unit to determine the most appropriate way to assist the child. This may involve giving the parent information about support services available. If it is in the best interest of the child, the Co-ordination Unit may contact local services to discuss the concerns for the child's welfare and work out a strategy to assist the family.
- Educators will ensure that children attending their service are not left unsupervised with a student, volunteer, household member or visitor.
- Educators will ensure that students, volunteers, household members and visitors do not engage in nappy changing, bathing or undressing children in their service.
- Educators will, at all times, be responsible for the children attending their service. This responsibility cannot be passed onto other Educators, except during an emergency, or in a manner approved by the Scheme's Supervisor.
- Complaints against an Educator, Staff Member, student, volunteer, household member and/or visitor will be reported to the Child Protection Helpline and referred to the Supervisor and/or the Licensee of the service.
- The Supervisor or Licensee will notify the Early Childhood Education and Care Directorate.
- The Supervisor or Licensee will notify the NSW Police Force where necessary.
- Complaints against an Educator or Staff Member will be reported to the Ombudsman where the complaint is in relation to "reportable conduct" as defined in Section 25A of the Ombudsman Act. A report will be made within 30 days of the Supervisor becoming aware of the reportable allegation or conviction and follow BVFDC procedure.

- If investigating allegations that any form of abuse (physical, psychological or sexual) has been perpetrated against a child by an Educator or any member of the Educator's household or a staff member either in or out of the workplace, The Supervisor/Licensee may at their absolute discretion, suspend the Educator from continuing to provide Services or the staff member from working with children until the investigation is complete.
- If the Scheme's Supervisor or Licensee has reasonable grounds to believe that any form of abuse (physical, psychological or sexual) has been perpetrated against a child by an Educator or any member of the Educator's household or a staff member the contract of the Educator or staff member may be terminated.
- The Supervisor will support Families, Educators and staff affected by the allegation/incident as far as possible whilst observing boundaries designated by governing bodies.
- The Supervisor and/or Licensee must keep a detailed written account of all allegations or complaints made and the actions taken in relation to this. This information must be kept strictly confidential.

COMMUNITY SERVICES HELP LINE NUMBERS

24 hr Child Protection Hotline -

13 21 11

KTS Support Line – 8am to 5pm Weekdays

1800 772 479

NSW Community Services – Is a division of Department of Family and Community Services. Their main focus is on supporting families and keeping children and young people safe from abuse and neglect.

NSW Ombudsman – Scrutinizes the systems that government and certain non-government agencies in NSW have for preventing reportable conduct and handling reportable allegations and convictions involving their employees. BVFDC is designated non-government agency under the Ombudsman Act 1974.

NSW Police Force - Investigate allegations and enforce the law.

NSW Commission for Children and Young People – The commission works to improve the safety and well-being of all children and young people in NSW. They conduct working with children checks, child safety workshops and activate for children's rights.

CONTACTS

Early Childhood Education and Care Directorate

NSW Department of Education and Communities

1300 679 332

<http://www.dec.nsw.gov.au/home>

NSW Ombudsman

1800 451 524

<http://www.ombo.nsw.gov.au/>

www.community.nsw.gov.au



CHILDRENS' INCIDENT, INJURY, TRAUMA & ILLNESS

AIM:

To ensure in the event of a child suffering injury, trauma or illness whilst attending care, their needs are assessed and attended to in a timely manner and appropriate care and services are provided.

REASON:

In the event that child in care is injured, becomes ill or suffers trauma, Educators, Staff and volunteers have a duty of care to take action, provide appropriate intervention and inform parents/guardians and authorities in a timely fashion

STRATEGIES & PRACTICE:

- On enrolment, parent or a legal guardian will give written authorisation for an Educator or Staff of the service to seek urgent medical, dental, hospital treatment, ambulance service, urgent assistance from another person or body nominated by the parent, if a child is ill or injured while in care. A copy of these authorisations to be kept at the Educator's service and the Co-ordination Unit.
- On enrolment, families will be made aware of their responsibility in covering any expenses arising from emergency treatment, and their responsibility in providing information on:
 - child's past and current medical history including allergies
 - medications they are taking and
 - where a child has been diagnosed with asthma, diabetes or at risk of anaphylaxis, or any other chronic health condition parents/guardians must provide an emergency action plan to their Educator and the Co-ordination Unit
- Educators and Co-ordination Unit Staff will ensure that emergency action plans for children who have been diagnosed as at risk of anaphylaxis and asthma are easily accessible at their services
- Educators and Co-ordination Unit Staff will ensure that a notice stating that a child or children who attends their service is diagnosed as risk of asthma or anaphylaxis is displayed where it is visible to adults entering the service.
- Where practicable medical or dental treatment of a child attending care must be carried out by the medical practitioner or dentist nominated by the parent. This does not, however, limit the authority of a medical practitioner or dentist to carry out emergency medical or dental treatment on a child without the consent of the child's parent.
- Educators and Co-ordination Unit Staff who work with children must hold a current approved First Aid qualification as described by the Regulation.
- Educators and Co-ordination Unit Staff who work with children must hold a current approved Emergency Anaphylaxis and Asthma Management qualification as described by the Regulation
- Educators and Co-ordination Unit Staff must keep a first aid kit at their service that is suitably equipped, easily recognisable and readily accessible to adults.
- In the event of an emergency, the most qualified person at the scene will take charge of decision making eg doctor, nurse, paramedic.
- Educators should contact parents as soon as possible to inform them about any incident, injury, trauma or illness that occurs to their child whilst in care. This includes minor injuries that require first aid such as stubbed toes or bumps that require ice packs.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 174

Education and Care Services National Regulations, 2011

Regulations: 85-87, 161 (2), 168 (iv)

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.4, 2.3.3, 2.3.4

KEY RESOURCES:

www.workcover.nsw.gov.au

www.ombo.nsw.gov.au

www.kidsafe.org.au

Staying Healthy in Childcare

Links to Other Policies

Review Date:

November 2019

Where an ambulance is required, the Educator or, where necessary, the Co-ordination Unit Staff member will:

- Apply first aid as appropriate.
- Call the ambulance service on 000.
- Keep child under adult supervision continuing first aid where appropriate whilst waiting for the ambulance
- Contact the parent/guardian as soon as practicable and not later than 24 hours following the incident and inform them of the circumstances and that an ambulance has been called.
- If the parent or guardian of the child cannot be contacted, those people nominated by the family as emergency contacts will be called.
- Where the child's Educator, parents or emergency contacts are unable to travel with the child in the ambulance, the ambulance officers should be provided with information including medical history, nominated doctor and family contact details which could assist with the child's treatment.
- Where neither the Educator, nor the parents nor the nominated emergency contacts can accompany or meet the child at the hospital, Co-ordination Unit Staff will do so wherever possible.
- In the event of medical treatment, hospitalisation or death of a child while in care the Scheme Supervisor must be notified at the earliest opportunity.

RECORDS

Incident, injury or trauma:

- The Educator must keep a record of any incident, injury or trauma to which the child has been subjected whilst in care that includes:
 - The name and age of the child; and
 - The circumstances leading to the incident, injury or trauma; and
 - The time and date the incident occurred, the injury was received or the child was subjected to the trauma

Illness which becomes apparent while the child is in care:

- The Educator must keep a record which includes
 - the name and age of the child; and
 - the relevant circumstances surrounding the child becoming ill and any apparent symptoms; and
 - the time and date of the apparent onset of the illness

Incident, injury, trauma or illness:

- The Educator must keep a record which details the action taken by the service including:
 - any medication administered or first aid provided; and
 - any medical personnel contacted
 - details of anyone who witnessed the incident, injury or trauma
 - the name of anyone who the service notified or attempted to notify
 - the time of notifications or attempted notifications
 - The name and signature of the person making an entry in the record, and the time and date that the entry was made.
- This information should be entered on the record as soon as practicable but within 24 hours of the incident, injury, trauma or onset of illness
- This record should be signed by parent/guardian of the child.
- In the case of incidents, injuries, trauma or illness which are minor but which require first aid and/or parents to be contacted Educators will phone the Co-ordination unit, give details verbally and supply record.
- In the case of a more serious incident, injury, trauma or illness, where third party medical treatment is required, a copy of the record should be supplied to the Nominated Supervisor as soon as practicable but within 24 hours of the incident, injury, trauma or onset of illness.
- Records should be kept until the child is 25 years old (See Management of Records policy)
- Records should be kept in a way that ensures confidentiality of any personal information obtained by Educators or other Staff member in relation to children, children's parents and families.
- Educators should also inform their insurance provider of any serious incident as soon as possible following the incident

NOTIFICATION BY THE NOMINATED SUPERVISOR FOLLOWING SERIOUS INCIDENT, ILLNESS OR EMERGENCY

In that event that the following occurred whilst in care:

- a child dies
- a child suffers serious injury, trauma or illness which a reasonable person would consider required urgent medical attention from a medical practitioner or hospital treatment.
- a child appears to be missing or cannot be accounted for; or
- appears to have been taken or removed from the service premises in a manner that contravenes these Regulations; or
- is mistakenly locked in or locked out of the service premises or any part of the premises.

The Service Manager/Nominated Supervisor will submit a report to:

- NSW Department of Education and Communities and
- Department of Education, Employment and Workplace Relations
- within 24 hours of being informed of the incident.

The Service Manager/Nominated Supervisor will report outbreaks of notifiable infectious diseases in care to:

- NSW Health, Greater Southern Public Health Unit – (02) 48241840 (02) 60808900 (AH)
 - Parents of children attending the residence where there is an occurrence of an infectious disease.
- Notification to other families will respect the confidentiality of the affected child.

The Service Manager/Nominated Supervisor/Licensee will report any occurrence in the service that: cause the death of a person; results in the amputation of a limb; results in the person being placed on a life support system or presents an immediate threat to life **to WorkCover immediately by phone on 131 050**

The Service Manager/Nominated Supervisor/Licensee will report to the NSW Ombudsman any incident or emergency which occurs as a result of “reportable conduct” as defined in section 25A of the Ombudsman Act by a staff member or Educator - **1800 451 52**

GROUNDINGS FOR SUSPENSION AND TERMINATION

The Service Manager/Supervisor/Licensee may suspend an Educator or staff member where an investigation is being conducted to determine whether a breach has occurred of either Federal or State Laws relating to the safety or well-being of a child such that the child’s life or wellbeing is in any way endangered.

The Service Manager/Nominated Supervisor/Licensee may instantly terminate the contract of an Educator or staff member if there are reasonable grounds to believe that a breach has occurred of either Federal or State Laws relating to the safety or well-being of a child such that the child’s life or wellbeing is in any way endangered.



CONFIDENTIALITY

AIM:

To ensure that Families, Educators and Staff can share personal information within the service knowing that it will be stored safely. Where information is shared by members of the service it will be done in a respectful manner that is mindful of the privacy and dignity of the individual/s concerned.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 104(i), 270, 271, 273

REASON:

It is understood that the welfare of children and the workability of the Scheme will, at times, require exchange of information between members of the Scheme.

This exchange should remain within the framework of necessary information only and be channelled through the Co-ordination Unit. Families, Children, Educators and Staff have a right to expect that their confidential information is safeguarded to the best of this Service's ability.

Education and Care Services National Regulations, 2011

Regulations: 168, 181-184

STRATEGIES & PRACTICE:

- Personal information relating to families, children, Educators and Staff which is held by the Co-ordination Unit or at the Educator's service will only be divulged or communicated to another person:
 - to the extent necessary for the education and care, medical treatment or welfare of the child to whom the information relates; or
 - if they are the custodial parent/guardian who has enrolled the child to whom the information relates, except in the case of information kept in a Staff record; or
 - if they are an authorised officer of the Regulatory Authority; or
 - if expressly authorised, permitted or required to be given by or under any Act or law; or
 - with the written consent of the parent/guardian who provided the information.
- Collection and storage of information will be in accordance with Australian Privacy Principles including:
 - Only relevant information will be collected by the Service and Educators and it will be done fairly and lawfully
 - Personal information will be stored securely to prevent its loss or misuse.
- Parents will be informed about the purpose and use of information they supply on enrolment.
- Committee members, staff, educators, household members over 18 years old and volunteers sign confidentiality agreements.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 7.1.1, 7.3.1

KEY RESOURCES:

Privacy Amendment (Enhancing Privacy Protection) Act 2012, which amends the **Privacy Act 1988**

Freedom of Information Act – 2010

Australian Government, Department of Family and Community Services, Childcare Service Handbook

Education and Care Services National Regulations 2011; 75

Early Childhood of Australia Code of Ethics

Links to Other Policies

Review Date:

November 2018



CRITICAL INCIDENTS

AIM: To support Family Day Care Educators and affected families in the event of a critical incident in care.

REASON: Bega Valley Family Day Care values our Educators and families and will where possible support Educators and families who experience a critical incident in care.

STRATEGIES & PRACTICE:

Examples of critical incidents are

- The death of a child
- Serious accident eg involving immediate hospitalisation
- Natural disaster
- Violence, domestic violence, physical or sexual assault, murder, suicide or abduction
- Critical or acute illnesses
- Emergency situations such as fire, siege or bomb threat
- Unwanted media attention
- Major vandalism
- Harassment – verbal, physical or implied
- Child is missing or cannot be accounted for
- Child has been taken or removed from the premises without permission

Upon notification the Nominated Supervisor or delegate will:

- Take appropriate action to support Educator and families
- Follow Children's Incident, Injury, Trauma and Illness policy
- Follow Media Release Protocol policy in relation to press statements

IMMEDIATE ACTIONS:

Educators will:

- Where applicable, put their Disaster Management plan into action and/or follow all other relevant policies and procedures
- Remain calm and never put themselves, children or families in any danger.
- Take immediate action to remove danger or move children from the danger and ensure the safety of others.
- Follow all directions given by medical or emergency services.

These actions may be carried out simultaneously by a number of Staff, Educators or others dependant on the situation

- In the event of a critical incident ensure the safety of all children in care.
- Contact any emergency services required.
- If a child is missing, make missing person's report to police.
- Contact any family or guardians if necessary and notify of any treatment or services arranged for the child or arrange for police to do so in the event of the death of a child or a crime related incident.
- Where the Supervisor is not present, the Educator must inform the Supervisor as soon as possible (including after hours).
- Confirm that the incident has happened, and establish the details if possible.
- Consider appropriate responses and act on Supervisor's advice
- Upon notification the Supervisor or delegate will:
- Take appropriate action to support Educator and families
- Follow Children's Incident, Injury, Trauma and Illness policy
- Follow Media Release Protocol policy in relation to press statements

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 174(2)

Education and Care Services National Regulations, 2011

Regulations: 85-89, 97, 98, 168(2) (6)

National Quality Standards for Early Childhood Education and Care, 2011, QA

KEY RESOURCES:

Review Date:
November 2018

SECONDARY ACTIONS:

- Observe support needs for children, Educator/s, staff, families, children and any relevant others including compassionate leave or counselling if required.
- Express sympathy to the family (if necessary) and assure them of support – designate a staff member to liaise with the family.

LONG TERM ACTIONS:

- Evaluate the management of the incident
- Provide ongoing support to children, Educators, staff, families and, if relevant, others.
- Review incident and plan/implement strategies that may prevent future similar incidents if this is possible / realistic.



DETERMINING THE RESPONSIBLE STAFF MEMBER

AIM: To ensure a suitable person is available to conduct the day to day operations of the service.

REASON: The Nominated Supervisor assumes the legal responsibilities of the day to day operations of the service; Educators and families must be aware of who is the responsible person in charge of the service while their child is receiving education and care by the registered family day care Educator.

STRATEGIES & PRACTICE:

EDUCATIONAL LEADER

The Educational Leader will be appointed by the Approved Provider (Management Committee) to lead the development and implementation of the educational programs in collaboration with Family Day Care Coordinators (CDO'S) to ensure Educators are provided with curriculum direction and to ensure children achieve the outcomes of the approved learning frameworks – Early Years Learning Framework and My Time, Our Place.

SUPERVISOR CERTIFICATE

Staff are required to be over 18 years. They require having a minimum approved diploma level qualification in education and care. They can apply to the Regulatory Authority to be issued with a supervisor certificate.

NOMINATED SUPERVISOR

A holder of a supervisor certificate is appointed to assume the overall responsibilities of operating the family day care service.

The Nominated Supervisor is the responsible person in charge.

They have to have the ability to supervise. They require having a minimum qualification of an approved diploma level in early childhood education and experience in early childhood services.

They must be available to provide support and assistance to an Educator while they are providing education and care to children. This assistance can be through the availability of phone contact if required.

The name and position of the responsible person in charge must be displayed so that it is easily visible at the family day care Co-ordination Unit office and at the service of each registered educator.

CERTIFIED SUPERVISOR

Staff members who hold a supervisor certificate can consent to be placed in day to day charge of a service in the absence of the Nominated Supervisor; however they do not assume any of the legal responsibilities.

The Certified Supervisor must be notified and accept the role before implementation.

A signed record of the days on which Certified Supervisor/s have been in day to day charge of the service will be kept at the Co-ordination Unit;

In the absence of the Nominated Supervisor the name of the Certified Supervisor acting in their place must be displayed as the responsible person in charge.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 117, 164, 206,

Education and Care Services National Regulations, 2011

Regulations: 47, 118, 149, 168, 173, 231

National Quality Standards for Early Childhood Education and Care, 2011, QA 4.1, 4.1.1

KEY RESOURCES:

Review Date:
November 2019



DEVELOPMENT & EDUCATION

AIM: Families, Educators and Staff will work in partnership to encourage children's development and learning in a nurturing and supportive environment.

REASON: To ensure that children's individual development needs are met in a caring stimulating and supportive environment that extends their interests.
To ensure that families feel informed and included in this part of their child's life.
To assist children in the transition to other early childhood programs or to school.

STRATEGIES & PRACTICE:

CHILDREN'S DEVELOPMENT AND LEARNING ENVIRONMENTS

Family Day Care Learning Environments and Planning

Educators and Staff will:

- Ensure that programming for pre-school children will be informed by the "Early Years Learning Framework"
- Ensure that programming for school aged children will be informed by the "My Time, Our Place" learning framework
- Ensure the individual children's interests are taken into account when planning the learning environment;
- Offer a balance of indoor and outdoor experiences each day;
- Provide activities to stimulate and develop creative potential which are appropriate to the individual needs and developmental level of each child;
- Allow children to freely select experiences;
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day;
- Ensure excursions are planned to enrich children's learning and still maintain a balance of home based activities;
- Maintain up-to-date skills in planning children's activities and knowledge of children's development through ongoing training;
- Promote positive interactions with children which treat children with dignity and respect
- Ensure opportunities for school aged children complement their school experiences and successes as well as their individual interests and home experiences;
- Provide adequate and sufficient equipment to support the program of activities taking into account the age, number and interests of children;
- Ensure the children's planned experiences are child focused. They are based on observation of the children's strengths, skills, current knowledge, interests, cultural background and responses to previous experiences;

DOCUMENTATION

- Educators and/or Staff will maintain up-to-date records on children in care, including:
 - Developmental records for children
 - A record of activities and experiences
- Educators will display daily routines and program and provide families with the opportunity to participate in the development and implementation of the program.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 168, 323

Education and Care Services National Regulations, 2011

Regulations: 73-76

National Quality Standards for Early Childhood Education and Care, 2011,
QA 1.1.1 – 1.1.6, 1.2.1 – 1.2.3

KEY RESOURCES:

www.kidsafe.org.au
www.kidsmatter.edu.au
www.acecqu.gov.au

Being, Becoming and Becoming – Early Years Learning Framework 2011

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

Early Childhood Australia

Kidsafe Family Day Care Safety Guidelines

Review Date:
November 2019

- Staff and Educators will make records available to families that relate to their child's development and learning experiences showing their interests, current knowledge and strengths.
- Educators will demonstrate that they reflect on their daily practices.

INCLUSIVE PRACTICES

Information Sharing

- On initial contact with the Scheme families will be requested to provide information relevant to the successful inclusion of their child into the Scheme (eg cultural background, needs and language).
- Sharing of information will remain a vital component of each child's program and maintain a positive focus
- Co-ordination Unit Staff, Educators, and families will ensure confidentiality is observed
- Permission will be obtained from families to share information relating to their children, family and situation.

Training and Resources

- The Scheme will provide training opportunities for Staff and Educators to enable developmentally appropriate programs to be provided within the Scheme for all children.
- Co-ordination Unit Staff and Educators will ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs.

Programming and Experiences

Co-ordination Unit Staff and Educators will:

- Respond to families and children in an un-biased and consistent manner
- Utilise family knowledge as well as the resources provided by professional and community organizations to ensure the program is culturally relevant.

TRANSITION TO SCHOOL

The Service will:

- Annually provide information on school readiness to families and Educators
- Complete a School Readiness Check for individual children if requested
- Promote the importance of school orientation programs
- Promote to families the importance of practicing of daily school readiness routines
- The Co-ordination Unit will ensure that a child with additional needs has been referred to the local Department of Education Early Intervention School Transition Officer at least six (6) months prior to school entry
- Educators will develop activities and experiences which prepare children for school entry by:
 - Encouraging the development of language skills in conversations and by reading books
 - Encouraging interactions with peers in games and activities
 - Developing simple routines
 - Encouraging self-help skills (eg dressing, toileting, eating, looking after belongings)
 - Encouraging development of maths and science concepts and skills
 - Encouraging development of conflict resolution skills eg: use of words instead of a physical response

EDUCATIONAL LEADER

- The educational leader has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.
- The educational leader seeks to play an integral role in mentoring, guiding and supporting educators.
- Roles of the educational leader include:
 - Promoting understanding of the approved learning framework
 - Keeping up to date with current research/resources and sharing these
 - Exploring opportunities for professional development
 - Helping educators to understand and implement policies and procedures
 - Encouraging educators to reflect on their practice
 - Discussing ways to demonstrate the service is meeting the standards.



EDUCATORS ANIMALS

AIM: To ensure that interactions children have with educator's animals are safe, hygienic and positive.

REASON: Where interactions are well managed, animals can be a great source of joy and stimulation for children. Management must include:

Supervision - Younger children are most at risk of being bitten by animals, as they have limited understanding of animal behaviour and are more likely to aggravate or intimidate them.

Communication - Children may have sensitivities or allergic reactions to animals so it is important to discuss any contact with animals with families prior to the activity.

Hygiene - Hygiene procedures must be observed as animals may carry disease and parasites.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 51, 165, 167

Education and Care Services National Regulations, 2011

Regulations: 116

STRATEGIES & PRACTICE:

Educators will:

- Educators will inform the Supervisor about pets kept in the home on registration and subsequently inform the Supervisor about any new pets acquired.
- Educators who own pets will maintain a written risk management plan and supply a copy to the Co-ordination unit.
- Educators will ensure that animals are kept in an area where day care children cannot have any unsupervised contact with them.
- Fences which separate children from the animals and animal/bird cages to which children have access should have no gaps large enough for children's fingers to penetrate.
- Children may only have contact with animals in the course of a programmed activity in which the Educator or another responsible adult has control over the animal.
- After touching animals, Educators and children will wash their hands with soap and water (or use an alcohol-based hand rub, but only if soap and water are not available)
- At their initial interview Educators will inform parents about any pets kept in the home. They will explain their management and how/if they are included in their program. If new pets are acquired Educators will inform parents.
- Educator's dogs must be kept out of the areas where families arrive and depart.
- All animals which have contact with the children must be kept in good health, de-wormed, vaccinated and clean.
- Outdoor areas used by animals must be cleaned of excreta before any children are allowed on them.
- Animal's water bowls and food plates/bowls must be out of the reach of the children.
- A sandpit cover must be used to prevent access by animals.
- Prior to the inclusion of interaction with animals in their program, a risk /benefit assessment must be developed by the educator and approved by the Nominated Supervisor

National Quality Standards for Early Childhood Education and Care, 2011, QA 3.1.2

KEY RESOURCES:

Kidsafe Family Day Care Safety Guidelines

Staying Healthy in Child Care

Links to Other Policies
Development & Education

Review Date:
November 2019



EDUCATOR'S HEALTH

AIM: To set standards for the health and wellbeing of Educators when conducting their service.

REASON: Educators conduct their service when their physical and mental health supports the provision of quality care and the health, safety and wellbeing of children.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12 - 14

STRATEGIES & PRACTICE:

- In order to provide ongoing care for children an Educator must be in good health and free from any medical conditions or dependency on any medication or substance that may impair the Educator's ability to provide quality care.
- If an Educator or person normally residing in their home is diagnosed with an acute infectious disease, the Educator will:
 - Inform the Nominated Supervisor and, where advised to do so, close their service until that person has received a medical certificate stating that they are no longer infectious.
 - Where children may have been exposed to the infected person whilst in care the parents of those children and the Public Health Unit will be informed if it is a notifiable disease.
- If an Educator undergoes hospitalisation or is absent from work due to illness for more than one month, they must supply the Nominated Supervisor with a medical certificate confirming the Educator's ability to care for children prior to resuming their duties.
- The Nominated Supervisor reserves the right if considered necessary to request an Educator to undergo a medical examination/psychological assessment to confirm current physical/medical fitness for caring for children.
- Educators will be provided with training information on Occupational Risks for Childcare workers including back care and lifting, immunisation, infectious diseases and pregnancy.
- It is recommended that all Educators discuss their immunisation status in relation to working with children with their general practitioner.
- The staff and Management Committee will support Educators mental and physical wellbeing where necessary through:
 - Visits
 - Phone Support
 - Relief Care
 - Alternative Care
 - Time Off
 - Variation to contractual work days

Education and Care Services National Regulations, 2011

Regulations: 83, 163

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.3.2, 7.1.5

KEY RESOURCES:

Health & Safety in Family Day Care Model & Practices – Frith, Kambouris, O'Grady 2003

Work Health and Safety Act 2011 –
www.workcover.nsw.gov.au

Public Health Act and Regulation 2010

Staying Healthy in Childcare

Review Date:
November 2019



EDUCATORS' PRIORITIES DURING PERSONAL EMERGENCIES

AIM: To maintain safe supervision for children in care where an emergency arises affecting the Educator's ability to provide care.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 167

REASON: As FDC Educators are the sole carers in their service, all reasonable steps must be taken to ensure children's safety in the event of a personal emergency.

Education and Care Services National Regulations, 2011

Regulations: 97 - 99

National Quality Standards for Early Childhood Education and Care, 2011, QA 2.3.2, 2.3.3

KEY RESOURCES:

Review Date:
November 2019

STRATEGIES & PRACTICE:

EMERGENCIES IN WHICH AN EDUCATOR'S CAPACITY TO CARE FOR CHILDREN IS COMPROMISED

In an emergency which occurs during hours of care, and which compromises the Educator's ability to provide care for the children, if the Educator is physically capable of doing so they should:

- Contact the Co-ordination Unit to inform them of the emergency and request assistance if required. For out of hours assistance use Staff mobile numbers.
- Contact parents or authorised emergency contacts to pick up the children.
- Contact a back-up person for assistance if required

Back-up person

- In such an emergency it is permissible to call on a back-up person for assistance. A back up person should be mature, trustworthy and of good character.
- It is important to note that if, due to the nature of the emergency, you have to leave your home; your back-up person should only be in charge of the children for the short while it will take for a member of the Co-ordination Unit to get to the Educator's home. The Co-ordination Unit Staff member will stay with the children until they have been picked up by their families.

OTHER PERSONAL EMERGENCIES

In the case of any other personal emergency which occurs during hours of care and which requires the Educator's immediate attention and closure of the service, Educators should:

- Contact children's parents/guardians and organize for them or another authorised person to pick up children and
- Contact the Co-ordination Unit Staff and request assistance. For out of hours assistance use Staff mobile numbers.

In this case, children can only be left with a registered Relief Educator, another Educator (who is not providing care in their own home at that time) or a member of the Co-ordination Unit Staff.

EMERGENCIES INVOLVING A CHILD IN CARE

- If a child in care sustains an injury or becomes sick and requires medical attention, **refer to Children's Incident, Injury, Trauma and Illness policy**



ENROLMENT, ORIENTATION & PRIORITIES OF ACCESS TO CARE

AIM:

That the enrolment and orientation process is effective, fair and transparent and that families, feel well informed and welcome to discuss their needs and values in the interests of establishing an appropriate placement for their child.

REASON:

To place children where a suitable vacancy occurs and where there is a match between the needs of the child, family expectations and the Educator's ability and willingness to meet the individual needs of the child.

STRATEGIES & PRACTICE:

PRIORITY OF ACCESS

- Demand for childcare places may exceed supply in the Scheme where there is a shortage of places in a given area of the Shire
- The Australian Government has determined Priority of Access guidelines for allocating places in children's services. These guidelines are set out in the following levels of priority:

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

Priority 2: A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the Family Assistance Act (those families who have been approved for 50hrs care p/week).

Priority 3: Any other child.

- Within each category mentioned above, the following children are to be given priority:
 - Children in Aboriginal and Torres Strait Islander families.
 - Children in families which include a disabled person.
 - Children in families whose CCB percentage is 100%.
 - Children in families with a non-English speaking background.
 - Children in socially isolated families.
 - Children of single parents.

(Note that these are not in priority order as children may fall into more than one category).

- No Educator will exceed the child attendance limit set by the Education and Care Services National Regulations 2011.
- The number of children under two years old attending a service at one time may be limited to two at the discretion of the Supervisor.
- Where demand exceeds availability of care, either in the Scheme as a whole or in a given area, a list of families requiring care will be created. As places become available, referrals will be made according to the Priority of Access guidelines.
- Families in the third priority category may need to vacate their place, should a child in a higher priority category need care. This decision will be made by the Supervisor in consultation with the Family and Educator.
- Where a shortage of care exists in a given area, the Scheme will endeavour to recruit and license more Educators in that area in order to satisfy all care needs.

LIST OF FAMILIES REQUIRING CARE

- The Scheme maintains a current list of families requiring care.
- Families are asked to notify the scheme of any changes to their details and/or if they wish to remove their child from the list.
- The list is reviewed and updated on a regular basis.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 175, 301(l)

Education and Care Services National Regulations, 2011

Regulations: 160-162, 168 (2) (k), 177, 178, 181, 182

National Quality Standards for Early Childhood Education and Care, 2011,
QA 4.2.1, 6.1.1, 7.3.1

KEY RESOURCES:

www.education.gov.au
Childcare Service Handbook

Links to Other Policies
Other Household Members

Review Date:
November 2019

HOURS OF OPERATION

- The office hours of operation are 9am to 4pm, Monday to Friday.
- Educators' hours of operation vary and are available from each Educator.

FEES

- Each Educator must provide families with a printed copy of their fee schedule at their initial interview. Subsequently families should receive written notice of any changes to the fee schedule a minimum of two weeks prior to implementation.
- The Co-ordination Unit provides families with information concerning fees when they enrol with the service and after that, when changes are implemented.

ENTITLEMENTS

- The Co-ordination Unit provide information to families in regard to Child Care Benefit and the Childcare Rebate when they enrol with the service and after that, when changes are implemented.

NUMBER OF EDUCATORS A FAMILY WILL BE REFERRED TO

- Where possible, families will be referred to more than one Educator, who may be able to meet their child care requirements.

ENROLMENT FORMS

- Information and authorisations on enrolment forms will comply with requirements of regulatory authorities. They will be kept at the Co-ordination Unit and by Educators.

ENROLMENT AND ORIENTATION PROCEDURE

- An enrolment form and Family Information Booklet will be supplied to families following their initial enquiry.
- Staff will explain fees, subsidies staff roles and how FDC works. Families will be invited to discuss their childcare needs and what they are looking for in a service.
- When the enrolment form and supporting documentation have been returned the family will either be given educators contact details or placed on the waiting list.
- Families contact educators to arrange an obligation free meeting at the educator's service.
- Educators explain their service philosophy, routines and fees, and show families the indoor and outdoor spaces.
- Educators discuss the other household members and their role in the service. See **Guests, Visitors and Household Member Conduct Policy**.
- Parents may inform either the Educational Leader or the coordination unit of their decision to place their child with the Educator.



ENVIRONMENTAL SUSTAINABILITY

AIM:

To promote the sustainable use of resources and develop and implement sustainable practices in BVFDC.

Staff and Educators will support the development of children's respect for the natural environment, their understanding of the interdependence between people, plants, animals and the land and their awareness of environmentally responsible practices.

Educators and the Coordination unit staff will work towards improving the environmental sustainability of their services by adopting practices such as using energy efficient devices, recycling and reducing power and water usage.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 168. 323

Education and Care Services National Regulations, 2011

Regulations: 113

National Quality Standards for Early Childhood Education and Care, 2011,
QA 3.2.1, 3.3.1, 3.3.2

REASON:

We have a responsibility to role model and promote environmentally sustainable practices for children in care and actively support them to develop skills to care for their world now and into the future.

Teaching children about caring for the natural environment provides a range of opportunities for rich, hands-on learning experiences which provoke curiosity, creativity, critical thinking skills and a sense of responsibility.

STRATEGIES & PRACTICE:

Educators and Coordination Unit staff will:

- Role model sustainable practices and positive practices in relation to the environment.
- Encourage creative and innovative approaches to find solutions and eliminate unsustainable practices
- Design programs and curricula which reflect:
 - Respect for the environment
 - Wise water use
 - Use of recycled materials
 - Play and experiences involving natural materials and environments
- Support and encourage children's curiosity about the natural world and extend on learning opportunities.
- Encourage children's empathy and respect for animals, insects and birds by including experiences and excursions which teach them about living creatures.
- Encourage families to minimise lunchbox packaging.

The Coordination Unit will:

- When purchasing new appliances, consideration is given to energy rating, and where affordable, choose the appliance with the higher environmental performance.
- Reduce paper consumption through
 - use of email where applicable
 - re-use of paper
 - double sided copying.
- Sort garbage and recycle as appropriate
- Lights and appliances are to be turned off when not in use.
- Use heating and cooling mindfully
- Provide information to educators and families that supports sustainable practices.

KEY RESOURCES:

<http://www.environment.nsw.gov.au/>

Little Green Steps

<http://www2.canterbury.nsw.gov.au/LittleGreenSteps/little-green-steps-report.pdf>

Links to Other Policies

Developmental Education

Review Date:

November 2019



ETHICAL CONDUCT

AIM: Bega Family Day Care Management Committee, Co-ordination Unit Staff and Educators will adopt Early Childhood Australia (ECA) Code of Ethics, which articulates the responsibilities of all parties in relation to one another and to the families and children using the service.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12, 13, 168

REASON: A National Working Party of Early Childhood Australia developed the Code to inform and guide the decisions and behaviour of all personnel involved both directly and indirectly in the provision of early childhood services for children.

Education and Care Services National Regulations, 2011

Regulations: 168

STRATEGIES & PRACTICE:

The Management Committee will:

- Ensure policies and practices are developed in line with Education and Care Services National Regulations 2011
- Ensure stakeholders are consulted on matters of policy development,
- Ensure changes which impact on Educators, Families and Co-ordination Unit Staff are explained prior to implementation.
- Ensure Co-ordination Staff are familiar with the Code of Ethics adopted by the Management Committee.

Co-ordination Unit Staff will:

- Become familiar with the Early Childhood Australia Code of Ethics.
- Develop an understanding of their obligations in following the Early Childhood Australia Code of Ethics.
- Regularly reflect upon their practices in line with the Early Childhood Australia Code of Ethics and relevant legislation.
- Encourage Educators to develop their knowledge of ethical practices.
- Provide information to families on the Ethical Conduct Policy and the Early Childhood Australia Code of Ethics.

Educators will:

- Become familiar with the Early Childhood Australia Code of Ethics
- Develop their understanding of their obligations in following the Early Childhood Australia Code of Ethics.

Families will:

- Be provided with a copy of the Code of Ethics on enrolment
- Be aware of the Ethical Conduct Policy.

National Quality Standards for Early Childhood Education and Care, 2011, QA 4.1, 4.2, 4.2.1

KEY RESOURCES:

Privacy Amendment (Enhancing Privacy Protection) Act 2012, which amends the Privacy Act 1988

Freedom of Information Act – 1989

Ombudsman's Act 1974,

Australian Government, Department of Family and Community Services, Childcare Service Handbook

Early Childhood of Australia Code of Ethics

United Nations Convention on the Rights of the Child

Review Date:

November 2019



EXCURSIONS & TRANSPORT

AIM: To offer children the opportunity to discover and explore the world beyond their care environment and build their sense of community.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3 (2) (a), 165, 167

REASON: Excursions can be a valuable part of the learning and play experiences for children in care. Educators can include excursions in their planning to enhance and broaden children's knowledge of the built and natural world and to develop social skills by interacting with other children and members of the community. Educators and staff have a responsibility to take all reasonable steps to ensure the safety of Day Care children who participate in excursions. Families have the right to know where their children are going and what they are doing whilst they are in care.

Education and Care Services National Regulations, 2011

Regulations: 99 – 102, 168

STRATEGIES & PRACTICE:

DEFINITION

"Excursion" in this policy refers to any time the Educator takes a Day Care child outside the area that has been approved for the conduct of a Day Care service and includes the journey to and from the destination. This applies to one off excursions as well as routine excursions and trips to school/preschool, playgroups etc.

"Routine" refers to excursions such as Scheme play sessions or regular play sessions which take place on designated days and times at another Educator's home.

CHOOSING AN EXCURSION

Educators will:

- Select excursion locations and events to enhance children's experiences and learning.
- Maintain a balance between going out and staying at home, taking account of the children's need for routine, familiar home location, sleep and eating.

EXCURSION FORMS

For all excursions Educators will:

- Prior to the excursion, where practical, travel or walk the exact route to be taken to any planned excursion and visit the planned location.
- Identify potential hazards and how they can be eliminated or managed. Check the availability of toilets, shade, stroller accessibility, phone reception.
- Where it is not practical to go to the location prior to the excursion, take reasonable steps to research the suitability of the venue and journey prior to going.
- Complete an Excursion Risk Management Form and an Excursion Authorisation form and submit them to the Co-ordination Unit with reasonable notice.
- Provide parents with sufficient information and reasonable notice prior to the excursion.
- Obtain written permission from children's parents or guardians or other authorised person prior to the excursion. Only children's parents or guardians or those adults (over 18) whom the parents or guardians have given written permission to do so may sign the Excursion Authorisation forms.
- Secure approval from an approved Co-ordination Unit staff member before the excursion may take place.
- Ensure that Excursion Authorisation forms signed by authorised people are received by the Co-ordination Unit prior to the excursion taking place.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 1.1.1, 2.3.1, 2.3.2, 4.1.1, 6.1.2, 6.2.1, 6.3.4

KEY RESOURCES:

Kids Safe –
www.kidsafensw.org/

RTA -
www.childcarseats.com.au/legal-requirements

LINKS TO POLICIES

Sun Protection
Water Safety
Child Protection
Development & Education

Review Date:
November 2019

- Keep completed Excursion Risk Management forms together with Excursion Authorisation forms until three years after the last date the children who took part in the excursion were in care.

For Routine Excursions Educators will:

- Conduct an initial risk assessment and then additional risk assessments only if the circumstances change.
- Submit a signed Excursion Authorisation form and an Excursion Risk Management form to the Co-ordination Unit only once within a twelve month period.
- Inform parents and the Co-ordination unit on each occasion prior to the outing taking place.
- Educators must keep completed excursion forms until three years after the last date the children who took part in the excursion were in care.

For all Excursions the Co-ordination Unit will:

- Keep copies of completed Excursion forms, until three years after the last date the children who took part in the excursion were in care.

EXCURSION RISK MANAGEMENT

- **If an excursion includes going to or walking past a body of water then this must be specifically addressed in the Risk Management Plan.**

Educators will:

- Inform families that excursions are part of their program on enrolment. If a family elects for their child not to attend excursions which fall on their booked days, an absence fee will be charged.
- Take an up-to-date family/emergency contact list and a mobile on all excursions.
- Take an appropriately stocked first aid kit on all excursions.
- Discuss safe excursion behaviour with the children before and during any trips or outings.
- Promote awareness in children of road safety and play safety beforehand and by using a commentary about safety while on excursions and when out walking.
- Ensure children are protected from sun exposure with appropriate hats, clothing, sunscreen and drinking water. (See Sun Protection Policy)
- Ensure children are supervised at all times and be alert to all the children's whereabouts, activities and safety.
- Never leave children alone in motor vehicles, or standing alone by the side of the road or road crossing.
- Plan for and accommodate any additional requirements or precautions that might be needed for children with a disability or medical needs such as allergies.
- Organise identification tags for children if going to public places where there is, however slight, a possibility of a child becoming lost from the group. Have Bega Valley Family Day Care and the Educators name and mobile phone number on it. Do not include the child's name on the tag for child protection reasons.
- If walking to playgroup provide children with identification indicating that they are in Family Day Care whereas if travelling by car to Bega Valley Family Day Care playgroups identification is not required.
- For children over school age the tag may be carried or worn discreetly and strategies for "what to do if separated/lost" planned and discussed.
- Have a contingency plan in case the excursion needs to be abandoned due to unforeseen circumstances or risk.

TRANSPORT

- Educators must complete the risk assessment form indicating methods used to ensure safety of an excursion involving a car, mini bus or public transport.
- Educators who transport children in vehicles must
- Use child restraints, car seats and booster seats that conform to Australian Standards
- Have the car seats, child restraints and booster seats checked and fitted annually by an authorised restraint fitter.
- Discuss with the fitter how to move and fit the car seats, child restraints and booster seats.
- Educators provide the Co-ordination Unit with a copy of their inspection notice.
- Educators must ensure that the restraints are properly fastened and adjusted and used in accordance with the manufacturer's instructions and these instructions are available when required.
- Educators must ensure that all children transported in or on a motor vehicle are restrained in accordance with NSW Legislation Road Rules.
- Children should use the correct restraint for their age and size, for as long as possible.
- Educators should ensure that restraints used are in good condition and are disposed of if they reach the manufacturer's recommended use-by date or if they are older than 10 years.

MOTOR VEHICLES (WITH 9 SEATS OR LESS)

- The following information should be referred to when choosing the type of restraint to use:

Children under 6 months

- Must be restrained in an Australian Standard approved rearward facing restraint.
- Must not occupy a front seat.

Children aged between 6 months and 4 years

- Must be restrained in an Australian Standards approved rearward or forward- facing restraint
- Can be moved to a booster seat when: the child's shoulders no longer fit comfortably within the seat: or when their eye-level is higher than the back of the child seat; or when the top insertion slots for the shoulder straps are below the level of the child's shoulders.
- Must not occupy a front seat.

Children aged between 4 years and 7 years

- Must be restrained in an approved forward facing booster seat with an adult lap-sash seatbelt.
- Should be used until the child's shoulders no longer comfortably fit within the booster seat or when their eye-level is higher than the back of the booster.

Children 7 year and older

- Should stay in the booster until they grow out of them, at least 145cm tall.
- Can use an adult lap sash seat belt

A child aged 4 to 7 year may sit in the front seat if:

- Written permission has been gained from the parent, and
- There are no available seating positions in the back for an additional booster or child seat eg. If an approved child restraint or booster seat cannot fit between two others and all seats are in use by children under 7 years, and
- The front seat is fitted with a booster seat, and
- The car manufacturer's instructions are followed if there is a passenger seat airbag.

MINI BUSES

Children under 6 months

- Must be restrained in an Australian Standard approved rearward facing restraint.

Children 6 months or older but less than 12 months

- Must be restrained in an Australian Standards approved rearward of forward- facing restraint.
- Co-ordination Unit Staff assist the Educators by supplying them with the most current information on appropriate child restraints.
- Educators inform parents of the transport arrangement and restraint types used for all excursions and notify them when alternate arrangements are made.
- In relation to private transport, children are only transported in currently registered motor vehicles by a licensed driver in a safe manner.
- In relation to mini buses and public transport, Educators use their best efforts in keeping with this policy to adopt safe procedures if utilising public transport.
- Educator checks each child is appropriately secured in their seat prior to each driving occasion.
- Lap seat belts are not to be used.
- Children are not to be left unattended in a motor vehicle under any circumstances.
- Children are not left with an unauthorised person in motor vehicles; Family Day Care Educators are directly responsible for the supervision of the Family Day Care children at all times.
- Educator's vehicles are maintained as a smoke-free environment whilst children are being transported therein: if any smoking has occurred in a vehicle used to transport children, it must be fully ventilated before children are transported.
- Educators use their best efforts to protect children from the possibility of passive smoking whilst on regular outings/excursions.

PEDESTRIAN SAFETY

- Educators must ensure strict supervision of children when any vehicle enters, leaves or is moved on the premises.
- Educators should use the safest method to cross roads – where available use pedestrian crossings or at traffic lights.
- When taking children on a routine walking excursion, Educators will encourage children to hold hands or hold onto a stroller whenever possible. Educators will ensure that children are always in sight, whenever practical, children under 10 years old should hold an Educators hand while crossing the road.
- Educators teach children to obey road and pedestrian safety messages by being a positive role model.
- The Co-ordination Unit will provide current educational resources to Educators in regards to Early Childhood Road and Traffic Safety.



FIRE SAFETY, DISASTER MANAGEMENT & EMERGENCY EVACUATION

AIM: To safeguard the life and well-being of Educators and children placed in their care through planning for emergency situations.

REASON: Preparing and planning for emergencies and practicing evacuations can minimise the harm to all concerned if such events do occur.

STRATEGIES & PRACTICE:

FIRE SAFETY

EDUCATORS:

- Services should be equipped with an appropriate number of smoke detectors.
- Will regularly test smoke detectors to ensure that they are functioning properly.
- Should have a fire blanket and a fire extinguisher, and know how to use them.
- The fire blanket and fire extinguisher should be placed in strategic places where they will be easily reached when needed.
- Fire blankets and fire extinguisher should be tested every 6 months and a record of the test date kept at the Educator's service.
- An evacuation plan should be displayed in a prominent position close to exits, clearly showing:
 - your home layout
 - the possible exits
 - location of extinguishers and fire blankets
 - location of first aid kits
 - a safe meeting place outside
 - instructions for your emergency evacuation procedure
 - service address and location description for emergency services
- A fire drill should be conducted with children every 3 months ensuring that all children are shown the safe meeting place outside
- A copy of the evacuation practice form including date and names of the children involved in the drill should be sent to the office on completion of each drill.
- A record of the drill including date and names of the children involved should also be kept in your own files.

In case of fire:

- Ensure that all children are safe and accounted for.
- Assess whether the use of the fire extinguisher/blanket is appropriate – if it is, and you successfully extinguish the fire:
- Comfort the children
Phone the office and inform
- Write a report on the incident and supply to the office as soon as reasonably possible
- If the fire is not immediately extinguishable, guide all children out of the house by the appropriate exit to the designated safe meeting place using your fire blanket to protect them where appropriate.
- At the meeting place, check again that you have all children with you.
- Keeping children with you at all times, contact 000 or local fire brigade, office and children's Families as appropriate.
- Write a report on the incident and supply to the office as soon as reasonably possible.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 167

Education and Care Services National Regulations, 2011

Regulations: 97, 98

National Quality Standards for Early Childhood Education and Care, 2011, QA 2.3.3

KEY RESOURCES:

NSW Work Health and Safety Regulation 2011 under the Work Health and Safety Act 2011

www.legislation.nsw.gov.au/inforcepdf/2011-674.pdf?id=3fd72031-0a09-4c16-934f-8c80fd843666

NSW Rural Fire service:
Online

www.rfs.nsw.gov.au/fire-information/fires-near-me

www.fire.nsw.gov.au

LINKS TO POLICIES

Work Health & Safety
Assessment, Approval &
Reassessment of Residence

Review Date:

November 2019

Bush Fires

- On days when catastrophic or extreme fire conditions are declared, Bega Valley Family Day Care Educator services will follow their Disaster Management plan and the advice of the Rural Fire Service.
- Educators will ensure that Parents/guardians are familiar with their Disaster Management plan.
- Workshops on Fire Safety will be provided regularly, but Educators please note that you must inform yourself of fire strategies and regulations.
- It is recommended that Educators have a charged mobile phone with them at all times in case of emergency.

PLAYGROUPS

- At venues other than an Educator's home, Playgroup Staff will display an evacuation plan in a prominent position close to exits, clearly showing:
 - venue layout
 - the possible exits
 - the position of extinguishers and fire blankets
 - a safe meeting place outside
 - instructions for your emergency evacuation procedure
 - venue address and location description for emergency services
- At Educator's homes Playgroup Staff will follow the Educator's emergency evacuation plan and procedures.
- Playgroup Staff will conduct emergency evacuation practices with Educators and children at all venues.

CO-ORDINATION UNIT

- The Co-ordination Unit shall have installed and maintained smoke alarms and fire extinguishers.
- An emergency evacuation plan must be displayed near all exits.
- Exits are clearly marked.
- All Staff must be trained and informed on fire safety, fire escape strategies and be conversant with the fire escape plan.

DISASTER MANAGEMENT

EDUCATORS:

- Disasters include any situation or event that pose an imminent or severe risk e.g. flood, bush fire, forceful intruder etc.
- Each Educator will develop and maintain a disaster management plan including disastrous events which could impact on their service.
- The plan will state strategies they will implement in case of a disaster occurring while children are in care.
- Educators will submit a copy of their Disaster Management plan to the Co-ordination unit
- Educators will inform families of their planned strategies in the event of a disaster or an impending disaster

CO-ORDINATION UNIT

- Provide Bega Valley Shire Council with updated details of Educators for inclusion on their "Vulnerable Persons" register to be contacted in case of local emergencies and disasters.

FAMILIES

- Families should ensure that they inform their Educator and the Co-ordination unit of any changes in their contact details including their emergency support contacts.



FOOD HANDLING & STORAGE

AIM: To minimise transmission of food borne illness in children, Educators and Staff by utilizing food hygiene and safe food handling and storage practices. To minimise the risk of allergies and anaphylaxis.

REASON: Food borne illness commonly occurs in settings where food is prepared or served to a number of people, and types of illness include bacterial and viral gastroenteritis, food poisoning from toxin producing bacterial contamination, and potentially serious infections.

Families, Educators and staff have a duty to protect children who have been diagnosed as at risk of allergy and anaphylaxis from exposure to food allergens whilst in care.

STRATEGIES & PRACTICE:

To minimize transmission of food borne illness when children are attending care, Staff and Educators will:

- Display a weekly list of any food or beverage that will be offered to children other than water and that food which is brought in their lunch box.
- Undertake training in safe food handling and storage.
- Prepare and serve food in accordance with training
- Have a designated area for food preparation and storage, and for preparation of bottles, which is safe and hygienic
- Store cooked and uncooked meat in separate refrigeration compartments
- Have facilities that include sink, refrigerator, hygienic waste disposal
- Ensure all food or bottle preparation and storage areas are separate from nappy change and toileting areas
- Observe Scheme hand washing procedures for Educators and children
- If involved in food preparation and nappy changing or toileting on the same day, use principles of infection control and safe food handling, particularly hand washing and using gloves.
- Heat food once only
- Heat milk for bottles once only
- Leftover food should immediately be stored in the refrigerator at 4 degrees centigrade or lower
- Clean the food preparation and serving areas after each use and at the end of each day
- For cleaning food contact surfaces and utensils, use dishwashing detergent and water to remove visible contamination such as food waste, dirt and grease.
- Be aware of and accommodate the special needs of culturally and linguistically diverse families
- Follow appropriate procedures and guidelines when using microwave ovens.
- Do not heat breast milk in a microwave oven. It destroys the immunological properties of the breast milk.
- Follow BVFDC Routines and Procedures for infants' bottle feeds.
- Follow BVFDC Routines and Procedures for hand washing
- Follow BVFDC Routines and Procedures for cleaning
- Supervise children while they are eating and endeavour to prevent direct sharing of food between children.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3 (2) (a), 167

Education and Care Services National Regulations, 2011

Regulations: 77 - 80

National Quality Standards for Early Childhood Education and Care, 2011, QA 2.1.3, 2.1.4, 2.1.1, 3.1.2

KEY RESOURCES:

Occupational Health and Safety Act 2000 and Regulations 2001 (NSW)

NHMRC - Dietary Guidelines for Children and Adolescents in Australia – a guide to healthy eating
NSW Food Act 2003 and Food Regulation 2010
FSANZ Food Standards Code – Chapter 3 – food Safety Standards; Food Safety Fact Sheets, FSANZ
www.foodstandards.gov.au

Microwave Food Safety
Queensland Health,
www.health.qld.gov.au

Australian Breastfeeding Association
www.breastfeeding.asn.au

Staying Healthy in Childcare
FDC Routines and Procedures

www.health.nsw.gov.au/environment/water/Publications/private-water-supply-guidelines.pdf

LINKS TO POLICIES
Health & Hygiene Standards

Review Date:
November 2019

Off Mains Water Supply

- If the drinking water at an educator's service is from a source other than the mains supply and is not treated by a reliable process (for example filtration and chlorine dosing or UV), suitably maintained, or regularly tested, all families should be warned and given the option to supply their own water. The warning can be in the form of:
 - A sign on the parent information board
 - An entry in the service information brochure

Signage should read: "The drinking water in this service is not monitored or treated and may not meet health guidelines"

Allergen control

To prevent exposure of children who have been diagnosed as at risk of allergy and anaphylaxis to food allergens whilst in care.

Families will:

- Inform the Educator and the Co-ordination Unit about known allergies on initial enrolment or on diagnosis.
- Complete a Management Plan in consultation with their doctor which identifies allergy triggers and emergency treatment if exposed.
- Complete a Health Risk Management plan in collaboration with their Educator
- Provide their Educator with any medication required for safe storage daily on arrival in care
- Review and update all information annually or when any change in the condition is identified

Educators will:

- Maintain currency of Emergency Anaphylaxis Management training.
- Be aware that common food and substances which can trigger an allergic reaction of anaphylaxis in susceptible children include peanuts and other tree nuts, fish, shellfish, eggs, wheat, milk, milk products, soy and some fruits.
- Ensure that the care environment is maintained to minimize the risk of children identified as allergic to specific triggers and substances having access to or contact with those substances.
- Can request that families avoid providing certain foods eg peanut butter.
- Be aware that medication to treat a suspected anaphylactic condition can be administered to a child in an emergency without prior written authorisation.
- Ensure that parents provided them with the appropriate medication for children diagnosed as at risk of anaphylaxis whenever the child attends care.



GRIEVANCES & COMPLAINTS MANAGEMENT

AIM: Bega Family Day Care has a positive and transparent complaints & grievances management and policy and procedure.

REASON: To promote a culture of open communication, allowing the Scheme to become aware of potential concerns before they turn into formal complaints and grievances. To address complaints and grievances promptly and confidentially according to procedure.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3 (3) (a) (e) 174 (2) (b)& (4), 301 (k)

Education and Care Services National Regulations, 2011

Regulations: 75, 76, 80, 88(2), 93(2) (5)(b), 94 (2), 99, 157, 168 - 173

National Quality Standards for Early Childhood Education and Care, 2011,
QA 1.1.4, 6.1, 6.2, 7.3.3, 7.3.4

KEY RESOURCES:

Privacy Act – 2001

Ombudsman's Act 1974,

Early Childhood of Australia Code of Ethics

LINKS TO POLICIES

Child Protection
Confidentiality
Ethical Conduct Policy
Management & Governance
Managing Records

Review Date:
May 2020

STRATEGIES & PRACTICE:

- Bega Valley Family Day Care views each complaint as a means of improving its services and upholding positive relationships between the service and its stakeholders. Everyone has the right to a positive and sympathetic response to their concerns. Solutions are sought to resolve all disputes, issues or concerns in a prompt and positive manner that recognises the importance of:
 - Procedural fairness and natural justice;
 - Ethical conduct;
 - A service culture free from discrimination and harassment; and
 - The opportunity for review and further investigation.

Making complaints

- A copy of this policy is provided to every enrolling family in the Parent Information booklet. It can also be found via electronic means on the Bega Valley Family Day Care website and via hard copy in the Policies and Procedures Manual at the co-ordination unit.
- Families may make a complaint directly to their child's educator, the Nominated Supervisor or Service Manager or Management Committee.
- Families and children will be surveyed to provide them with an opportunity to identify areas of concern, or ways in which the service could be improved along with areas of strength.
- The service will also provide other means for input from time to time, such as:
 - Daily contact with their child's educator;
 - Invitations to attend special or social events;
 - Phone and email surveys;
 - Parent participation in committee meetings, etc.
- Educators will discuss complaints procedures in an age-appropriate manner with children and encourage them to raise any issues they have with the service. Children's complaints will be taken seriously and resolutions will be sought.
- The name, address and phone number of the regulatory authority is displayed on each service's parent noticeboard and is readily available for reference.
- A current copy of the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations is available at the co-ordination unit for all to read at any time.

Dealing with complaints

- All complaints and grievances will be dealt with promptly and confidentially in a manner that:
 - Promotes conflict resolution
 - Encourages the development of harmonious partnerships
 - Is transparent and equitable
 - Values the opportunity to be heard
 - Ensures that conflicts and grievances are mediated fairly

- Where possible, complaints will be dealt with on the spot by the child's educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside their control, or the family does not feel they wish to share it with the educator, the family may be directed to the Nominated Supervisor or Service Manager for their complaint to be resolved.
- Where appropriate Educators/staff will thank a family for bringing a concern to their attention and explain that they appreciate the opportunity to improve the service or rectify a mistake.
- All reasonable steps will be taken to ensure that confidential conversations or discussions with parents/guardians take place in a quiet area away from children, other families and educators/staff who are not involved.
- If the complaint is an internal one, the complainant or a person who is dealing with a complaint may at any time seek the assistance of a support person who is an impartial party or take the matter to the appropriate external authority (such as Fair Work Australia or Anti-discrimination commissioner).
- Where a family wishes their grievance to remain confidential this will be honoured. However families will be advised that issues cannot always be resolved if they choose to remain anonymous.
- Where an educator believes they will have to share a confidence with another person in order to resolve an issue, or if the nature of a complaint requires that a third party has to be informed in order to meet legislative requirements, they will inform the family of this need prior to any further discussions on the matter.

Steps to managing complaints

- The complaint will be welcomed and appreciated.
- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The complainant will be asked to provide information regarding how the situation could be rectified to their satisfaction.
- The person receiving the complaint will clarify issues by actively listening and questioning the complainant to further understand the issues.
- If possible the problem will be resolved immediately. If this is not possible the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- If the issues are complex, the complainant will be asked to put their concerns in writing.
- Where mediation is required all parties will have the right to agree to the appointment of the mediator.
- If the problem is about an issue that is outside the control of the service, the person receiving the complaint will explain this to the complainant and let them know who they should contact if they wish to take the matter further.
- Any actions agreed with the complainant in regard to addressing the issue will be followed up and, where appropriate, the results given to the complainant as soon as possible.
- Where appropriate the service will contact the complainant to find out if they are happy with the way the problem has been resolved.
- Each complaint will be evaluated to determine how the service responded and whether further action is required.

Follow up and review

- Each complaint will be viewed as an opportunity for improvement. After the complaint or grievance has been dealt with it will be analysed to find out how the problem occurred and determine if the service should implement any changes to policy or operational procedures to avoid similar problems in the future.
- Management will follow through to determine that complaints and grievances have been successfully resolved to everyone's satisfaction. Families will be contacted to determine if they are satisfied with the way the issue was resolved and educators/staff will be consulted about the outcome from an operational viewpoint.
- Grievances and complaints policy is reviewed and evaluated annually, or whenever an incident occurs to ensure the processes are clear and non-discriminatory. Family input is sought each time the policy is reviewed.
- Any complaints that allege the service has contravened the Education and Care Services National Law Act 2010, or compromised the health, safety or wellbeing of any child within the service, will be reported to the regulatory authority as required under the Act. These allegations will be taken most seriously and an immediate resolution sought.

COMPLAINTS FLOWCHART

Level 1

Raise the issue directly with the person concerned.(eg educator or staff member)

If unresolved, go to the next level

Level 2

Discuss concerns with Nominated Supervisor or Service Manager

If unresolved, go to the next level

Level 3

Write to the Board of Management
Management Committee
Bega Valley Family Day Care
PO Box 522
BEGA,NSW, 2550

If unresolved, go to the next level

Level 4

Unresolved complaints relating to provision of care should be referred to the Early Childhood Education and Care Directorate on:

1800 619 113.

Unresolved complaints relating to Child Care Benefit or funding issues should be referred to Department of Education and Training on: 1300 363 079

If the complaint is an internal one, the complainant or the person dealing with the complaint may at any time seek the assistance of an advocate or take the matter to the appropriate external authority (such as Fair Work Australia or the Anti-discrimination commissioner)



GUESTS, VISITORS AND HOUSEHOLD MEMBER CONDUCT

AIM: To provide guidelines and boundaries for the conduct of guests, visitors and household members in a Family Day Care Educator's service.
To assist Educators in the development of strategies to balance the use of their space as Family Day Care service and as a family home.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12, 13, 170, 171

REASON: Family Day Care Educators are solely responsible for the care of children when in their service, however interactions with other household members can positively contribute to the Day Care child's experience and they can become an important influence in the children's lives.
When placing their child with a Family Day Care Educator, families should be informed of the protocols in place relating to people other than their Educator on the premises
The understanding and co-operation of all household members is required to ensure the health, safety and wellbeing of children in care as well as the privacy and confidentiality of families using the service.

Education and Care Services National Regulations, 2011

Regulations: 82, 84, 163-166

National Quality Standards for Early Childhood Education and Care, 2011, QA 5.2

STRATEGIES & PRACTICE:

The Co-ordination Unit will:

- Provide prospective Educators with information addressing the impact that providing child care in the family home may have on household members.
- Discuss the boundaries that household members must adhere to.
- Confirm that household members support the Educator in the provision of Family Day Care prior to registration.
- Take appropriate action when household members may be negatively influencing the quality of care provided.
- Take reasonable steps to ensure that persons over the age of 18 years who live at the residence or live anywhere on the property eg in a caravan or shed, are fit and proper. To do this, they must obtain a working with children check (volunteer) before the Educator is registered or when a household member turns 18.
- Take reasonable steps to ensure that a Working With Children clearance is obtained for adults over 18 who are regular visitors to the residence when children are in care, visitors staying for 3 weeks or more, and new household members.
- Take reasonable steps to ensure that Educators keep a record of all visitors to the service.

Educators will:

- Never delegate care or supervision of day care children to household members, guests or visitors other than a registered Educator or an approved staff member or in exceptional circumstances approved by the Nominated Supervisor.
- Never leave children in their care alone with another person other than a registered Educator or an approved staff member or in exceptional circumstances approved by the Nominated Supervisor.
- Consider and plan for the impact that providing Family Day Care will have on their own household, family members and routines.

KEY RESOURCES:

NSW Child Protection Act 2012

Privacy Act 1998

UN Convention on the Rights of the child

Review Date:

November 2019

- Negotiate in advance with household members about resources and spaces within the home that will need to be shared for the effective provision of the service.
- Develop suitable plans within their household to meet each member's need for privacy.
- Ensure that family members understand key policy requirements that may impact on them.
- Ensure that all household members are aware they cannot conduct activities that may injure, endanger or negatively influence children in care.
- Ensure household members are aware of the need for privacy and confidentiality associated with other Educators, the Co-ordination Unit, and the children and families who use the service.
- At the initial interview stage, inform families about household members and whether they will be present in the service area during care hours. Ideally this information will also be in the Educator's service brochure.
- Ensure that records of all visitors to the service are kept in a visitors book
- Inform families about visitors and guests in the service.
- Inform the Co-ordination unit and families using their service of the occurrence of any significant infectious disease of any household member.
- Immediately notify the Co-ordination Unit of any new household members or visitors over 18 who are staying for extended periods of time (3 weeks or more).
- Immediately notify the Co-ordination Unit if they become aware that any household member has been charged with or convicted of a child related criminal offence.

Guests, visitors and Household members (including older children) will:

- Be equitable to the families of the children in care, treating all members with dignity and respect.
- Not initiate close physical contact with children and ensure that any contact that does occur is appropriate.
- Never provide personal care for children such as nappy change, toileting, bathing or undressing.
- Do everything they can to protect themselves from an allegation of abuse or misconduct.
- Recognise that any allegation of child abuse will be reported and an investigation will occur.
- Be mindful of keeping the care environment safe for children, eg securing child proof latches and gates after use and keeping personal items which could be harmful, such as medications, out of reach of children.
- Maintain appropriate dress standards when the service is operating.
- Ensure that all interactions and language used with or within sight or earshot of children is respectful and appropriate for young children.
- Refrain from smoking, consuming alcohol or engaging in any other behaviour which is inappropriate for young children to witness whilst within their sight or earshot.
- Respect the privacy and confidentiality of children and families using the service.
- Be respectful towards Co-ordination unit staff and understand that it is their responsibility to support, monitor and advise Educators on their service practice.



HEALTH & HYGIENE STANDARDS

AIM: To protect the health of children, Educators and Staff by observing best practice hygiene and infection control procedures.
To protect the health of children, Educators and Staff by maintaining good Work Health and Safety Standards.

REASON: The immune systems of babies and young children are not fully developed. This makes them particularly vulnerable to contagious illnesses and infections.
Babies and young children have not yet developed self-care skills so child care is a high risk environment for cross infection.
For these reasons it is particularly important that Educators and Staff maintain a high standard of hygiene and infection control in the family day care setting.
Educators and Staff working with children are exposed to health and hygiene risks and should take every precaution to protect their own health.

STRATEGIES & PRACTICE:

- Every newly registered Educator will be given:
 - A copy of the Scheme's Routines and Infection Control Procedure manual.
 - Information on WH&S and adult vaccinations
 - A copy of the National Health and Medical Research Council Infectious Diseases Exclusion guidelines
- Orientation training for new Educators will include:
 - instruction in hygiene and infection control procedures
 - discussion about adult vaccination
 - instruction about safe lifting and work health and safety awareness
- Co-ordination Unit Staff will support Educators to establish hygiene protocols in their homes in line with Bega Valley Family Day Care Routines and Infection Control Procedures, and will check during visits that these protocols are maintained.
- The Co-ordination Unit will review and upgrade hygiene and infection control procedures regularly to maintain currency with health research.
- The "Notification of Infectious Diseases" policy will be followed where a child, Staff member or Educator who has been in contact with other children in the Scheme is diagnosed with a notifiable disease
- Children who are unwell will be excluded from care in accordance with National Health and Medical Research Council guidelines
- Parents will be notified if a child in care has live head lice. Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care (i.e. the child doesn't need to be sent home immediately if head lice are detected). An effective treatment is when a treatment is used and all the lice are dead.
- Educators and Co-ordination Unit Staff will follow the Scheme's policies on "Administration of Medication", "Incident, Injury, Trauma and Illness", "Food Handling and Storage", "Work Health and Safety", "Sun Protection", "Toileting, Bathing and Nappy Change"
- Educators and Staff members will encourage children to develop good self-care skills and hygiene awareness.
- Educators will ensure that all areas of their premises, toys and equipment used for their day care service are kept clean and in good repair.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 167 (e), 301 (f)

Education and Care Services National Regulations, 2011

Regulations: 77, 85, 86, 88 – 91, 168

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.3, 2.1.4

KEY RESOURCES:

NSW Department of Health Act and Regulation – 1991

National Health and Medical Research Council, "Staying Healthy in Child Care"

WH&S Act 2011

Bega Valley Family Day Care Routines and Infection Control Procedures

LINKS TO POLICIES

Administration of Medication
Food Handling & Storage
Incident, Illness, Trauma & Illness
Notification of Infectious Diseases
Sun Protection
Toileting, Bathing & Nappy Change

Review Date:
November 2019



INCLUSION & DIVERSITY

AIM:

To provide an inclusive service based on children's rights and social justice principles with The Early Childhood Australia Code of Ethics as the foundation for our core values, beliefs and practices. That all children and families will be treated with fairness and equity regardless of age, gender, class, ethnicity, religion, sexuality, geographic location, languages spoken, cultural background, additional need or other circumstances.

REASON:

All children and families have the right to be treated with fairness and equity and have the same opportunities for participation and decision making and to be accepted as valued members of the community.

Co-ordination unit and Educators create an environment that reflects the lives of children and families using the service and the cultural diversity of the broader community including Aboriginal and Torres Strait Islander communities.

The care environment is enriched for all stakeholders when diversity is recognised, accommodated and celebrated.

STRATEGIES & PRACTICE:

Co-ordination unit staff and Educators will:

- Respect the rights and dignity of each child.
- Use an inclusive approach supporting children, to have the same opportunities to participate in all experiences and aspects of the program.
- View all children as competent with many strengths and abilities
- Help children to build connections with others and with their community.
- Provide experiences that are complementary to children's home and community experiences.
- Build children's positive sense of self through providing a program that responds to the individual strengths and interests of all children.
- Educators create environments that are inviting and inclusive and support children's exploration, creativity and learning.
- Provide access to specialised equipment and resources and access to appropriate support services as required.
- Ensure families provide information on the child's health. This will include medications, allergies, doctor's details, emergency contact names and phone numbers, an Emergency Medical Plan approved by their Doctor, following the enrolment and prior to the child starting in the service.
- Ensure Regulations and other guidelines are adhered to when administering medication and treatment in emergencies.

INFORMATION SHARING

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service (cultural background, abilities, needs and language)
- Sharing of information will remain a vital component of each child's program and will maintain a positive focus.
- Co-ordination unit staff, educators and families will ensure confidentiality is observed.
- Written permission will be obtained from families to share information relating to their children, families and situation to external organisations or persons, if required. Information relevant to a child and /or family may be shared between the educator and co-ordination unit staff if required for placement, ongoing support or development of the child.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 301i

Education and Care Services National Regulations, 2011

Regulations: 73, 74, 115, 155.

National Quality Standards for Early Childhood Education and Care, 2011, QA 1.1.5, 3.1.3, 5.1.2, 5.1.3, 6.3.3.

KEY RESOURCES:

Inclusion Support Agencies (ISA's), Inclusion Support Facilitators (ISF's)
www.childaustralia.org.au

Australian Institute of Health & Welfare, Australian Government.
www.aihw.gov.au

Big Fat Smile, Child and Family Inclusion Program -
www.bigfatasmile.com.au/inclu-de-me/

Children with Disabilities in Australia -
www.cda.org.au/currentinquiries

Early Intervention Australia (NSW Branch)
www.ecia.nsw.org.au

Anti-Discrimination Act 1977
Disability Discrimination Act 1992 & Disability Discrimination Regulation 1996
Equal Employment Opportunity under the Anti-Discrimination Act 1977
Sex Discrimination Act 1984
Racial Discrimination Act 1975 & Racial Discrimination Regulation 1987
Childcare Service Handbook

Links to Other Policies
Interactions with Children
Behaviour Guidance

Review Date:
November 2019

CO-ORDINATION UNIT STAFF WILL:

- Support the employment of staff and the selection of educators from a range of social and cultural backgrounds.
- Ensure that professional development is provided for staff and educators to extend their knowledge of social justice, inclusive and anti-bias practices through professional development opportunities, resources and through publications.
- Establish and maintain links with organisations that promote social justice and inclusion and/or provide specialist support or resources. Work with inclusion and support agencies to include children with additional needs.
- Ensure compliance with relevant state and commonwealth legislation to provide an inclusive and discrimination free environment.
- Ensure educators and coordinators have skills and expertise necessary to support inclusion of children with additional health and developmental needs.
- Plans are developed to support the inclusion of children with additional needs.
- Promote meetings and or communication between families, supervisors, coordinators and other agencies and or specialists.
- There are individual support plans for children with additional needs.



INTERACTIONS WITH CHILDREN

AIM: To promote kind, trusting, respectful relationships between children, their Educators and Staff and maintain at all times the dignity and rights of each child.

REASON: When children feel safe supported they grow in confidence to explore and learn (Being, Belonging & Becoming)

STRATEGIES & PRACTICE:

- Staff and Educators will ensure that their manner with children attending our Scheme will foster warm and trusting relationships. This will be achieved by:
 - Listening to the children and encouraging them to express themselves and their opinions.
 - Treating the children with kindness
 - Treating the children with respect
 - Showing fairness in all interactions with the children
 - Providing a good role model
 - Providing clear boundaries
- Staff and Educators will ensure that interactions with children are culturally appropriate by:
 - discussing cultural customs and requirements with the families of the children
 - researching the given culture
 - incorporating practices and customs into interactions and daily programming where appropriate
- Staff and Educators will ensure that interactions with children with additional needs reflect understanding of these children's needs. This will be achieved through:
 - Research, reading, and professional development
 - Discussing the child's particular needs with their families.
 - Ensuring that programming is developed to support the child's inclusion.
 - Supporting interactions with other children where necessary
 - Providing activities that offer challenges to extend and build on skills.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3 (2) (b), 3 (a-f), 165, 166, 168, 301 (i)

Education and Care Services National Regulations, 2011

Regulations: 155, 156.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 1.1, 5.1.2, 5.1.3

KEY RESOURCES:

Early Years Learning Framework 5.2.3

ECA Code of Conduct

UN Convention on the Rights of a Child

Links to Other Policies

Behaviour Guidance

Ethical Conduct

Inclusion & Diversity

Review Date:

November 2019



KEEPING A REGISTER OF EDUCATORS

AIM: To ensure the provision of safe, quality care for children through the selection of appropriate Educators.

REASON: Educators are selected in accordance with the criteria of the Education and Care Services National Regulation and the Child Protection (Prohibited Employment) Act 1998; applications are encouraged from a diverse range of backgrounds.

STRATEGIES & PRACTICE:

The Coordination Unit Will:

- Keep a register of each family day care Educator and Relief Educator.
- The register includes information on the Educator:
 - Full name, address and date of birth
 - Contact detail
 - Address of the residence in which the Educator will be providing the Education and care service
 - Date registration commenced
 - Days and hours the service will usually be provided
 - Evidence of any relevant qualifications held by the Educator or that they are actively working towards
 - Evidence the Educator has completed current approved:
 - First aid training
 - Anaphylaxis management training
 - Emergency asthma management training
 - Evidence of any other training completed by the Educator
 - Working with children check
 - Date the Educator ceased to be registered with the service
 - Risk assessment documentation
 - Details of support provided
 - Details of any complaints
- The above information will be kept for a period of 3 years from the last date on which the Educator provides their service.
- The register includes information on other people who normally live at the residence:

For people over 18yrs of age

- Full name
- Date of birth
- Working with Children Check Clearance

For children aged under 18years of age

- Full name and date of birth and if they are immunised.

For each child educated and cared for by the Educator:

- The child's name
- Date of birth
- Days and hours the Educator usually provides the service for each child

KEEPING THE RECORDS UP TO DATE

- The Co-ordination Unit maintains the data base with current information.
- Educators must inform the Co-ordination Unit of any relevant changes in their circumstances or that of their household.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 103, 166, 269

Education and Care Services National Regulations, 2011

Regulations: 153, 154

National Quality Standards for Early Childhood Education and Care, 2011,

QA 5.1, 5.1.1-5.1.3
5.2, 5.2.1-5.2.3

KEY RESOURCES:

Child Care Services Handbook

Links to Other Policies
Recruitment of Educators

Review Date:
November 2019



MANAGEMENT & GOVERNANCE

AIM: To ensure that appropriate governance arrangements are in place to manage the service and act in accordance with regulatory requirements.

REASON: Effective management and clearly defined lines of governance ensure the requirements of funding and regulatory bodies are met.

STRATEGIES & PRACTICE:

The Approved Provider

- Bega Valley Family Day Care Inc. is the Approved Provider and holds the legal responsibilities for operating the service.
- Bega Valley Family Day Care Inc. accepts the appointment acknowledging the legal responsibilities of the position.
- Bega Valley Family Day Care Inc. Management Committee appoints a Certified Supervisor to be the Nominated Supervisor responsible for the day to day operations of the service.
- Bega Valley Family Day Care Inc. Management Committee appoints an Educational Leader who will lead the development of the curriculum
- Nominates an Approved Certified Supervisor to take charge of day to day operations in their absence of the Nominated Supervisor (Refer to **Determining the Responsible Staff Member Policy**)
- Employs suitably qualified staff to manage the day to day operations of the service.
- Ensures that policies are developed to ensure that the service operates within the regulatory requirements.

The Nominated Supervisor

- Accepts their appointment acknowledging the legal responsibilities of the position.
- Recruits service staff in accordance with Bega Valley Family Day Care recruitment policies.
- Oversees service staff compliance with policies and receive adequate training and support to work within the policy framework.
- Recruits and registers Educators and continues to monitor and assess their suitability to deliver an education and care service which complies with the Education and Care Service National Regulations and Quality Standards.
- Provides training, information and resources to Educators to continue supporting their understanding and obligations to comply with the Education and Care Services National Regulation, National Law, Family Assistance Law, National Quality Standards, and Educator Contract.
- Notifies the Regulatory Authority of certain incidents and changes to information about the service in accordance with the Education and Care Services National Regulation. (refer to **Management of Records and Confidentiality Policy**)
- Encourages collaboration between all stakeholders
- Provides childcare places according to the Australian Government Priority of Access Guidelines.

The Service Manager

- Ensures that administrative systems are established and maintained to ensure the effective operation of the service.
- Notifies the Regulatory Authority of certain incidents and changes to information about the service in accordance with the Education and Care Services National Regulation. (refer to **Management of Records and Confidentiality Policy**)

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 172, 175, 197, 215, 216, 263

Education and Care Services National Regulations, 2011

Regulations: 75, 116, 145-154, 158-162, 168-172, 181-184

National Quality Standards for Early Childhood Education and Care, 2011, QA 7.1.1, 7.3

KEY RESOURCES:

Family Assistance Law
Child Care Services
Handbook

Education & Care Services
National Law

Links to Other Policies
Keeping a Register of
Educators.
Managing Records

Review Date:
November 2019

Educators

- The service registers educators as small business operators to provide education and care to children in a family day care residence.
- The Educators acknowledge their obligation in relation to regulations by signing their annual contract
- The Approved Provider may suspend or terminate an Educator's contract for failing to comply with the regulations.



MANAGING RECORDS

AIM: The Licensee, Nominated Supervisor, Co-ordination Unit Staff and Educators will maintain all records required under legislation. Records must be kept in such a way that they are accessible to authorised persons and in accordance with the Privacy Act

REASON: Regulatory, Licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders. Records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. Systems are required that enable authorised access to records for the required period.

STRATEGIES & PRACTICE:

In accordance with Education and Care Services National Regulations 2011, the Licensee will ensure that:

- An appropriate person is appointed to the position of Nominated and Certified Supervisor to ensure compliance with the relevant regulations and legislation.
- Required policies and procedures are made, implemented, maintained, reviewed and made available.
- Appropriate records, dated and signed, are kept in relation to visitors
- The Nominated Supervisor maintains and keeps up to date a record of attendance by children of the service.
- Written emergency and evacuation plans are made, maintained and kept up to date.
- Records about programs for children, developmental records and daily routines are made, maintained and kept up to date.
- Records in relation to children are made, kept up to date and stored for the required period
- All records will be made available to authorised persons.
- There are written guidelines setting out policies and practices.
- A Register of Educators is kept and maintained.
- All documentation in relation to the appointment to the position of Nominated and Certified Supervisor and Acting Certified Supervisors is kept and maintained.
- Any proposed changes to the Licensee or Management of the service are administered as per Regulatory requirements.
- Written notice regarding criminal convictions will be supplied in accordance with Regulatory requirements.
- In accordance with Education and Care Services National Regulations 2011, the Certified Supervisor will ensure that Records will be made and maintained in relation to:
 - Child/ren's personal information
 - Child/ren's health
 - attendance
 - excursions
 - complaints
- Records of attendance by children in the service are maintained and kept up to date
- Records about programs for children, developmental records and daily routines are made, maintained and kept up to date
- Records in relation to children are made, kept up to date and stored for the requisite period of time.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 70, 172, 175, 270-273

Education and Care Services National Regulations, 2011

Regulations: 87, 160, 177-179, 181-184

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.4, 2.3.2, 2.3.3, 7.3.1

KEY RESOURCES:

Australian Government, Department of Education, Child Care Service Handbook

NSW Privacy Legislation 2001 and APP Amendment 2014

Ombudsman Act – 1974

Links to Other Policies
Confidentiality

Review Date:
November 2019

- Emergency and evacuation procedures are made and kept up to date
In accordance with Education and Care Services National Regulations 2011 the Educator will ensure that Records are made and maintained in accordance in relation to:
 - Child/ren's personal information
 - Child/ren's health
 - attendance
 - excursions
 - complaints
 - Programs for children
- Information will be forwarded as required to the Regulatory Authority as per clauses 174,175, 176 of the Regulations
- Any proposed changes to the Educators home will be notified
- Written notice regarding criminal convictions will be supplied

Record to be kept	Period of retention	Keeper of records
Records relating to the death of a child whilst in care or that may have occurred as a result of an incident while being cared for.	Until the end of 7 years after the death.	Approved Provider.
Records relating to an incident, illness, injury or trauma suffered by a child whilst in care	Until the child reaches 25 years of age	Educator, and Approved Provider and from then on a place approved by the Regulatory Authority
Records relating to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident whilst in care	Until the child reaches 25 years of age	Educator, and Approved Provider and from then on a place approved by the Regulatory Authority
Child enrolments, child assessments and medication records	Until the end of 3 years from the last day the child attended care	Educator and Approved Provider
Excursion forms	3 years from date of the first excursion.	Educator
Children's attendance records	Until the end of 3 years from the last day the child attended care	Educator and Approved Provider
Records relating to the Approved Provider	3 years from the last day on which the Approved Provider operated the service	Approved Provider
Records relating to the nominated supervisor or Staff member	3 years from the last day on which the Nominated Supervisor or Staff member worked	Approved Provider
Visitors records,	3 years after the date on which the record was made	Educator
Records relating to Educators	3 years after the date on which the record was made	Approved Provider



MEDIA RELEASE PROTOCOLS

AIM:

To ensure that privacy and confidentiality protocols will be observed when addressing the media.
 To ensure that the Scheme and Family Day Care as a whole receive a fair and even handed representation in the media.
 To promote the Scheme's professionalism and high quality care provision.
 To recruit new Educators and inform families when there are childcare spaces available.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 104, 270-273

REASON:

Families, Educators, Staff and Committee Members should be confident that confidential or private information will not be disseminated in the media.
 It is in the interests of Families, Educators, Staff and Committee Members for the good reputation of the Scheme and Family Day Care as a whole to be upheld
 Sharing information about the Scheme in the media increases community awareness and understanding of the Family Day Care model.

Education and Care Services National Regulations, 2011

Regulations: 168, 181-184

STRATEGIES & PRACTICE:

Media releases in reference to serious incidents:

- Only the President of the Scheme can make such a release.
- The President may, if necessary, consult or delegate tasks to the Supervisor of the Scheme.
- In the case of a serious incident, Family Day Care Australia will be contacted prior to a response being offered to the media
- No other members of the Scheme can make statements to the press, without prior consent from the Provider. All statements, if made, would be considered unauthorised.

Media releases for promotional purposes:

- These can be authorised by the Supervisor of the Scheme and include such things as information on activities and any other editorials, or promotional advertisements such as pamphlets, radio interviews or social media posts.
- The Supervisor will ensure that if any photos or names are used, all those appearing in the photos or being named, have given authorization prior to release.

Advertisements:

- Staff job advertisements must be approved by the Management Committee prior to publication.
- Advertisements publicising child care places or for Educator recruitment can be authorised by the Supervisor of the Scheme
- Educators advertising their service must make it clear in the advertisement that they are registered with Bega Valley Family Day Care and include Co-ordination Unit contact details.

National Quality Standards for Early Childhood Education and Care, 2011,
 QA 7.1.1, 7.3.1

KEY RESOURCES:

NSW Privacy Legislation 2001.

Links to Other Policies

Confidentiality
 Social Media

Review Date:

November 2019



NOTIFICATION OF INFECTIOUS DISEASES

AIM:

To act promptly to seek appropriate care for a child who becomes acutely ill with an infectious disease whilst in care.

To minimise the spread of infectious diseases in the Service and the community at large by following Scheme protocols of notification and exclusion from care.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 167, 179

REASON:

The Public Health Department requires notification of the following diseases:

Haemophilus Influenza type b (Hib), Diphtheria, Measles, Mumps, Pertussis (Whooping cough), Poliomyelitis, Rubella (German measles), Tetanus

It is the responsibility of Educators, Staff and Families to take appropriate steps to protect their own and each other's health whilst in care.

Education and Care Services National Regulations, 2011

Regulations: 85-88, 168, 177, 178, 183

STRATEGIES & PRACTICE:

When a child becomes acutely ill with an infectious disease whilst in care Educators should:

- Assess the child for any need for First Aid or emergency treatment, make them comfortable and reassure them.
- Call an ambulance if required.
- If an ambulance is called, follow the protocol outlined in the **Children's Incident, Injury, Trauma and Illness Policy**
- Notify the family as soon as possible, request they or a responsible person nominated by the family of guardian, pick up and take charge of the child and take to the doctor.
- Keep the child under adult supervision until the ambulance, child's family or some other responsible person who has consent takes charge of the child.
- Isolate the child from other children as far as possible whilst maintaining adequate supervision for all children.
- Notify the Nominated Supervisor & follow advice on notification and exclusion.
- All parents of children who have recently been in contact with the infected child will be informed of their child's exposure and given relevant information on the illness if required.
- Provide notification to other families while respecting the confidentiality of the affected child
- Wash bedding, towels, clothing, toys, equipment or utensils used by the affected child and dry in the sun.

Records

- If an illness becomes apparent while the child is in care, the Educator must complete a record in accordance with the requirements of the **Children's Incident, Injury, Trauma and Illness Policy**

Vaccination

- Children who have been exposed to a vaccine preventable disease whilst in care and who are not vaccinated will be excluded from care for the period recommended by the National Medical Research Council Exclusion Guidelines.
- Educators will be informed of the adult vaccinations available at their orientation training.
- Staff who are in regular contact with children will be encouraged to have vaccinations.
- Families will be requested to provide a record of children's immunisation status on enrolment. These records will be kept at the Co-ordination Unit.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.4, 2.3.2

KEY RESOURCES:

Public Health (Amendment) Act (NSW) 1992

NSW Public Health Act and Regulation 1991

Work Health and Safety Act 2011
www.workcover.nsw.gov.au

National Medical Research Council Exclusion Guidelines

Staying Healthy in Childcare

Links to Other Policies

Health & Hygiene Standards
Educators Health

Review Date:

November 2019

HIV, AIDS, Hepatitis B or Hepatitis C

- Infection with HIV, AIDS, Hepatitis B or Hepatitis C is not grounds for exclusion (unless the person has an infectious secondary infection).
- If an Educator or Staff member is informed that a child or any person associated with the service or home has HIV, AIDS, Hepatitis B or Hepatitis C, this information must remain confidential unless the person or family has given explicit consent to inform others.
- Normal hygiene procedures will eliminate the risk of HIV being spread in the child care setting (refer to Health and Hygiene Standards Policy).
- Children who have developed impairment of immunity should remain away from the service during outbreaks of serious contagious diseases such as measles or chicken pox.
- Staff, Educators and their families, prospective Educators, parents and children will not be discriminated against on the grounds of having or being assumed to have HIV infection or Aids.
- Educators and Coordination Unit Staff have a duty of care to provide appropriate First Aid when required. Notify the public liability insurer if -
- An adverse incident has occurred that is related to any treatment or First Aid.
- Invasive medication is administered
- Any kind of legal action is threatened.

If an Educator or person normally residing in their home is diagnosed with an acute infectious disease, the Educator will:

- Inform the Nominated Supervisor and, where advised to do so, close their service until that person has received a medical certificate stating that they are no longer infectious.
- Where children may have been exposed to the infected person whilst in care the parents of those children and the Public Health Unit will be informed if it is a notifiable disease.

Notification by the Nominated Supervisor following serious illness

- In the event that the following occurred whilst in care:
- a child dies
- a child develops a serious illness which a reasonable person would consider required urgent medical attention from a medical practitioner or hospital treatment, such as whooping cough or anaphylaxis the Nominated Supervisor will submit a report within 24 hours of being informed of the incident to:
 - NSW Department of Education and Communities and
 - Department of Education, Employment and Workplace Relations
- **The Scheme Supervisor will report outbreaks of notifiable infectious diseases in care to NSW Health, Greater Southern Public Health Unit – (02) 48241840 (02) 6080 8900 (AH)**

When a child is diagnosed with a notifiable disease and they have attended care within the incubation period:

- Parents must inform the Educator
- Educators must inform all parents of children who attended care with that child.
- Educators must inform parents of children who have not been vaccinated that they are excluded from care for the NHMRC recommended period.
- Educators must inform the Coordination Unit.
- Coordination Unit must take details of the Educators procedure.
- Coordination Unit to contact Public Health Department and take guidance from them.

Refer also to Children's Incident, Injury and Trauma Policy and Work Health and Safety Policy

Table 1.1 Recommended minimum exclusion periods

Condition	Exclusion of case	Exclusion of contacts ^a
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
<i>Cryptosporidium</i>	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded

Condition	Exclusion of case	Exclusion of contacts ^a
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded

Condition	Exclusion of case	Exclusion of contacts ^a
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

a The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.

b If the cause is unknown, possible exclusion for 48 hours until the cause is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours. Adapted from SA Health Communicable Disease Control Branch <http://www.dh.sa.gov.au/pehs/ygw/index.htm>. Note that exclusion advice is consistent with the Communicable Diseases Network Australia Series of National Guidelines (SoNGs), where available.

Some diseases—such as pertussis, typhoid, tuberculosis, meningococcal disease and hepatitis A—can cause concern among parents and sometimes interest from the media. Education and care services should consult their local public health unit, which can provide support and education in the event of a concerning disease.



NUTRITION & ACTIVE PLAY

AIM: To build awareness of the benefits of good nutrition and active play among children and their families while respecting lifestyle choices and cultural and religious values.

REASON: 1 in 5 Australian pre-schoolers are either overweight or obese. Physical inactivity and poor diet are key risk factors for obesity. Children require a diet that is balanced and nutritious to achieve optimum health, growth and development. Active play (play that involves using the large muscles) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. A strong sense of health and wellbeing, supported by good nutrition and an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn (Early Years Learning Framework).

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3(2a)

Education and Care Services National Regulations, 2011

Regulations: 78-80, 168

STRATEGIES & PRACTICE:

COORDINATION UNIT STAFF ARE RESPONSIBLE FOR:

- Maintaining currency of knowledge relating to nutrition and active play through professional development, research and reading.
- Promote the NSW Ministry of Health Munch and Move key messages:
 - Encourage and support breastfeeding
 - Choose water as a drink
 - Choose healthier snacks
 - Eat more fruit and vegetables
 - Get active each day
 - Turn off the TV or computer and get active
- Providing all new educators with training on nutrition and active play
- Providing educators with nutrition, food safety and active play information and professional development through workshops, emails, newsletters, Facebook etc.
- Informing families on enrolment about the service expectation that they will provide adequate and nutritious food for their children when they are in care and minimise the provision of nutritionally low value food and drinks..
- Providing information, advice and support to educators and families on matters relating to food and nutrition and active play.

EDUCATORS ARE RESPONSIBLE FOR:

- Discussing children's eating habits and food allergies with parents before care commences.
- Accommodating the requirements of mothers who are breastfeeding to support them to continue to breastfeed/supply breast milk to their child whilst in care where possible.
- Consulting and working collaboratively with families in regard to their child's nutrition and dietary requirements and recognising cultural and religious practices, and lifestyle choices as well as individual children's needs e.g. through observation of what the children bring from home – not enough food/too much/suggestions for healthier options.
- Ensuring that the service environment and the educational program support children and families to make healthy choices for eating and provide food awareness activities including exploring and discussing diverse cultural, religious, social and family lifestyles
- Discussing healthy eating choices with children, introducing the concept of 'sometime' foods and drinks and role modelling positive behaviours. Unhealthy foods high in sugar and / or fat content are to be discouraged.

National Quality Standards for Early Childhood Education and Care, 2011, QA 2.2.1

KEY RESOURCES:

Australian nutritional guidelines
www.nhmrc.gov.au/guidelines-publications/n55

Healthy Kids Munch and Move
www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx

Links to Other Policies

Health & Hygiene Standards
 Inclusion & Diversity
 Food Handling & Storage

Review Date:
 November 2020

- Encouraging children to get hands on experience and awareness in food preparation, through cooking and food activities.
- Furthering their professional knowledge with the latest information on food and nutrition through journals, resource agencies and in-service courses.
- Keeping parents / guardians informed of current information relating to healthy eating and active play.
- Ensuring that fresh drinking water is readily available at all times, and reminding children to drink regularly throughout the day. Ensuring that children can readily access their own clearly labelled drink containers.
- Providing food and drinks at regular intervals, and encouraging children to actively participate in, and enjoy, snack / meal times without feeling rushed.
- Providing adequate supervision for all children during meal/snack times
- Providing an eating environment that encourages children to be calm and aids communication and social skills
- Encouraging children to be independent at snack/meal times e.g. opening lunchboxes, pouring drinks, self-feeding, serving and using utensils in a culturally sensitive way
- Ensuring parents/guardians maintain “no nut” rule if required and if food is brought in for sharing e.g. birthday cake – communicate with parents/guardians that ingredients need to be listed and displayed to identify any allergy foods for individual children
- Providing each child with food and drinks provided by the family, unless the Educator feels it does not meet the nutritional guidelines outlined in the Regulations. If the family fails to provide either nutritious and / or enough food and drink for their child, the Educator may provide the child with appropriate food and drink and discuss this with the family. The cost of the food provided will be charged as per the Educator Fee Schedule.
- Encouraging physical activity by providing a range of active play experiences for all children every day at the service.
- Programming and providing outdoor, active play that is stimulating, promotes skill development, considers safety issues and is adequately supervised.
- Acting as positive role models by engaging in physical activity.
- Considering opportunities for children to be physically active indoors, particularly in adverse weather conditions.

FOR EDUCATORS WHO CHOOSE TO PROVIDE FOOD FOR THE CHILDREN IN THEIR CARE:

- Educators must undertake a Food Handling Course that is recognised by a relevant Health Authority in accordance with the Food Act 2003.
- Educators must ensure all food and drinks provided are consistent with the recommendations of the Australian Governments Healthy Eating Guidelines for Early Childhood settings. That is they are adequate in quantity and take into account dietary requirements of each child's growth and developmental needs, any specific cultural, religious or health requirements.
- Educators should follow the nutritional guidelines as set out in Caring for Kids Cookbook (NSW Health). Educators must display an accurate menu of the food they are providing to the children each day.

PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- Providing details of specific nutritional/dietary requirements, including the need to accommodate cultural or religious practices or food allergies, on their child's enrolment form, and discussing these with the Coordination Unit prior to the child's commencement at the service, and if requirements change over time (refer to Anaphylaxis Policy)
- Communicating regularly with educators regarding children's specific nutritional requirements and dietary needs, including food preferences
- Families are to ensure that they supply their Educator with ample, nutritious food and water/ drinks for their child for the time they are in care. If the family fails to provide either nutritious and / or enough food and drink for their child, the Educator may provide the child with appropriate food and drink. The cost of the food provided will be charged as per the Educator Fee Schedule.
- Providing nutritious food and drinks for celebrations, fundraising activities and service events, consistent with service policy
- Follow the service “no nut” if required rule and if food is brought in for sharing e.g. birthday cake – that ingredients need to be listed and displayed to identify any allergy foods for individual children
- Keep lunchboxes and drink bottles clean and hygienic.
- Following repeated requests both written and verbal to parents for nutritious foods, the Educators may contact the Coordination Unit for guidance. Note: Regulations 79 and 80 do not apply to food and beverages provided by a parent/ guardian for consumption by their child.
- Encouraging children to exercise by engaging in active play.



PARENT/GUARDIAN INVOLVEMENT

AIM: To encourage parents to be involved in their child's Day Care experience and help to enrich this experience by sharing their knowledge, skills, culture, interests and opinions with Educators and the Co-ordination Unit.

REASON: Families' input and feedback are actively sought and considered. Where good communication and relationships exist between all stakeholders the best outcomes for children can be achieved.

STRATEGIES & PRACTICE:

POLICIES

- Families will be invited to comment on policy development & review. The service policy document is available to Families at the Educator's home or Co-ordination Unit. Draft policies are sent by email for review to Educators and families where applicable.

ENROLMENT

- Co-ordination Unit refers parents/guardians to a suitable Educator with a vacancy and encourages them to contact the Educator for a meeting: Educators explain to parents/guardians details about their individual service and gathers relevant information from them; parent/guardian and Educator determine if the placement will be suitable to meet the needs of the family.
- Co-ordination Unit enrolls the child/ren. Parent/Guardians are provided with the scheme information and contact details.
- Parents/Guardian provide any relevant updated information to the Educator. Information such as health, contact details and court orders are given to the Co-ordination unit.

CHILD'S NEEDS

- In order to facilitate communicate and establish the child's needs, Parents/Guardians are requested to give to their Educator, a completed Child Information Sheet indicating; their child's likes and dislikes; their child's routines; parent/guardian desired outcomes; any cultural, religious or personal requirements associated with the care arrangement.
- Educators display a record of their curriculum/program of activities and experiences to enable parent/guardian the opportunity to provide comment in relation to their child's participation.
- Whenever possible any relevant feedback Parents/Guardians provide will be used when evaluating the program and developing new programs.
- Parents/Guardians will have access to written program information relating to their child's involvement.

COMMUNICATION

- Educators encourage partnerships with the Parents/Guardians by regularly discussing the day's events and inviting them to share info from home.
- Parents/Guardians views are acknowledged and supported whenever possible in relation to their child.
- Coordination Unit will maintain contact with parents by phone, email, text, & social media.
- The Co-ordination Unit Staff will support Educators to communicate effectively.
- Parents/Guardians can discuss information regarding their child's care with the Co-ordination Unit.

SURVEYS

- Parent/Guardians opinion regarding service delivery will be gathered by way of surveys. All information and comments resulting from the survey will be used for policy development and review, and assessment of training needs.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 323

Education and Care Services National Regulations, 2011

Regulations: 73, 75, 76, 157, 165

National Quality Standards for Early Childhood Education and Care, 2011,
QA 1.1.2, 1.1.4, 1.2.2, 6.1, 6.2, 6.3

KEY RESOURCES:

The Early Years Learning Framework

Links to Other Policies
Development & Education

Review Date:
November 2019



RECRUITMENT OF COORDINATION UNIT STAFF

AIM: Family Day Care Management Committee recruits and selects Coordination Unit Staff who are representative of the community and who are in their considered opinion best suited to fulfil each role.
BVFDC is an equal opportunity employer

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12, 13, 109

REASON: To ensure that the Coordination Unit can function effectively and to ensure that BVFDC remains a reliable, high quality community childcare option.
To ensure that Staff have appropriate qualifications and skills to meet the needs of families and Educators.
To ensure that the recruitment process is fair, equitable and transparent.

Education and Care Services National Regulations, 2011

Regulations: 47, 128, 136

STRATEGIES & PRACTICE:

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

Prospective Staff

- Will be provided with an application pack containing information and Job Description.
- Nominated Supervisor and Authorised Supervisor must meet the ACECQA regulatory requirements and be approved by DOCS.
- Should be of suitable age and maturity.
- Must have or apply for a Working with Children Check.
- Must provide the Coordination Unit with contact details of two referees.
- Must provide proof of identity and residing address.
- Staff who interact with children must hold a current First Aid certificate.
- Will be informed of their obligation to attend Work Health and Safety (WH&S) training and Child Protection training within the first year of employment.
- Will be required to follow the schemes induction process.

The Management Committee will assess the prospective Staff member in regards to:

- Appropriate or essential qualifications.
- Knowledge, experience, and/or training.
- Attitude and commitment to the aims of the scheme.
- Being able to communicate with adults and children.
- Demonstrating an awareness of and sensitivity towards the needs of young children and their families including a range of cultures, religions and disabilities.

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

- Insufficient or unsuitable qualifications.
- Inability to meet the requirements of the job description.
- Does not meet the essential criteria.
- Insufficient experience.
- References unavailable or unfavourable.
- Unsatisfactory character of the applicant.
- Unsatisfactory Working with Children Check of Applicant.

National Quality Standards for Early Childhood Education and Care, 2011, QA 7.1.2

KEY RESOURCES:

Work Health & Safety Act NSW 2011

Review Date:
November 2019



RECRUITMENT OF EDUCATORS

AIM: To respond to our Community's need for childcare through the recruitment of Educators.
To select and train Educators who can demonstrate that they have the appropriate skills, ability, character and health as well as suitable premises to be registered as a Family Day Care Educator.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12, 13, 21, 109

REASON: It is the role of the Co-ordination Unit to anticipate and respond to Community need for childcare by endeavouring to recruit sufficient numbers of Educators to satisfy demand at any given time.
Those who are recruited to be Educators are expected to demonstrate that they have the capacity to provide a standard of care that meets the requirements of the Scheme and all Regulatory Authorities.

Education and Care Services National Regulations, 2011

Regulations: 119, 120, 127, 136 (3), 153, 169 (2) (b)

STRATEGIES & PRACTICE:

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

Prospective Educators

- Will be provided with an application pack containing information and forms to complete regarding their suitability and ability to provide registered care.
- Must be over 18 and should be of suitable age and maturity.
- Must be willing to open their service for a minimum of 3 days per week. This requirement may be varied on a short term basis at the discretion of the Management Committee.
- Must provide a current Working With Children clearance for themselves and any other person over 18 who resides on the premises.
- Must provide the Coordination Unit with contact details of two referees.
- Must provide proof of identity and residing address.
- Must have, or be prepared to work towards, at least an approved Certificate III in Early Childhood Education and Care qualification.
- Must hold a current First Aid, & Emergency Asthma & Anaphylaxis Certificate certificate.
- Must undertake a risk assessment of their home in conjunction with a Coordination Unit Staff member, and ensure an adequate standard is met for the provision of the service.
- Will be given information about Work Health and Safety (WH&S) and current Child Protection legislation in their induction training.
- Will be required to attend orientation and induction and a minimum of two training sessions per year relevant to their work.
- Will be informed about ongoing unannounced home visits by Co-ordination Unit Staff during working hours.

The Coordination Unit will assess the prospective Educator in regards to:

- Knowledge, experience, and/or training in childcare.
- Attitude and commitment to the aims of the scheme.
- Age, maturity, health, physical and emotional ability to care for young children.
- Being able to communicate with adults and children.
- Demonstrating an awareness of and sensitivity towards the needs of young children and their families including a range of cultures, religions and disabilities.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 4.2, 7.1.2 -7.1.5

KEY RESOURCES:

Working with Children Check Guidelines – NSW Commission for Children and Young People
www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check

Childcare Services Handbook

Links to Other Policies
Assessment, Approval & Reassessment of Residence
Child Protection
Work Health & Safety

Review Date:
November 2019

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

- Unsatisfactory Working with Children Check of Applicant or household members.
- Unsatisfactory character of the applicant or household members.
- References unavailable or unfavourable
- Unsatisfactory risk assessment of the applicant's home
- Inability to demonstrate the capacity to supervise and care for the children adequately
- Refusal by prospective Educator to comply with an obligation within scheme and legislative requirements

OTHER PERSONS

- The Educator must notify the Nominated Supervisor of any new person over the age of 18 years who resides or intends to reside at their residence or on the property.
- Any resident who turns 18 or new resident over 18 years will require a working with children check clearance.
- Any student or volunteer over 18 will require a volunteer working with children check clearance.

NOTIFICATION OF CHANGES

The Educator must notify the Nominated Supervisor of any issue that arises that may affect themselves or adult household member's suitability as a fit and proper person such as:

- traffic offence resulting in loss of licence
- conviction requiring jail sentence
- conviction of fraud
- conviction requiring community service
- conviction relating to violence
- apprehended violence order
- conviction relating to offence against children
- conviction relating to illegal drugs
- The nominated supervisor will conduct a risk assessment to determine if the Educator can remain on the family day care register.
- The content of any probity check will only be discussed with the applicant (refer to confidentiality policy)

NEW EDUCATORS

- Within 6 months of registration the Supervisor will conduct a performance appraisal of all new educators.
- If significant improvements are required, a second performance appraisal will be conducted within three months of the first. Depending on the level of improvement achieved, the Supervisor will then decide whether the educator's contract will be continued with or without an improvement plan or the contract terminated.
- New educators and Educators over 70 years old may be required to supply the office with a medical certificate stating they are fit for the work required.



RELIEF CARE BY COORDINATION UNIT STAFF

AIM: For approved members of the Coordination Unit to provide relief care for children registered with the Scheme in the event that an Educator has an emergency or a priority appointment for part of a day on which those children are booked to attend their service.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12, 13, 109

REASON: To provide continuity of care and maintain safety and quality standards for families and to support Educators in the running of their day care service where possible.

Education and Care Services National Regulations, 2011

Regulations: 128, 136

STRATEGIES & PRACTICE:

- Relief care may be provided only for short periods of time to allow for commitments such as medical or dental appointments or funerals and emergencies which cannot be arranged outside the Educator's working hours.
- Relief care will be provided at the discretion of the Authorised Supervisor where meeting the day to day commitments, Staffing and management requirements of the Coordination Unit Service will take priority.
- Educators will give the Co-ordination Unit as much notice of their requirements as possible.

Staff members available to do relief care must:

- Hold a current first aid certificate.
- Have attained a minimum Certificate III childcare qualification.
- Have a Working with Children clearance.
- Have completed Child Protection training.
- Care may take place in the Educator's premises or at the Co-ordination Unit or at a Family Day Care play session or a venue which has had a prior risk assessment by the Educator or Staff member.
- Only children who are registered with Bega Valley Family Day Care can be provided with relief care. Educator's own children cannot be cared for unless registered.
- Educators must inform children and families in advance of the appointment and its time and that Co-ordination Unit Staff acting in the capacity of relief Educators will be in charge of their children during the designated time.
- The Educator will brief the relief Educator on any children's special needs and show them where to find emergency equipment and family contact details.
- The Educator must give the Coordination Unit contact details in case they need to contact her during the period of the relief care.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 4.2.2, 4.2.3, 7.1.2, 7.1.3

KEY RESOURCES:

Children & Young Person (Care & Protection) Act 1998

Links to Other Policies
Child Protection

Review Date:
November 2019



RELIEF CARE

AIM: For registered relief Educators to provide care for Family Day Care children in a primary Educator's home when the primary Educator is temporarily unavailable to provide care.

REASON: To provide continuity of care and maintain safety and quality standards for families and to support Educators in the running of their day care service where possible.

STRATEGIES & PRACTICE:

- Relief care periods will be a maximum of two consecutive weeks.
- If a Relief Educator provides no more than four hours of care at one time on an occasional basis they are not required to hold their own insurance
- The Relief Educator providing more than four hours of care at one time must have public liability insurance with Family Day Care Australia
- The primary Educator must hold public liability insurance with Family Day Care Australia
- The relief Educator must be a registered BVFDC Educator and:
- Have a current relief care contract with the scheme.
- Hold a current approved First Aid certificate and Emergency Asthma Anaphylaxis management qualification.
- Have a Working with Children clearance.
- Have completed Child Protection training.
- The primary Educator will notify Parents/guardians and the Supervisor a minimum of two weeks prior to relief care where possible.
- Relief Educators will provide primary Educators with information for parents/guardians about themselves, their experience and qualifications prior to commencement of relief care.
- Relief Educator will provide primary Educators with a written fee schedule to be given to parents/guardians if parents/guardians are to be charged directly and provide receipts on payment of fees.
- Relief Educator will provide primary Educators with a written fee schedule if the primary Educator is to pay them for their services and give a receipt on payment of fees.
- Relief Educators will provide the Supervisor with a copy of the information provided to parents/guardians about themselves and their fee schedules.
- The primary Educator will obtain parents'/guardians' written consent for relief care before it commences. The primary Educator will provide copies of these signed consent forms to the relief Educator.
- If parents/guardians do not consent to relief care, this does not constitute an absence from care and the parent may contact the Coordination Unit to arrange alternative care where possible.
- Relief Educators must check whether a land line will be available at the primary Educator's premises. If not, the Relief Educator must bring a mobile.
- The primary Educator is to ensure that the Relief Educator is familiar with:
- The location of the phone.
- The location of the first aid kit.
- The location of the fire extinguishers and blanket.
- The evacuation plan including address and location instructions for emergency services.
- Children's details and special requirements eg Family contact details, medications.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 12, 13,109

Education and Care Services National Regulations, 2011

Regulations: 114

National Quality Standards for Early Childhood Education and Care, 2011, QA 7.1.5

KEY RESOURCES:

Family Day Australia Relief Educator Insurance Policy

Child & Young Person (Care & Protection) Act 1998

Links to Other Policies

Child Protection
Confidentiality
Work Health & Safety

Review Date:
November 2019

- The location of the children's belongings and lunch boxes.
- The location of the toilet, nappy change facilities and sleeping areas.
- Equipment, records and forms required for the daily program.
- Safety, maintenance and cleaning routines.
- Children's daily routines.
- The primary Educator will brief the relief Educator on each child's special needs, interests and preferences prior to commencement of care.
- Where a relief Educator attends for only part of a day, the primary Educator will have activities and toys prepared for the period of their absence.
- Only children who are registered with Bega Valley Family Day Care can be provided with relief care. Educator's own children cannot be cared for unless registered.
- The primary Educator will give the relief Educator and the Co-ordination Unit contact details in case they need to contact her during the period of the relief care.
- Where relief care takes place only for some part of a day when the primary Educator is otherwise caring for the children, time sheets will be completed in the name of the primary Educator only.
- Where relief care takes place for one or more full days of care, the time sheets will be completed in the name of the relief Educator.



REST & SLEEP

AIM:

To promote the value of adequate regular sleep and rest for children's health, wellbeing and learning outcomes.

To minimise the risk of Sudden Unexplained Death in Infancy (SUDI), and other sleep related accidents when children are in care.

To ensure strategies are in place to protect children from risk of harm or sexual abuse when sleeping in care overnight.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3(2) (a), 165

REASON:

Sleep is important for children as the hormones required for growing their brains and bodies is produced when they sleep at night. Research has shown that the quality of children's' sleep affect their learning and development.

In 2012 there were 115 SUDI deaths in Australia or 4 deaths for every 10,000 births. Of these SUDI deaths, 50 were SIDS (www.raisingchildren.net.au)

Risk of death and accident can be minimised by following the recommendations of SUDI research.

Where children are in care overnight, Educators are asleep so they must ensure children are protected from risk of harm with reduced supervision.

Education and Care Services National Regulations, 2011

Regulations: 81

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.2, 2.1.3, 2.3.1, 2.3.2, 3.1.2

STRATEGIES & PRACTICE:

- All cots must meet the relevant Australian Standards.
- Manufacturer guidelines for use of cots must be followed: the cot mattress must be firm fitting.
- All cots are age, size and culturally appropriate to meet the needs of each individual child.
- An Educator must have an adequate number of suitable, comfortable sleeping facilities available for all children that will require a sleep; a lounge or stroller is not an acceptable permanent sleeping facility and should only be used for a short rest period.
- Babies must never sleep on pillows, beanbags or couches.
- Cots and beds must be positioned away from windows, blind cords, heaters and electrical appliances.
- When a child falls asleep in a pram the Educator will ensure that all safety straps are buckled and the pram is within sight at all times.
- The sleeping area must be arranged in an area:
 - Where there is some natural light.
 - Which allows easy exit of a child.
 - Which allows easy access to a child by the Educator to ensure adequate supervision.
- Clean and climatically appropriate bed linen is provided for each child.
- Cots and beds are regularly checked, well maintained and hygienic.
- A waterproof cover or waterproof surface must be available for any mattress used; mattress protectors used in cots must be tight fitting; ensure any mattress used is cleaned regularly and when not in use is stored in a clean, dry area.
- Children do not share a bed at the same time.
- The beds are positioned to reduce cross infection.
- Educators must develop a monitoring routine for checking the status of sleeping children.

KEY RESOURCES:

www.sidsandkids.org
www.kidsafe.com.au
www.choice.com.au
www.fairtrading.nsw.gov.au
www.raisingchildren.net.au

Australian Standards
www.standards.org.au

Keeping Baby Safe – A Guide to Infant & Nursery Products
www.productsafety.gov.au

Family Day Care Safety Guidelines

Links to Other Policies
 Behaviour Guidance
 Child Protection
 Toileting, Bathing, & Nappy Change Procedure

Review Date:
 November 2019

This routine must include:

- Physically checking sleeping children and babies regularly.
- Observing movement; or observing the child's chest rising and falling; or placing hand near mouth to feel air being expired.
- Location of sleeping children
- Supervision routines during overnight care if applicable
- Educators should assess the physical and emotional well-being of each child prior to sleeping to ascertain if the child requires closer monitoring.
- Baby monitors may be used as an additional tool but should not be solely relied upon.
- All doonas, duvets, pillows, lambskins and cot bumpers are to be removed from the cot before putting a baby to sleep.
- Electric blankets, heat bags or hot water bottles are not to be used for babies and children due to risk of burns or overheating.
- Babies are put to sleep on their back at all times with their face uncovered.
- If a family request that their baby sleep in a position other than their back, a letter from the child's medical practitioner is required.
- If older babies turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- A baby must be placed with their feet at the bottom of the cot.
- Bedclothes must be tucked in securely to prevent accidental covering of the babies face.
- Babies and children are not to be put down to sleep while nursing on a bottle as this practice is a choking and dental hazard.
- Ensure that a baby or child is comfortably dress for sleeping to avoid overheating or injury. Remove hats, shoes, bib, dummy cords, tight clothing with ribbons or cords before putting the child in the bed/cot.

Overnight Sleeping

- No child aged 7 years or more may sleep in the same room as another child of the opposite sex who is not a relative.
- No child may sleep in the same room in which an adult is sleeping with the exception of a child under 2 years with the written consent of the child's parent.
- A permanent bed must be available for each child attending overnight care who does not require a cot.
- Educators must check on the sleeping children as per the monitoring routines until the Educator retires, then resume the routine on waking.

Planning/ Communication

- Educators are provided with published information from SIDS and Kids.
- Parents are informed of the Educators sleep monitoring routine and their child's sleeping pattern during care.
- Educators acknowledge each child's requirements for adequate rest for healthy development; each child's individual sleep and rest requirements are considered when planning the day.
- Provision is made for children who do not wish to sleep or rest during the day by having suitable activities available for them; no child will be forced to sleep against their wishes or needs.
- If a parent requests that a child does not have a sleep, the Educator must firstly consider the child's needs and allow the child to sleep if they show signs of tiredness; parents will be informed of their child's sleeping times.



SUN PROTECTION

AIM: To protect all children, Staff and Educators from over-exposure to UV radiation. To encourage children to develop independent sun protection skills.

REASON: Too much of the sun's ultraviolet radiation (UVR) can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

Sun safety precautions should be taken not only on hot days but also on cloudy days, and even when children are playing in the shade – harmful UVR can reflect on children from buildings, water, grass, concrete and sand.

Following SunSmart guidelines families, staff and educators can work together to achieve better health outcomes for children and adults.

STRATEGIES & PRACTICE:

- Children, staff and educators will use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- October-March** - Outdoor activity to be minimised between 11am and 3pm (daylight saving time). Sun protection is required at all times when outside.
- April-September** - Outdoor activity at any time during the day. Sun protection is required between 10am and 2pm, except in June and July when the UV Index is mostly below 3.
- Sun protection measures**
- All babies under 12 months are kept out of direct sun when UV levels are 3 or higher. Physical protection such as shade, clothing and broad-brimmed hats are the best sun protection measures. If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin. The widespread use of sunscreen on babies under 6 months old is not recommended.
- Children are required to wear sun-safe clothing that covers as much skin as possible. For example, loose-fitting shirts with sleeves and covered necklines, and longer-style skirts, shorts and trousers.
- All children are required to wear hats that protect their face, neck and ears. Legionnaire, broad-brimmed or bucket style hats are recommended. Peak caps and visors are not considered a suitable alternative.
- Children without hats will remain protected from the sun. For example, play in the shade, stay inside or on the veranda, or be provided with a spare hat.
- SPF30 (or higher) broad-spectrum, water resistant sunscreen is supplied by the service and/or families.
- Sunscreen is applied in accordance with the manufacturer's directions (which state to apply at least 20 minutes before going outdoors and reapply every two hours, or more frequently if sweating or swimming).
- Play areas used for children should provide and maintain adequate shade. Shade options can include a combination of portable natural and build shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade requirements.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3(2) (a), 167

Education and Care Services National Regulations, 2011

Regulations: 77, 114, 168(2) (ii)

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.3.2, 3.1.1

KEY RESOURCES:

Work Health & Safety Act 2011 & Regulations 2001 (NSW)

Cancer Council NSW
www.cancercouncil.com.au

Keeping our Children Safe: SunSmart
www.sunsmart.com.au

NSW Department of Health
www.health.nsw.gov.au

Links to Other Policies
Child Protection
Health & Hygiene
Standards

Review Date:
January 2021

- Outdoor activities should be planned to occur in areas where shade is available. Play activities can be moved throughout the day to take advantage of shade patterns.
- Sun protection measures will be considered when planning excursions
- Staff will act as role models and demonstrate sun-safe behaviour; staff will wear sun-safe hats, sun-safe clothing and at least SPF30+ broad-spectrum water-resistant sunscreen.

Learning program

- To help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff, and are encouraged to do so.
- Sun protection is incorporated into the learning and development program

Engagement of children, families, educators and staff

- Educators, staff and families are provided with information about sun protection through facebook, service handbook and service website.
- When enrolling their child families are:
 - Informed of the service's Sun Protection policy
 - Asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child.
 - Sign consent for educators to apply sunscreen to their child or, where they do not give such consent, establish alternative measures with their educator.
 - Encouraged to use SunSmart measures themselves when visiting the service.



SUPPORT VISITS TO EDUCATORS

AIM:

To outline the responsibilities and rights of both Coordination Unit Staff and Educators in regard to visits to Educators premises. To ensure Educators receive effective ongoing support and guidance from Coordination Unit Staff to deliver a service which complies with current legislation and duty of care.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 21, 51(1) (2), 163-165, 170

REASON:

To clarify the procedure for conducting visits to Educator's premises which takes into account the purpose and outcomes of visits and to ensure that a systematic process is in place for monitoring the schemes practices. Coordination Unit Staff supports Educators to provide high quality care; this is achieved in a number of ways including provision of regular visits and contact & training opportunities.

Education and Care Services National Regulations, 2011

Regulations: 74, 75, 76, 115, 116, 124, 136, 168-170

STRATEGIES & PRACTICE:

The Coordination Unit Staff:

- The Coordination Unit aims to support and have on going communication with Educators regarding placements, children's development and experiences and to assist Educators to develop appropriate programs; to assist Educators in regulations and other legislation; to assist Educators with administration and CCB compliance; to audit Educators compliance with the regulations and schemes policies and procedures and their general progress.

HOME VISITS

The Coordination Unit Staff:

- Conduct visits to Educators premises in a professional and respectful way.
- Ensure compliance with regulatory requirements by Educators.
- Provide Educators with information and training in the regulatory requirements.
- Monitor observance of Scheme practices and policies.
- Conduct visits to Educators regularly and in a timely manner.
- Have a balance of announced and un-announced visits to Educators.
- Ensure records are kept about visits and the records be made available to Educators.
- Ensure children in care are observed regularly.
- Where time and distance precludes visits to every child, observations made by the Educator are discussed and recorded.
- Designate a suitably qualified and experienced Educational Leader.
- Support the provision of childcare to ensure quality outcomes are provided to children and their families
- Liaise with families on child development matters if required.
- Assist Educator to reflect on their practise and make any necessary improvements on a regular basis
- Promote the ongoing Professional Development of the individual Educator.

After Coordination visits (CDO's):

- Advise Nominated Supervisor of any concerns or noted accomplishments noted on visits.
- Complete any follow up as identified on visit.
- Place any returned forms or paperwork etc. in appropriate locations.
- Make plans for next visit
- Document children's records in appropriate files.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 5.1.1, 7.2.2, 7.3.1

KEY RESOURCES:

Early Childhood Australia
Code of Ethics

Links to Other Policies
Development & Education
Interactions with Children

Review Date:
November 2019

The Educators:

- Receive visitors from the Coordination Unit in a professional and respectful way.
- May not hinder any authorised person by or under the Children's and Young Persons (Care and Protection) Act 1998 to enter the premises where the children's service is provided.
- Provide information and observations of children in care to Coordination Unit Staff if requested.
- Read and sign the record of visit made by the Staff member.
- Rectify within an agreed time frame areas which do not meet regulatory requirements.
- Agree to recommendations of improvements to care provided which does not meet Scheme policies and procedures.
- Actively participate in and work with Coordination Staff to improve quality of care on an ongoing basis as identified on visits.

SUPPORT SERVICES

- Coordination Unit provides all necessary paperwork and any information which may be relevant to Educators as it becomes available.
- Educators are encouraged to contact the Coordination Unit if they require assistance or information regarding children, families, payments or administration requirements.
- Coordination Unit emergency contact details are supplied to Educators.
- The Coordination Unit will facilitate communication between Educators as required while adhering to the service Confidentiality policy.
- The Coordination Unit will support Educator's to maintain and keep up-to date with children's observations and children's strengths and interests.
- Coordination Unit playgroups are available to Educators. The playgroups offer opportunities for Educators to network with colleagues and share information and resources available to borrow from the Bega Valley Family Day Care resource library.



TOBACCO, DRUGS & ALCOHOL FREE ENVIRONMENT

AIM: To provide a safe, healthy environment for the care of children which promotes healthy role-modelling.

REASON: Educators must provide an environment that is free from the use of tobacco, illicit drugs and alcohol.

STRATEGIES & PRACTICE:

TOBACCO

- All areas of the family day care residence used for family day care purposes are maintained as smoke-free during the hour the service is provided to children.
- If any smoking occurs in the family day care residence outside the hours children are in care, the home is ventilated and free from smoke odour prior to the earliest booked arrival time of children in care.
- Particular attention should be given to the cleaning of carpets, curtains and soft furnishings to eliminate smoking odours.
- Tobacco, cigarette butts, lighters/matches and ashtrays are inaccessible to children in care.
- Educator vehicle is maintained as a smoke-free environment whilst children are being transported therein; if any smoking has occurred in a vehicle used to transport children, it must be fully ventilated before children are transported.
- Educators use their best efforts to protect children from the possibility of passive smoking at all times including whilst on outings/excursions and must make every endeavour to minimise the children being exposed to persons smoking.
- Family Day Care is a smoke-free service i.e. office, playgroup premises etc. are maintained as smoke-free environments.
- Prospective Educators and their adult family members will be made aware of the smoke free policy prior to registration.

DRUGS

- Educators must ensure there are no illicit drugs in the childcare environment.
- Educators must not consume or be affected by illicit drugs while providing the family day care service.
- Educators must not provide education and care if any prescription medication impairs their capacity to provide the service.
- Children are not to be exposed to anyone consuming or affected by illicit drugs while care and education is occurring including excursions.

ALCOHOL

- Educators must not consume alcohol while providing education and care to a child.
- Any alcohol on the premises, including in the fridge, must be inaccessible to children.
- Children are not to be exposed to anyone consuming or affected by alcohol while care and education is occurring including while on excursions.
- Prospective Educators and their adult family members will be made aware of the tobacco, drugs and alcohol free environment policy prior to registration.

CO-ORDINATION UNIT

- The Co-ordination Unit is a smoke, alcohol and drug free zone.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 3(2) (a), 3(3)165, 167

Education and Care Services National Regulations, 2011

Regulations: 82, 83

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.3.1, 2.3.2

KEY RESOURCES:

NSW Health – Car & Home Smoke Free Zone

www.health.nsw.gov.au/tobacco/pages/smokefree.aspx

Children's Hospital Westmead

www.schn.health.gov.au

Second Hand Smoke & your Child

www.raisingchildren.net.au

Links to Other Policies

Assessment, Approval & Reassessment of Residence
Child Protection
Ethical Conduct
Food Handling & Storage
Health & Hygiene Standards
Work Health & Safety

Review Date:

November 2019



TOILETING BATHING & NAPPY CHANGING

AIM:

Educators will minimize the spread and risks of infectious diseases between children, other children and Educators, by ensuring bathing, toileting, toilet training and the changing and disposal of nappies is conducted in an efficient way according to recommended guidelines and standards.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 165

REASON:

Many diseases are spread by faeces, urine or other body fluids, and child care workers and children in care are at about twice the usual risk of diarrhoea infections and increased risk of hepatitis A. Risk and spread of infectious diseases are significantly reduced by safe toileting and toilet training methods and efficient changing and disposal of soiled nappies.

Education and Care Services National Regulations, 2011

Regulations: 109

STRATEGIES & PRACTICE:

To minimize risks and the spread of infectious diseases that are transmitted by faeces and other body fluids or through toileting, toilet training, nappy changing or bathing of children, Educators should:

- Encourage children to flush the toilet
- Place any soiled clothes in a sealed plastic bag for the family to take home
- Use a toilet in preference to a potty-chair to reduce the risk of the spread of disease
- Assist children to wash their hands, and wash their own hands after any contact with faeces, urine, vomit or any other body fluids
- Disposable materials such as gloves, nappies and paper should be disposed of at the end of the day in a sealed plastic bag.
- Exclude from care, children with infective diarrhoea until their symptoms have ceased
- Be aware of the diverse styles of toileting children due to cultural or religious practice
- Be aware of their obligations under the Regulation in relation to age appropriate facilities that are required for caring for children under 3 years including nappy changing, storage and disposal of soiled nappies, laundering of clothing, facilities for washing hands, sluices or facilities for disposal of faeces and additional facilities that may be required for a child with a disability
- Have a nappy change area separate from food preparation and serving areas
- Ensure that cuts, abrasions, dermatitis or open wounds on the adults hands are covered with a water resistant occlusive dressing
- Have nappy change benches or mats with an impervious washable surface
- Clean nappy change bench or mat between uses
- Provide safe storage for soiled nappies
- Keep all nappy change solutions, wipes and soiled nappies and clothes inaccessible to children
- Dispose of soiled disposable nappies by placing them in a heavy sealed plastic bag or a plastic lined garbage container
- If involved in food preparation and changing nappies or toileting on the same day, use principles of infection control and safe food handling, particularly hand washing and using gloves
- Follow Bega Valley Family Day Care Routines and Infection Control Procedures for toileting, hand washing, handling body fluids and bathing of babies, pre-schoolers and school age children.

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.2, 2.3.1, 3.1.1

KEY RESOURCES:

Work, Health and Safety Act 2011 and Regulations 2001 (NSW)

Health and Safety in Family Day Care

Staying Healthy in Child Care

Kids Health
www.raisingchildren.net.au

Links to Other Policies

Child Protection
Development & Education
Health & Hygiene
Standards
Work Health & Safety

Review Date:

November 2019



TRAINING & DEVELOPMENT

AIM: To actively support the initial and ongoing training and professional development of Educators, Coordination Unit Staff and others involved in management.

REASON: The knowledge and skills of the scheme's Staff, Educators and management are reflected in the quality of the service.
There is a joint responsibility to identify training needs and plan for professional development that will assist the Scheme to make continuing improvements to the quality of care provided.

STRATEGIES & PRACTICE:

For new and existing Educators and Staff:

- An orientation program and initial training period is provided.
- Ongoing professional development opportunities are offered, including In-service training.
- Training is planned and takes into account the different learning styles and backgrounds of the group.
- Continuing professional development and training is offered to ensure knowledge and skills are maintained, extended and kept up to date.

Other considerations:

- Management has ongoing budget provisions to provide training for Educators and Staff.
- Management supports professional development and training.
- Training needs and priorities are identified.
- Feedback from families, Educators and Staff is used to identify these training requirements.
- Training should be varied, useful, relevant and challenging.
- Training activities provided or organised by the Scheme are evaluated to determine their effectiveness and to assist in future planning.
- Coordination Unit Staff and Educators identify training that will extend their skills and knowledge.
- Participation in formal study leading to relevant qualifications is supported and encouraged.

Training and Development opportunities may be:

- Sharing expertise and acting as mentors.
- Forming small support groups.
- Using playgroup to model best practice.
- Networking with other Schemes.
- Inviting professionals within the Scheme to run In-service training.
- Accessing TAFE, universities and other training agencies.
- Encourage attendance at conferences and seminars.
- Providing professional resources for borrowing.
- Current websites relevant to childcare.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 301(h)

Education and Care Services National Regulations, 2011

Regulations: 55

National Quality Standards for Early Childhood Education and Care, 2011, QA 7.2.2

KEY RESOURCES:

Review Date:
November 2019



TRANSITION TO OTHER LEARNING ENVIRONMENTS

AIM: To assist children in the transition to other early childhood programs and to school.

REASON: Parents/Guardians, Educators and Coordination Unit Staff, early childhood services and schools work in partnership to promote children's development and learning in a nurturing and supportive environment.

STRATEGIES & PRACTICE:

TRANSITION TO OTHER EARLY CHILDHOOD PROGRAMS

The service will make available to parents/guardians on request:

- Contact details of early childhood programs in our area including long day care, pre-school, OOSH, playgroups, early childhood centres and early intervention services.
- Information regarding choice of quality care
- Educators and Staff will support a family's decision to utilise other early childhood services.

TRANSITION TO SCHOOL

Bega Valley Family Day Care will:

- Provide information on school readiness to parents/guardians and Educators.
- Provide a school readiness checklist for individual children as required.
- Promote the importance of school orientation programs
- Promote to parents/guardians the importance of practising daily school readiness routines such as putting on shoes and opening a lunch box or drink.
- Ensure that the family of a child identified with additional needs is offered support by referral to the local Department of Education Early Intervention School Transition Officer or other relevant service

Educators will develop activities and experiences which prepare children for school entry such as:

- Encourage interactions with peers in games and activities
- Encourage the development of language and literacy skills in conversations and by reading books
- Developing simple routines
- Encouraging self-help skills like looking after their belongings and toileting.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 168, 323

Education and Care Services National Regulations, 2011

Regulations: 74

National Quality Standards for Early Childhood Education and Care, 2011, QA 6.3.2, 1.2

KEY RESOURCES:

www.transitiontoschoolresource.org.au

Links to Other Policies

Development & Education
Inclusion & Diversity
Interactions with Children
Parent or Guardian
Involvement

Review Date:
November 2019



USE OF ELECTRONIC TECHNOLOGY

TV, VIDEO, COMPUTER AND OTHER ELECTRONIC TECHNOLOGY

AIM: To use electronic technology in ways that are appropriate and child focused, carefully planned, monitored and evaluated.

REASON: By sharing and discussing the electronic experiences with the children, Educators and Staff are able to ensure that these experiences are a part of a carefully planned program. Educators and Staff must ensure that children are not exposed to violence, stereotypes or adult themes. Appropriate technology (television, video, computer, internet radio etc.) should present children with a world where people are predictable and can be trusted. Violence and scary themes are developmentally inappropriate because they undermine children's sense of safety and security and can heighten their anxieties. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media. By carefully planning media use, Educators and Staff use it in ways that complement and enhance the children's experiences and respond to their emerging interests and skills.

STRATEGIES & PRACTICE:

Educators and Staff should:

- Use television, computers and electronic technology in a carefully planned way.
- Limit the time any child is using or viewing any form of electronic technology. In a Childcare Service, half hour blocks would be appropriate.
- Ensure alternative activities are available for very young children or children who do not want to view and/or participate.
- Make sure that this use is child focused and monitored.
- Always share the experience with the children and/or participate in the activities presented and discuss emergent issues with them.
- For under school age children present programs, games, videos etc. that are 'G' rated only.
- For school age children parental permission is required prior to presenting programs, games and videos that are "PG" rated.
- Only use programs, games, and videos that the Educator or Staff has sourced to complement their program.
- Not use electronic media as a 'quiet time' activity – as children's brains are not 'quiet' but taking in many millions of pixels on the screen.
- Use the internet under careful supervision on sites previously vetted and viewed.
- Not allow children to access the internet unless monitored.
- Avoid discussing inappropriate events and current affairs within hearing range of children.
- Ensure that radio and print media within sight or hearing of the children is appropriate.
- Discuss with families the way electronic media is used
- Educators' use of electronic media and social networking sites when children are in care must be minimal and exclusively childcare focused.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 168, 323

Education and Care Services National Regulations, 2011

Regulations: 73

National Quality Standards for Early Childhood Education and Care, 2011, QA 1.1

KEY RESOURCES:

Work Health & Safety Act 2011 & Regulations 2001 (NSW)

www.kidshealth.org

www.raisingchildren.net.au

NSW Department of Health
www.health.nsw.gov.au

Links to Other Policies

Child Protection
Development & Education
Health & Hygiene
Standards

Review Date:
November 2019



USE OF SOCIAL MEDIA

This policy includes but is not limited to the following technologies & social networking sites; Facebook, YouTube, personal blogs, personal websites, group email & SMS messages, drop boxes, & Apps.

AIM: To provide a clear framework for the appropriate use of social media by Educators and Co-ordination Unit staff which will:
Help families feel more connected with their children's experiences in care.
Provide a platform for Educators to promote their service and document their program.
Ensure that our service, children, Educators and families are not compromised on any form of social networking or related website.

REASON: Social media can be used in children's services in ways that aid communication and enrich the care experience for all concerned. Stakeholders should have a clear understanding of what is and is not appropriate use in this service since:
The protection of the privacy, dignity and reputation of children, families, Educators and the service is of primary importance.
On some social media platforms once images and comments have been posted there may be little or no control over the extent of their dissemination.
For many people participation in social media technologies is an integral aspect of their professional and social lives which may lead to a blurring of their public and private identities.

STRATEGIES & PRACTICE:

The Service will:

- Obtain written authorisation from the parent/guardian of each child in care prior to including any image or information regarding their child on any social media site.
- Where a parent/guardian does not give authorisation, this information will be noted and given to the child's educator.

Educators will:

- Explain their use of social media with families at their initial interview and ongoing if new practices are adopted.
- Respect the wishes of families and comply with any restrictions they request in relation to their child's image.
- If sending images of children to parents, be aware of protecting the privacy of other children in the service who may appear in the photograph.

Staff and Educators will:

- Ensure, via privacy settings that images of children are accessible only to their parent/guardian. If this is not possible then only post images that do not identify any child so only take the backs of their heads or where faces aren't identifiable.
- Make the children's play environment, activities, achievements etc. the focus of photographs as opposed to children's images.
- Protect your own privacy and that of all users of the service. Do not post private emails, phone numbers or addresses.
- Maintain professionalism, honesty and respect at all times.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 273

Education and Care Services National Regulations, 2011

Regulations: 181, 182

National Quality Standards for Early Childhood Education and Care, 2011,
QA 3.2.2, 7.3.5

KEY RESOURCES:

Privacy Act 1988
www.comlaw.gov.au/Series/C2004A03712

Education and Care Services National Regulations 2011
www.childrenandmedia.org.au/resources/

EYLF Belonging, Being and Becoming

Code of Ethics

Keep Them Safe

www.raisingchildren.net.au

Links to Other Policies

Development & Education
Child Protection
Confidentiality

Review Date:

June 2019

- Apply good judgment to every activity related to your Family Day Care service and consider the following;
 - Could you be breaching confidentiality?
 - Are you making negative statements about BVFDC scheme, staff other Educators, families and or children using the service?
 - Consider what message you are conveying and who your audience is.
- Have separate social networking accounts for professional and personal/private use. Though Educators still need to maintain an appropriate level of professionalism on their private social networking pages, having separate accounts helps reduce the likelihood that a breach of scheme policy or privacy legislation will occur.
- Use social networking as a way to improve communication and share ideas.
- If any stakeholder of BVFDC becomes aware of social networking activity that may be deemed to be distasteful or lacking good judgment the scheme supervisor should be notified.
- Consent to BVFDC having access to your Family Day Care social network to allow the scheme to view content and provide positive guidance.
- Take caution when texting messages to parents and reflect on whether or not the message is appropriate and if there is possibility of misinterpretation.
- Ensure that permission is obtained from parents for anyone other than their educator or a staff member to take a photo of their child in care.
- The use of social media by Staff and Educators, either in a professional or personal capacity has the ability to compromise the privacy, security and reputation of families, other Educators, staff and/or service as a whole. Therefore, staff and Educators are obliged to:
 - Consider the rights of each child and family
 - Take responsibility for what they write
 - Try to add value to what you are doing and saying
 - Respect their audience, both visible and invisible and
 - Respect copyright.

Families will:

- Maintain clear lines of communication with the service and Educators in relation to their views on social media.
- Consider the privacy and dignity of other families and children using the service when using social media.



VISITORS TO AN EDUCATOR'S SERVICE & PLAYGROUP VENUES

AIM:

Children's safety and well-being are protected at all times. Families are made aware of visitors to the family day care residence.

Contact details of visitors to Educators' homes and playgroups are kept.

To ensure compliance with Educator to child ratios prescribed by the Education and Care Services National Law and Regulations where children under thirteen years old visit the Educator's home during hours when the service is operating.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 170, 171

REASON:

To ensure that Educators and visitors to their residence are aware of their responsibilities in relation to Child Protection.

A record of visitors to playgroups and Educator's services provides parents with information about people with whom their child may have had contact whilst in care.

Records are available to the Certified Supervisor or Authorised Officers of relevant Regulatory Authorities where a concern has been raised in relation to visitors.

Education and Care Services National Regulations, 2011

Regulations: 149-151, 165-166, 169, 178

STRATEGIES & PRACTICE:

- A visitor to the family day care residence includes anybody, other than a declared household member or a child enrolled in the Educator's service or a person delivering or collecting children from care who comes into the Educator's residence whilst the service is operating.

In relation to visitors who are over thirteen years of age:

- Educators must not leave a child or children unsupervised with a visitor whilst providing care and education to that child as part of their Family Day Care service.
- Educators must inform the Supervisor about any visitor who attends their home regularly during the hours their service is operating
- Visitors who attend the Educator's home regularly during the hours their service is operating must obtain a Working With Children Clearance
- Educators must ensure that all visitors to their family day care residence during hours of operation sign the Visitors Record.
- The Visitors Record must be kept for three years after the date on which the record was made and must include the date, name, time in & out and signature of the visitor.
- Educators are informed of their responsibilities in relation to Child Protection.
- Families are made aware of visitors to the Family Day Care residence.
- A parent must have access to this record on request.
- Educators must advise the Supervisor and families if they are to have guests staying at their residence when they are conducting their Family Day Care service.
- Educators must to the best of their ability, ensure that visitors and guests are not prohibited persons.
- Guests must sign the visitor's record on the first and final day of their visit.
- All people residing for longer than three weeks on the property where a family day care service is provided must hold a Working with Children clearance. This includes people sleeping on a regular or frequent basis anywhere on the property, including a building, caravan, structure, vehicle or other.
- Where an adult who is staying at a Family Day Care residence is unable to obtain a Working with Children Check, due to an inability to provide the required documentation for the 100 point check e.g. overseas visitors, they should sign in the visitors' book each day of their stay.

National Quality Standards for Early Childhood Education and Care, 2011,

QA 2.3.4, 4.1.1, 7.1.2, 7.1.5, 7.3.1

KEY RESOURCES:

www.keepthemsafe.nsw.gov.au

Links to Other Policies
Child Protection

Review Date:

November 2019

In relation to visitors who are under thirteen years of age.

- Educators will keep a record which includes the child's name, age, arrival and departure time and the name of the responsible person caring for the child while the service is operating.



VOLUNTEERS & STUDENTS

AIM:

To ensure the rights and dignity of each child are respected and their safety protected when volunteers or students are included in their care environment.

To support the training of child care workers in our Community and promote awareness of the Family Day Care model in the child care sector.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 170, 171

REASON:

The rights and safety of the child are paramount when they are in care and procedures must be followed to ensure they are protected.

Knowledge sharing can be a valuable experience for volunteers, students and educators. Supporting educational establishments and local students in their training endeavours demonstrates the Scheme's commitment to community networking. A better understanding of the family day care childcare model in the wider community and child care sector will encourage co-operation and communication between services.

Education and Care Services National Regulations, 2011

Regulations: 149, 168 (2) (i)

STRATEGIES & PRACTICE:

Bega Valley Family Day Care will offer placements to:

- High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student's suitability, worked with the service to arrange suitable times and provided authorisation for the student to participate.
- Students attending other registered training organisations and studying in a relevant field, such as childcare, teaching, recreation or community services where the training organisation has initiated the placement, identified the students suitability, worked with the nominated supervisor in relation to times and expectations and provided written authorisation for the student to participate.
- Students will only be accepted into the service under the guidance and auspices of an accredited training organisation. The training organisation should make contact with the service to confirm the student's educational and supervision requirement and the ability of the service to meet those requirements

Co-ordination Unit Staff will:

- Provide Educators and students with appropriate paperwork to authorise the placement
- Provide students and volunteers with guidelines identifying their responsibilities, expectations and code of conduct while at the service during a work experience induction
- Ensure Students and volunteers over the age of 18 years have completed a Working with Children Check Declaration prior to commencing with the Educator
- Give support and guidance to students and volunteers where possible.
- Encourage students and volunteers to participate and communicate in an open and honest manner.
- Ensure that students and volunteers do not discuss children's development or other issues with parents.
- Request that students and volunteers adhere to all areas of confidentiality.

National Quality Standards for Early Childhood Education and Care, 2011, QA 4.1

KEY RESOURCES:

Keep Them Safe -

www.keepthemsafe.nsw.gov.au

Children & Young Persons (Care & Protection) Act 1998

The Ombudsman's Act 1974

Childcare Services Handbook

www.education.gov.au/child-care-service-handbook.

The Code of Ethics

Links to Other Policies

Child Protection
Confidentiality
Ethical Conduct
Visitors Book

Review Date:

November 2019

Educators will:

- Ensure students and volunteers are never left alone or in charge of any children.
- Ensure that students and volunteers do not engage in nappy changing, bathing or undressing of day care children
- Inform families prior to a student or volunteer attending their service
- Ensure students and volunteers sign the visitors sheet each day
- Give students and volunteers orientation information about their service as per BVFDC procedure
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.

Students and Volunteers will:

- Comply with all obligations under the NSW Child Protection Legal Framework.
- Abide by the Education and Care Services National Regulations 2011 and BVFDC Policies and Procedures while on placement.
- Take responsibility for the role that they are undertaking whilst on placement, viewing it as part of their own professional development.
- Inform the Educator early in the placement of requirements of practicum which need to be completed.
- Work with the Educator to timetable requirements
- Be responsible for completion of own assessment requirements
- Sign the visitors register whenever entering or leaving the Education and care service

Families will:

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



WATER SAFETY

AIM:

To encourage children's natural curiosity and pleasure in water whilst protecting them from harm. To teach children to respect and value water as a vital resource and also to understand the potential risks.

REASON:

Children can benefit from sensory and learning experiences involving water and environments where water is a feature. Educators are encouraged to include water play in their curriculum whilst ensuring that the associated risks are diligently assessed and managed to protect children from harm.

Drowning is the major cause of accidental death for children aged one to four.

Although home swimming pools are the most common location for drowning, toddlers can drown in just a few centimetres of water. Common items such as buckets, pots, water tanks, water features, fishponds, or even a pet's water bowl, are all potential hazards for young children.

Burns and scalds from hot water are the most common type of injury to young children with most of these injuries occurring in the bathroom. Water at 60°C can cause a severe burn to a child's skin within one second; at 50°C, it will take five minutes. Therefore, hot water should be controlled to a maximum of 50 degrees Celsius in the bathroom.

Children (Education and Care Services National Law Application) Act No104, Bill 2010

Section: 165(3); 167(3); 168(2)(iii)

Education and Care Services National Regulations, 2011

Regulations: 26(L); 100(3); 101; 104; 116(2) (d)

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.2, 2.3.1, 2.3.2, 7.3.1

STRATEGIES & PRACTICE:

Excursions

- Educators will ensure that children near water are monitored and supervised at all times, and that no child will be left alone near water.
- A written risk management plan must be approved by the Supervisor prior to excursions to locations with unfenced bodies of water e.g. pools, lakes, rivers, or seaside taking place.
- If walking past a water hazard on the way to an excursion destination then a written plan for managing that risk must be approved by the Service Supervisor prior to the excursion taking place.
- As per our excursion policy, parents must be fully informed with adequate notice and their permission granted in writing prior to their children participating in any excursion.

Playgroup

- Staff will ensure that the water play activities at playgroups they are running are risk assessed and supervised at all times.

Spas and Pools

Educators will ensure that:

- Spas and swimming pools may not be accessed by children in care.
- their own swimming pools are fenced to comply with any current standard in accordance with Council Regulations (and swimming Pools Act 1992)
- Pool fences and gates are strictly observed to ensure that they are maintained in good working order; pool gates are key locked at all times when a family day care service is operating. Swimming pools have isolation fencing and gates that comply with Australian Standards.
- No objects are present which could assist children to climb and gain access to a swimming pool and a CPR chart is clearly visible in the pool area.
- Pool filters, skimmer boxes and pool chemicals are inaccessible to children in care.
- Family members and visitors observe safe practices relating to water hazards, in particular locking swimming pool gates.

KEY RESOURCES:

kidshealth.schn.health.nsw.gov.au

www.kidsalive.com.au

www.watersafety.nsw.gov.au/poolsafety/

www.health.nsw.gov.au/environment/water/publications/private-water-supply-guidelinespdf

www.royallifesaving.com.au/programs/respecttheriver

Occupational Health and Safety Act 2000 and Regulations 2001 (NSW)

Kidsafe Family Day Care Safety Guidelines
www.kidsafe.nsw.org

Links to Other Policies

Excursion & Transport
Child Protection
Assessment, Approval & Reassessment of Residence

Review Date:

November 2019

- Premises adjacent to, or providing access to any water hazards (e.g. dams) are isolated from such hazards by a child resistant barrier or fence.
- Spas are in an area that is inaccessible to children or covered with a child resistant locked cover strong enough to support the weight of an adult.

Water containers

Educators will ensure that:

- Containers such as wading pools, clam shells, baby baths, buckets, water troughs and any other container which could hold water and therefore constitute a drowning hazard are emptied after each use and stored to prevent the collection of water.
- the fencing and safety requirements for a wading pool that is not emptied after each use are applied as for a swimming pool as stated above
- Wading pools and other water play containers are used with constant supervision.
- Wading pool water is clean and hygienic at all times; water is replaced if child urinates or soils in the pool.
- Fish ponds and water features are safely guarded to prevent children from climbing or falling into them.
- Sun safety practices are followed and promoted during outdoor play sessions (refer to Sun Protection Policy).

Hot Water

Educators will ensure that:

- Containers of hot liquid (over 50 degrees Celsius) are not accessible to children.
- Children do not have access to a hot water tap unless the water is regulated to a maximum of 50 degrees Celsius.

Off Mains Water Supply

- If the drinking water at an educator's service is from a source other than the mains supply and is not treated by a reliable process (for example filtration and chlorine dosing or UV), suitably maintained, or regularly tested, all families should be warned and given the option to supply their own water. The warning can be in the form of:
 - A sign on the parent information board
 - An entry in the service information brochure
- Signage should read: "The drinking water in this service is not monitored or treated and may not meet health guidelines"
- If garden water is from a source other than the mains supply and is not treated by a reliable process, suitably maintained, or regularly tested, educators should not allow activities which could facilitate the entry of water into children's nasal passages such as play with hoses and sprinklers.



WORK HEALTH & SAFETY

AIM: To implement a management system that reduces risk and protects the health, safety and welfare of children, families, Educators, Staff, operator and visitors to the service in accordance with the Work Health and Safety Act 2011.

REASON: To ensure compliance with the Work Health Safety Act 2012. This policy and procedure applies to all Staff, Educators, clients, visitors, families and all others who are in contact with the Family Day Care service.

The purpose of this document is to ensure:

- Legislative requirements are met.
- Provision, maintenance and promotion of a healthy work environment.
- The policy and procedures are communicated to all relevant parties.
- Consultation and co-operation with all involved in the service to implement, maintain, monitor and review risk management.
- Access to ongoing professional development in Work Health and Safety issues.
- Maintenance of appropriate records for all aspects of Work Health and Safety management.

Children (Education and Care Services National Law Application) Act No 104, Bill 2010

Section: 3 (2a), 165, 167

Education and Care Services National Regulations, 2011

Regulations: 103, 104, 106, 109, 110, 112, 114-117

National Quality Standards for Early Childhood Education and Care, 2011,
QA 2.1.4, 2.3.2, 3.1.1-3.1.3

STRATEGIES & PRACTICE:

DEFINITION:

PERSON CONDUCTING OR UNDERTAKING A BUSINESS (PCBU) – WorkCover Act 2011 this includes Educators and the Co-ordination Unit.

Educators are self-employed small business operators known in the WorkCover Act 2011 as a Person Conducting a Business Undertaking (PCBU). They are responsible for the implementation, maintenance, monitoring and review of Work Health and Safety systems within their own work environment.

RESPONSIBILITIES

The Educators must ensure that:

Daily risk audit

- Accident/incident report systems
- Food handling procedures
- Infection control
- Sun safety
- Excursions
- Visitors register
- Road and car safety procedures
- Risk management systems
- Electrical audits/Glass e.g. windows and doors.
- Informing the Coordination Unit of changes to their environment or work practices which may have an impact on health and safety.
- Injury management procedures.
- Take reasonable care of their own and other's health, welfare and safety through their own actions or omissions in all work environments (including office, vehicle, playgroup, excursions, Educator's home etc.).
- Monitor and ensure compliance with licensing standards in relation to grounds, buildings equipment and amenities.
- Abide by Bega Valley Family Day Care Tobacco, Drugs and Alcohol free Environment Policy.
- The health, safety and welfare of all persons in the work environment are maintained.

KEY RESOURCES:

Work Health & Safety Act 2011

Work Cover
www.workcover.msw.gov.au

Links to Other Policies
ALL POLICIES

Review Date:
November 2019

- The premises is safe, and without risks to health.
- Materials and equipment provided are safe and free from risks to health when properly used.
- Work procedures and the working environments are safe and without risks to health.
- Documentation and safe work procedures are developed, implemented reviewed and retained.
- Provision of adequate facilities for the welfare of all those present in the work place.
- Reasonable allocation of resources for ongoing Work Health and Safety implementation.
- That all people are not exposed to risk to their health, safety or wellbeing whilst attending the work environments.

Co-ordination Unit must ensure that:

- Documentation and safe work procedures are developed, implemented reviewed and retained.
- Provision of initial and ongoing information, instruction training/supervision to promote health and safety.
- Provision of adequate facilities for the welfare of all those present in the work place.
- Reasonable allocation of resources for ongoing Work Health and Safety implementation.
- That all people are not exposed to risk to their health, safety or wellbeing whilst attending the work environments.
- Consultation with employees in relation to implementing, maintaining monitoring and reviewing Work Health and Safety systems.
- Reasonable allocation of resources for ongoing Work Health and Safety implementation.
- Take reasonable care of their own and other's health, welfare and safety through their own actions or omissions in all work environments (including office, vehicle, playgroup, excursions, Educator's home etc.).
- Empower Educators to implement a risk management approach to health and safety in their work environment.
- Monitor and ensure compliance with licensing standards in relation to grounds, buildings equipment and amenities.
- Inform Educators about legislative requirements.
- Monitor and support Educators in their compliance with appropriate regulations and legislation.
- Provide access to information on appropriate use of Co-ordination Unit equipment Observe Bega Valley Family Day Care No Smoking Policy.
- Whilst at work co-operate reasonably with his/her employer to ensure compliance with Work Health and Safety regulations.

The Licensee is responsible for:

- Ensuring compliance with current licensing standards and legislative requirements.
- Counselling and disciplinary action in relation to an employee's non-compliance.
- Removing an Educator's name from the register for non-compliance with legislative requirements.
- Notifying relevant legislative bodies of significant instances of non-compliance.
- Observe Bega Valley Family Day Care No Smoking Policy.

The following must be reported to Work Cover immediately by phone on 131 050

- Any work related occurrence that: causes the death of a person; results in the amputation of a limb; results in the person being placed on a life support system; presents an immediate threat to life.

The following incidents need to be reported within 7 days to www.workcover.nsw.gov.au or 131 050

- Injury or illness supported by a doctor's certificate that prevents a person carrying out their usual duties for a period of no less than 7 days; damage to any equipment or building that makes the area unsafe; actual or risk of uncontrolled explosion e.g. fire of gas.

The Co-ordination Unit Staff will:

- Whilst at work co-operate reasonably with his/her employer to ensure compliance with Work Health and Safety regulations.

Educator Acknowledgement

I have read and understood the Bega Valley Family Day Care policies.

Signed:.....

Date:.....