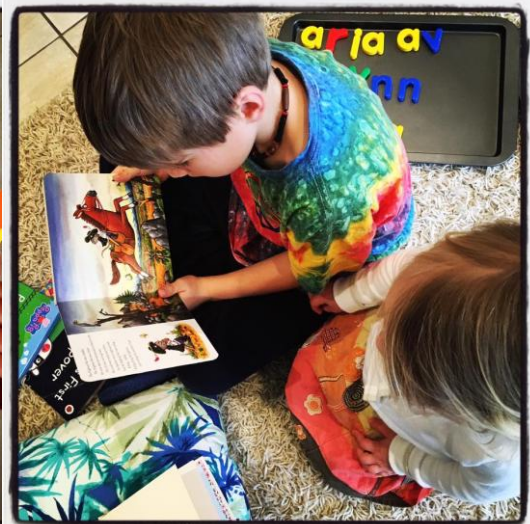


# BEGA VALLEY FAMILY DAY CARE POLICIES



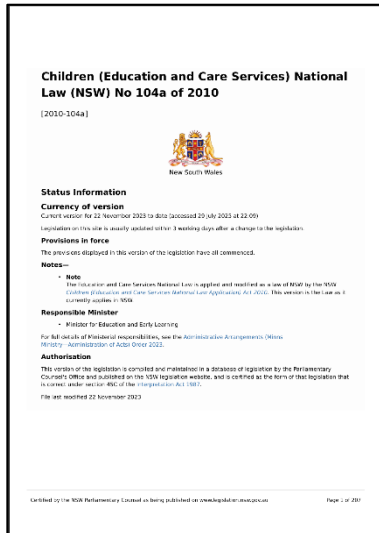
*We look forward to your family  
becoming part of  
our family.*

Coordination Unit  
Shop 2/176 Carp Street, BEGA  
PO Box 522,  
BEGA, NSW, 2550  
Office Hours Mon to Fri 9am–4pm



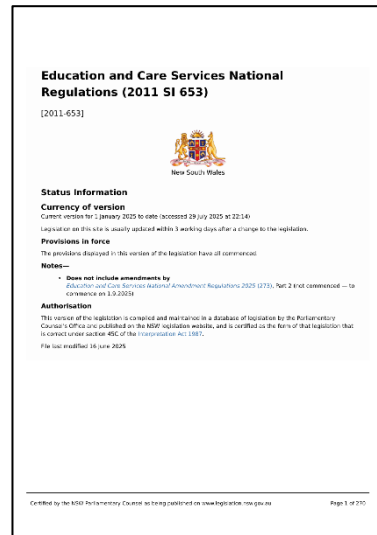
Contact  
Telephone (02) 6492 3788  
<https://begafamilydaycare.org.au/>  
[www.facebook.com/begavalleyfdc](http://www.facebook.com/begavalleyfdc)  
[administration@begafamilydaycare.org.au](mailto:administration@begafamilydaycare.org.au)

## Children (Education and Care services) National Law



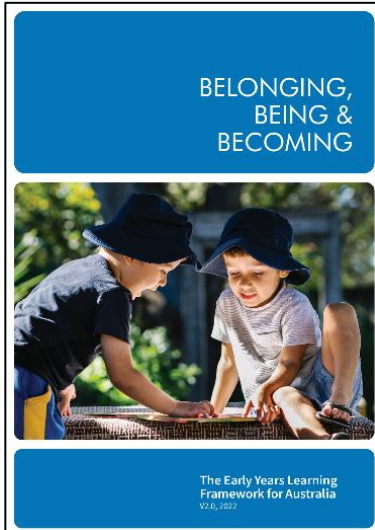
<https://www.acecqa.gov.au/nqf/national-law-regulations/national-law>

## Education and Care National Regulations



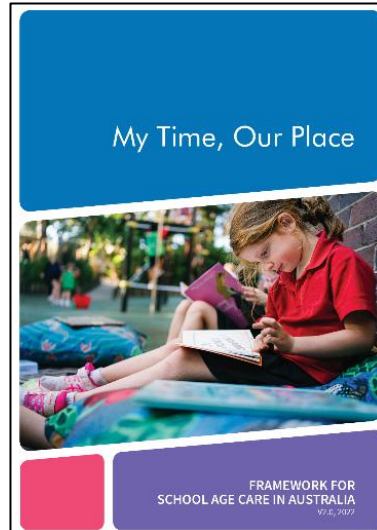
<https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>

## The Early Years Learning Framework



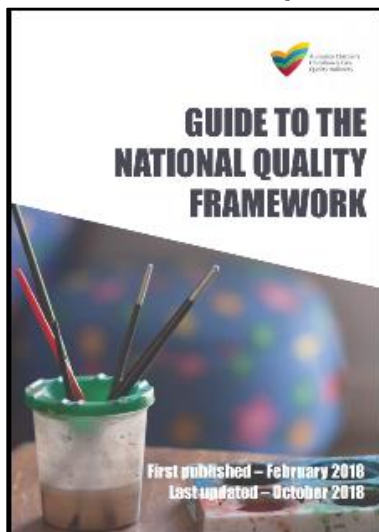
<https://www.acecqa.gov.au/belonging-being-becoming-early-years-learning-framework>

## The School Age Framework (MTOF)



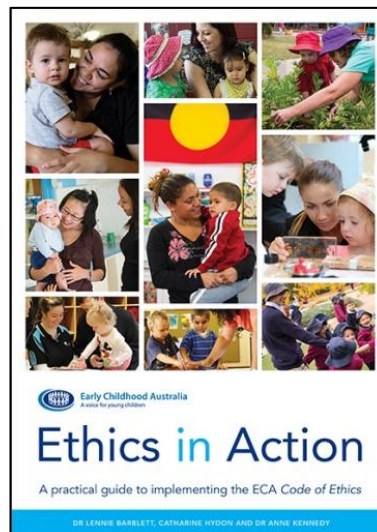
<https://www.acecqa.gov.au/my-time-our-place-framework-school-age-care-australia>

## Guide to National Quality Framework



<https://www.acecqa.gov.au/nqf/about/guide>

## Code of Ethics



<https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

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## MISSION

Our Service Mission is to offer education and care for children that is inclusive, accessible, and responsive to the needs of families throughout the community and where every child will be supported to achieve their full potential.

## PHILOSOPHY

This Philosophy is a statement of the values and beliefs that define our Service and guide our daily practice.

# We believe...

We believe every child has the right to feel safe, valued and heard. We believe their learning will flourish when their interests and abilities are understood, celebrated, and nurtured by dedicated, caring adults. Children should be viewed as capable learners and problem solvers, given opportunities to contribute to their learning and participate in decisions that affect them.

We believe that children's curiosity and wonder should be encouraged and that, with natural materials and inviting outdoor spaces to explore, they may form an enduring connection to Country and respect for the natural world.

We believe that childhood is a time for social development and unhurried play, with freedom to investigate, create, imagine and just be.

We believe that children's sense of wellbeing grows where their connection to family, friends, educators, and community is strong. We encourage open, respectful relationships between families, staff, and educators, where knowledge, skills and ideas can be shared.

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 strive to provide a service that is accessible, safe, welcoming, and responsive for all members of our community and where Aboriginal and Torres Strait Islander culture is acknowledged, valued, and respected.

We believe management, staff and educators should be professional, skilled, knowledgeable, reflective, and committed to working with families and the community. Children's health, safety, and wellbeing are always at the heart of our practice.

## COMMITMENT TO CHILD SAFETY

We are committed to embedding child safety and well-being into the core of our organisational culture. This commitment will be reflected in our policies and practices, ensuring that child safety is understood, embraced, and upheld at every level of our work. Together, we will create an environment where all children are safe, supported, and heard.



## 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.

## 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.

## 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.



**Early Childhood Australia**  
A voice for young children

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## Code of Ethics



**Early Childhood Australia**  
A voice for young children



## 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 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.



## 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.



# The Rights of the Child

In 1989 the United Nations Convention on the Rights of the Child was created as a commitment to help all children and young people feel safe, supported and valued. It has since been signed by nearly every country in the world. Together, we can use these rights to make sure that every child and young person in Australia can learn, play, grow and live safely.

## 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, what gender they are, 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 about 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.



Every child, in every community, in every country, needs a fair go.



## INTRODUCTION

Bega Valley Family Day Care ensures that the rights and best interests of each child are paramount and central to all considerations, including when making decisions or exercising any functions. Bega Valley Family Day Care Incorporated is approved by the NSW Department of Education to provide childcare services. Our operations are governed by the National Quality Framework (NQF), which includes the Education and Care Services National Law, National Regulations, and the National Quality Standard (NQS). These laws and standards establish the essential baseline requirements for the operation of early childhood education and care services.

Australian Children's Education and Care Quality Authority (ACECQA) oversee the implementation of the National Quality Framework nationally.

In NSW, the Early Learning Commission (Department of Education) acts as the Regulatory Authority, responsible for monitoring compliance, conducting assessments, and enforcing the National Law and Regulations.

It is the responsibility of the Approved Provider (Volunteer Management Committee) and Nominated Supervisor to take reasonable steps to ensure our policies are current, regularly reviewed and communicated to staff, educators, and families. Ensuring all reasonable steps are taken to inform and support staff and educators of their responsibilities in implementing these policies.

Policies are the guiding principles that outline how our Family Day Care Service operates. They reflect our values, goals, and expectations, and provide a clear framework for everyone involved in the service — including staff, educators, families, and management.

The service ensures policies are accessible by all stakeholders to support the provision of a consistent, transparent, and equitable service. Policy books are emailed to families upon enrolment, they are also available at the Educators' service, the Bega Valley FDC Co-ordination Unit and website [www.begafamilydaycare.org.au](http://www.begafamilydaycare.org.au). Additionally, copies can be emailed to families on request.

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. We review our policies regularly with feedback from all stakeholders, to ensure they are up to date with current legislation, aligned with best practices, consistent with our operations, community needs and are responsive to new information or guidance. This allows us to feel confident that our policies truly reflect the values and priorities of the Bega Valley Family Day Care Community.

## POLICY KEY RESOURCES

Children (Education and Care Services National Law Application) Act  
Children (Education and Care Services National Law Application) Amendment Act 2025 No.68  
Education and Care Services National Law and Regulations  
National Quality Standards for Early Childhood Education and Care  
Guide to the National Quality Framework (ACECQA)  
Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) V2.0  
My Time Our Place: Framework for School Age Care in Australia V2.0  
*Child Care Provider Handbook*

## **AUTHORISED OFFICER'S ROLE**

Authorised Officer's conduct assessment and rating of services within their allocated regions. They provide guidance to educate, inform, and empower providers and services to understand and meet their obligations under the National Quality Standards (NQS). Implement a range of approaches and tools to facilitate the enforcement of the National Quality Framework, consistent with the objectives of the NQF 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, the circumstances of each case and the risk to children (both short and long term) are taken into consideration. They will endeavor to take action that is proportionate to the issue and is most likely to achieve improved outcomes for children.

## **INFRINGEMENT NOTICES**

The National Law and National Regulations set out offences for which an infringement notice (operates like a fine) may be issued by the NSW DoE. Offences subject to an infringement notice and immediate sanction for a breach can be found in the National Regulations. Each Educator and the Co-ordination Unit office have a copy of the National Regulations. The National Law sets out three offences that are subject to an infringement notice:

- Failure to display prescribed information.
- Failure to notify certain circumstances to the Regulatory Authority
- Failure to comply with a compliance direction.

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.

## **ENFORCABLE 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, an Approved Provider may be requested to train Staff in practices rather than issuing a compliance notice. This is consistent with the principle of an "outcomes focus" in regulatory actions.

## **COMPLIANCE DIRECTIONS**

A compliance direction is a written enforcement notice that directs an Approved Provider to take certain steps to comply with the provision, within a specified timeframe, this is a law order enforcement notice.

## **COMPLIANCE NOTICE**

The NSW DoE can 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**

A Prohibition notice may be given to an Approved Provider, Nominated Supervisor, Educator, Employee, Contractor, Volunteer, or anyone else involved in the provision of education and care. The NSW DoE 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. If there is immediate risk to the safety, health or wellbeing of a child or children, a prohibition notice may be issued without prior notification.

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**

A notice directing the Approved Provider of a family day care service to suspend education and care by an Educator may be issued if the NSW DoE 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, 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. However, 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 regulation's 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.

# ADMINISTERING MEDICATIONS & MANAGING MEDICAL CONDITIONS

## POLICY STATEMENT

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

## PURPOSE

When in care maintaining children's health is a high priority. To achieve this, Families, Educators, and Staff should work collaboratively to ensure Educators are equipped with the necessary information, documentation, and training required to administer medications safely and respond promptly and appropriately to children's medical needs or emergencies.

## STRATEGIES AND PRACTICE

### Responsibilities of Educators and Staff

- 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/Action Plan approved by their doctor if relevant, on enrolment and prior to the child starting at the service.
- Be informed of any child enrolled who has a chronic health problem such as asthma, epilepsy, diabetes, severe allergy, food allergy, anaphylaxis, requires ongoing medication, or might require emergency medication, treatment or first aid.
- Ensure that an individual Medical Conditions Management Plan is completed for a child with a chronic health problem and that a copy of this and any doctors Management/Action Plan 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 has completed a Medication Authorisation Record.
- When medication is administered an Educator must complete the Medical Record which includes, date, times and dosage of medications.
- 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, recommended doses on other medication or a signed letter from a medical practitioner.

### Medical Conditions Management / Risk Minimisation 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 Minimisation 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.
- Educators will ensure that medications nominated on medical conditions management 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.

### **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 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 text or emailed consent from the parent/guardian stating the name of the medication and dosage approved, or approval from a medical practitioner including ambulance.
- 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.
- 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 coordination unit and seek advice from the parent, or doctor.
- Ensure families and Educators understand and acknowledge each other's responsibilities under the relevant legislation, the service's policy and guidelines.
- Ensure medication is securely stored and not accessible by children. Medication that requires refrigeration should be stored at the back of the top shelf, in a separate compartment or in a childproof container.
- 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 or lotions.
- 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 the following conditions are met:
  - An authorisation by the parent for the child to self-administer medication is recorded in the medication record for the child.
  - All requirements of the Medical Conditions Policy are met.
  - 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 authorisation.
  - 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 are securely stored, out of reach of 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.

## **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 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 Allergies and Anaphylaxis management training.
- Parents will inform the Educator and the co-ordination Unit about known allergies on initial enrolment or on diagnosis.
- Parents will provide a Doctors medical action/management plan 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 minimise 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 e.g., peanut butter.
- Medication to treat a suspected anaphylactic condition can be administered to a child in an emergency without prior written authorisation.

## **LINKS TO OTHER POLICIES**

Children's Incident, Injury, Trauma & Illness  
Critical & Serious Incidents  
Confidentiality  
Managing Records

## **SUPPORTING DOCUMENTS**

Public Health Act 2010  
NSW Public Health Regulations 2022  
Work Health and Safety (WHS) Act 2011 and Regulations 2017  
Safe Work NSW  
Staying Healthy in Child Care (6<sup>th</sup> Edition)  
Department of Health, Disability and Ageing  
ASCIA

**REVIEW DATE: DECEMBER 2026**

# ASSESSMENT, APPROVAL & REASSESSMENT OF RESIDENCE

## POLICY STATEMENT

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

## PURPOSE

The Service and Educators are responsible for ensuring that the educator's residential premises meet the required standards to protect the health and safety of all persons while the service is in operation.

## DEFINITIONS

**Family Daycare Residence:** includes the usual place of residence of the family daycare educator or the usual place of residence of another person in which the family daycare educator educates and cares for children as part of a family daycare service.

## STRATEGIES AND PRACTICE

- A risk assessment of a prospective educator's premises is conducted by Coordination Unit staff prior to registration and includes all areas designated for use as a Family Day Care service, as well as any other parts of the premises, whether used for education and care or not, to ensure the overall safety of children.
- 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.
- A risk assessment of the Educator's residential premises is conducted by Co-ordination Unit Staff at least every twelve months or as required when a change occurs within the care environment. Educators are given prior notification when this is due to take place.
- A risk assessment will include areas of the premises that may be deemed accessible to children.
- When an assessment, compliance visit or investigation is conducted by an authorised officer, the officer is permitted to enter any part of the residential premises whether or not it is used in the provision of education and care.
- 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 e.g. a new pet.
  - Any other changes that will affect the education and care provided.
- Educators will require the approval of the Service Manager/Nominated Supervisor prior to any changes to the approved family daycare service area and new risk assessment conducted.
- Educators are required to display a diagram of the residential premises clearly indicating the approved areas to be used for FDC and any water hazards, if applicable.
- It is the responsibility of the Educator to ensure the safety of the environment is maintained at all times.
- Educators are to conduct and record a daily Health and Safety risk assessment (Daily Hazard Checklist) to identify and rectify any potential safety issues.

- If Co-ordination Unit staff identifies a hazard during a home visit or conducting the annual 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 assess 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 furniture/equipment used in the family daycare environment is maintained in good order and meets relevant Australian Standards, when applicable.
- The Co-ordination unit will ensure that furniture/equipment used in the family daycare environment is maintained in good order and meets relevant Australian Standards, when applicable.

### **Water Hazards**

- A monthly inspection of any swimming pool, water feature or other potential water hazard located at or around the educator's service to ensure that the health, safety and wellbeing of children are protected.
- An inspection may be conducted by a co-ordination unit staff member in person or remotely. However, no more than six inspections may be conducted remotely in any given calendar year, with no more than two consecutive remote inspections.
- Ensure that any swimming pool at the educator's service has a fence that complies with the NSW government pool fencing requirements.
- Educators are to supply the coordination unit with a copy of the current council swimming pool compliance certificate and ensure it is readily available at the service at all times.
- A diagram is to be displayed at the residence or venue which shows areas of the residence or venue indicating areas suitable for the provision of education and care. The diagram must include and indicate any water hazards, water features and swimming pools at or near the residence or venue.

### **Safe Storage of Dangerous Substances**

- Designated storage facilities that are inaccessible to children will be available for:
  - All cleaning materials.
  - Disinfectants.
  - Poisonous and other dangerous substances.
  - Dangerous tools and equipment.
  - Toiletries.
  - Medication.
  - First Aid equipment.
  - Emergency medical equipment and drugs e.g. EpiPen, asthma ventilator.
  - 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 number of chemical products stored in the Family Day Care area and are encouraged to use environmentally friendly products wherever possible.
- Chemicals e.g. 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 or an ambulance.

- Only domestic quantities of chemical products are to be stored in the Family Day Care area.

#### **LINKS TO OTHER POLICIES**

Grievance and Complaints

Water Safety

Work Health & Safety

#### **SUPPORTING DOCUMENTS**

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

Kidsafe Family Day Care Safety Guidelines

**REVIEW DATE: DECEMBER 2027**

# BEHAVIOUR GUIDANCE

## POLICY STATEMENT

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 and wellbeing.

## PURPOSE

To assist educators to provide an environment where children are supported to develop self-regulation, respect, and a sense of belonging in a safe, inclusive, and nurturing environment.

## DEFINITIONS

**Inappropriate Conduct:** In relation to a child means conduct a reasonable person would consider to be inappropriate in an education and care service. A child may be subjected to conduct that is inappropriate conduct in person, both directly, indirectly (i.e. witnessed), through communication, electronic capture, or patterns of behaviour.

## STRATEGIES AND PRACTICE

### Prohibited Practices

- Educators must not subject children to inappropriate conduct, ensuring the safety, dignity, and wellbeing of all children, the following practices are strictly prohibited:
  - Any form of corporal punishment, including smacking or hitting
  - Shouting, threatening, or using intimidating language
  - Humiliating, shaming, or frightening a child
  - Excluding or isolating a child as a behaviour management strategy
- Exclusion should not be used as a behaviour management strategy
- All children must be treated equitably, respectfully, and with care at all times.

### Behaviour Guidance

The coordination unit will provide guidance and encourages open, transparent communication with educators. All behaviour guidance strategies will:

- Be appropriate to each child's age, development, and individual needs and consider each child's:
  - Stage of development
  - Social and emotional skills
  - Expressive and receptive language abilities
  - Reflect realistic expectations of children's behaviour and capabilities
- Educators will maintain respectful communication and interactions:
  - Use a calm, clear, and firm tone of voice
  - Position themselves at the child's eye level when communicating
  - Use positive, respectful language (e.g., "walk inside" rather than "don't run")
  - Provide clear, consistent, and achievable directions
  - Reassure children that it is the behaviour, not the child, that is being addressed
- Educators will promote positive behaviour:
  - Use positive language and encouragement to reinforce appropriate behaviours
  - Model respectful, caring, and cooperative behaviours at all times
  - Recognise that positive modelling is a powerful teaching tool

- Encourage children to treat others with respect and empathy
- Support children to recognise positive behaviour in age-appropriate ways
- Educators will be proactive and responsive:
  - Anticipate potential behaviours and intervene early to support children
  - Respond promptly to aggression or bullying with clear, consistent limits
  - Focus on redirection and guiding children.
  - Change the dynamics of situations to achieve positive outcomes
  - Evaluate and adapt the environment to reduce triggers (e.g., space, resources, group size)
  - Use observations and assessments to inform programming and behaviour support strategies
  - Ensure the safety and wellbeing of all children during conflict situations
  - Access professional development and current resources to support practice
- Educators will promote partnerships with families and support networks:
  - Maintain open, respectful, and ongoing communication with families
  - Work collaboratively with families to develop consistent guidance strategies
  - Encourage shared approaches between home and care environments

### **LINKS TO OTHER POLICIES**

Child Safe / Protection

Children's incident, injury, trauma & illness

Ethical Conduct

Interactions with Children

### **SUPPORTING DOCUMENTS**

Raising Children Network

Early Childhood Australia Code of Ethics

United Nations Convention on the Rights of the child

**REVIEW DATE: MARCH 2028**

# CHILD CARE PAYMENTS

## POLICY STATEMENT

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.

## PURPOSE

Bega Valley Family Day Care is an Approved Family Day Care Service using a centralised billing model. The Service is eligible for Australian Government fee assistance (e.g., CCS 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.

## STRATEGIES AND 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 weekly, alternating parent gap fees and CCS contributions.
- 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 service using the payment gateway provider.
- The Gap fee is the difference between cost of care and amount of their Child Care Subsidy (CCS) entitlement and will be invoiced on a fortnightly cycle.
- Families receiving CCS are required by law to pay the gap fee. Section 201B (1) of the Administration Act, requires that families using childcare must pay their CCS gap fee using electronic funds Transfer (EFT).
- In accordance with the educator's fee schedule families must pay for booked hours of care whether or not their child attends, unless the care has been cancelled by the Educator, except in the case of Public Holidays.
- The service will regularly monitor and record unpaid gap fees as per debt collection procedures.
- Educators may elect not to work on Public Holidays. However, booked hours on Public Holidays attract ordinary charges. If the Educator is willing to work on a Public Holiday, there may be a higher fee rate (as per Educator's Fee Schedule). If a substitute Educator is used, full fee may apply.
- No CCS is payable on initial or final absences from care. Over payments associated with CCS on initial or final absences will be collected from the Educator by the Service and will become an active family debt.
- 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 CCS paid on absences after the enrolment is ended. Any overpayment associated with CCS 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 fortnight the Service will provide a Statement of Entitlement that tells families what care has been provided, the fees that have been charged and the CCS that has been paid.
- Children are required to be sign in/out on arrival and departure from care by guardians or authorised person. This means they must enter the time of arrival and departure and PIN each time. These hours may not coincide with booked times, but they are an important record of actual attendance times.

- Families signed up with Direct debit will have their account debited the day following the due date.
- Families will be required to pay a refundable bond of \$200.00 per child on enrolment. The bond will be refunded two weeks after the final invoice for care has been paid in full.

### **Debt Management**

- 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 childcare payments. There is help available for genuine financial crises, stress and hardship.
- If families fail to pay their account when it becomes due, a payment reminder will be sent.
- The Service has the right to deny further care to any family who has failed to pay for utilised care within two weeks of the invoice.
- 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.

### **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 or emailed 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.
- Parents will not be charged where care is cancelled due to an emergency evacuation within the Service.

### **LINKS TO OTHER POLICIES**

Ethical Conduct

### **SUPPORTING DOCUMENTS**

A New Tax System (Family Assistance) Act 1999

A New Tax System (Family Assistance) (Administration) Act 1999

Childcare Provider Handbook

**REVIEW DATE: MAY 2026**

## CHILD PROTECTION / CHILD SAFE

Bega Valley Family Day Care ensures that the rights and best interests of each child are paramount and central to all considerations, including when making decisions or exercising any functions.

### POLICY STATEMENT

The primary aim of this policy is to ensure a safe, secure, and nurturing environment for all children within the family daycare setting. It aligns with the principles of Child Protection and the Child Safe Standards as set forth by the New South Wales (NSW) government. The policy is committed to protecting children from harm, abuse, and neglect, and promoting their wellbeing through the implementation of clear, consistent, and effective practices. This policy directly links to the services Technology policy, specifically digital data aligning with child protection.

### PURPOSE

Child protection and adherence to Child Safe Standards are essential to ensuring that children are provided with a safe, secure, and supportive environment. These standards help prevent harm, abuse, and neglect by setting clear guidelines for safe practices, accountability, and responsive action. By implementing these standards, it creates a culture of safety, respect, and trust, safeguarding children's rights, and wellbeing. Upholding child protection principles is a shared responsibility that ensures all children are protected, respected, and empowered to grow and thrive in a secure environment.

### DEFINITIONS

**Child Safe:** A framework of standards, policies, and procedures designed to ensure safe and protective environments for children to prevent abuse or neglect a child may experience.

**Child Protection:** Safeguarding children from abuse, neglect, and exploitation. It involves a range of services, including prevention, intervention, and support for children and families. To ensure that children are in a safe, supportive environment that promotes their well-being and development.

**Inappropriate Conduct:** In relation to a child means conduct a reasonable person would consider to be inappropriate in an education and care service. A child may be subjected to conduct that is inappropriate conduct in person, both directly, indirectly (i.e. witnessed), through communication, electronic capture, or patterns of behaviour.

**Protected Disclosure:** means a disclosure of information or provision of documents to the Regulatory Authority or to the approved provider. If the person making the disclosure honestly, and on reasonable grounds, believes the disclosure shows or tends to show an offence has been or is being committed, or the safety, health, or wellbeing of a child/ren being educated and cared for by an education and care service is at risk.

**Relevant Person:** means a person involved in the provision of an approved education and care service as any of the following the approved provider; the nominated supervisor; an educator; an employee; a contractor; a volunteer; or in any other capacity.

**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.

**The Mandatory Reporter Guide (Decision Tree):** An online tool to assist decision making and supports mandatory reporters to determine whether a report to the Child Protection Helpline is needed.

## STRATEGIES AND PRACTICE

### Legal Reporting Requirements

A detailed written account of all indications that raise concern for the child and all actions taken. This information must be kept securely and strictly confidential.

#### Suspected Child Abuse and Neglect

- Early childhood staff and educators are mandatory reporters and are required by law to report suspected child abuse and neglect to the Department of Communities and Justice through the **Child Protection Helpline (132 111)** or using the Mandatory Reporter Guide-Decision Tree.
- When a concern about a child does not meet the reporting threshold, staff and educators have a role to play in monitoring and identifying alternative supports for vulnerable children and their families.

#### Allegation Against a Staff member, Volunteer, Educator, Student, Household Member or Visitor

- If an allegation is a criminal offence, the first step after addressing any immediate significant risk to children, is to report to the **Police** on **000**.
- Any circumstances that pose a risk to the health, safety or wellbeing, including allegations of physical or sexual abuse of child while being educated or cared for by an educator and care service must be **reported within 24 hours of the allegation being made or within 24 hours of the approved provider becoming aware of the allegation** to the Early Childhood Education Directorate via the ACECQA NQA ITS, the NSW Office of the Children's Guardian and other required authorities.

### Responsibilities of Educators and Staff

- Educators will inform the coordination unit as soon as possible of any concerns they have that a child in care is at risk and will then be supported by the coordination unit during the reporting process.
- Child Safe, Child Protection, Child Safe Standards training and any other related professional development training will be completed prior to registration and in accordance with legislative requirements.
- Educators will adhere to and sign a Code of Conduct outlining expectations for professional ethics, child safety, and appropriate behaviour, and will acknowledge their obligations and understanding of this code and what constitutes inappropriate conduct.
- Staff and educators must not subject any child being educated and care for by the service to inappropriate conduct.
- Staff and educators will engage in Professional Development opportunities that strengthen their capacity to support vulnerable families and children.
- Staff will observe children's behaviour and wellbeing on visits. Any concerns will be documented and discussed with educators.
- Educators and Staff will empower children attending the service to identify their feelings, know who their trusted people are and speak out or disclose information if they are feeling uncomfortable.
- Educators must inform the Service Manager or Nominated Supervisor of any new household members, guests, or regular visitors.
- Educators must inform the Service Manager or Nominated Supervisor immediately of any changes to their, household members, guests, or regular visitors working with children's check.
- 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 ensure that students, volunteers, household members and visitors do not have possession of personal device or take photos/videos of children.
- 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 Nominated Supervisor.
- Educators will ensure that all visitors to the Family Day Care Service during operating hours are required to sign in and out of the visitor's book.
- Relevant persons cannot have control or possession of a personal device while providing education and care as a part of the family daycare service or while present with enrolled children. Except for specific circumstances, where written authorisation has been provided, outlined in the technology policy.
- Service issued or service authorised devices must be used exclusively for the purpose of providing education and care.
- Devices must be updated regularly and password-protected for the privacy and safety of children's/family's personal data, including image/videos.
- Educators and Staff must immediately report any loss, theft, or unauthorised access to devices to the coordination unit.
- All data, including photos/video no longer required for record-keeping compliance or its intended purpose is promptly permanently removed from devices to ensure they are no longer accessible or stored unnecessarily.
- Photos taken must respect the dignity and rights of the child.
- If concerns for a child's welfare are identified but these do not constitute "Significant Risk" then Educators and Staff will work together 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.
- Families will be offered information on child protection and how to support their children's protective behaviours.
- Staff and educators will maintain knowledge of and seek advice from local child and family welfare agencies.
- The service will maintain a register for all child protection concerns.
- Educators, staff and committee members must not take detrimental action against another person if:
  - The person suspects, believes or is aware, when taking the detrimental action, that the other person or a third person has made, may have made, may make or proposes to make a protected disclosure; and
  - The suspicion, belief or awareness is a contributing factor to the taking of the detrimental action.

### **Responsibilities of Nominated Supervisor/Approved Provider**

- To ensure all Current Working with Children clearances are verified and held by:
  - Management Committee Members.
  - Staff.
  - Educators.
  - Household members who are over 18 years (including children when they turn 18 years).
  - Regular visitors to a service when it is operating who are over 18 years.
  - Work experience students and volunteers who are over 18 years.
  - Guests who stay on the property where the service is located for 3 weeks or more.
- Will provide written notice to the regulatory authority within **24hours** of becoming aware of any changes to any stakeholders working with children check status.

- Will ensure that all relevant persons complete child protection training, are advised of their obligations and understand the existence and application of child protection law.
- Registration of Educators is conditional on the Supervisor being satisfied that the potential Educator and household members are of good character and reputation.
- Reference checks will be done for prospective educators prior to registration.
- Educator orientation training ensures that educators are aware of the service behaviour guidance policy and Code of Ethics and that 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.
- Will ensure that adult household members, visitors and volunteers sign and adhere to the Adult Household Member Agreement conduct.
- Will ensure that no child is subject to inappropriate conduct.
- Will ensure a detailed written account will be kept for all allegations or complaints made and the actions taken. This information must be kept strictly confidential.
- 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/Approved Provider 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 there are 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.
- Ensures that there is a current service child protection / child safe risk assessment in place and reviewed periodically.

### **Exchange of Information**

Provision of information under Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998, allows information to be exchanged between prescribed bodies despite other laws that prohibit or restrict the disclosure of personal information. The four key principles to consider are:

- Organisations that have responsibilities for children or young persons should be able to provide and receive information that promotes the safety, welfare or wellbeing of children or young persons.
- Organisations should work collaboratively and respect each other's functions and expertise.
- Organisations should be able to communicate with each other to facilitate the provision of services to children and young persons and their families.
- The needs and interests of children and young persons, and of their families, in receiving services relating to the care and protection of children or young people takes precedence over the protection of confidentiality or of an individual's privacy.

### **LINKS TO OTHER POLICIES**

Behaviour Guidance

Confidentiality

Ethical Conduct

Grievance And Complaints Management

Guest, Visitors and Household Members Conduct

Interactions With Children

Recruitment Of Educators

Training And Development  
Technology  
Work, Health & Safety

### **SUPPORTING DOCUMENTS**

Children and Young Persons (Care and Protection) Act 1998 No 157  
Commonwealth Privacy Act 1988  
Department of Community and Justice  
The Mandatory Reporter Guide – Decision Tree (MRG)  
Child Story Reporter Community  
Bravehearts  
NAPCAN  
Office of the Children's Guardian  
ACECQA NQA ITS  
Australia Privacy Principles  
Early Childhood Australia Code of Ethics

**REVIEW DATE: MARCH 2027**

# CHILDRENS' INCIDENT, INJURY, TRAUMA & ILLNESS

## POLICY STATEMENT

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.

## PURPOSE

In the event that a 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 AND PRACTICE

- On enrolment, the parent/guardian will give written authorisation for the Approved provider, Nominated Supervisor or Educator of the service to seek medical treatment from a medical practitioner, hospital or ambulance service, if a child is ill or injured while in care.
- 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.
  - 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, asthma or other chronic health condition 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 at risk of 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 e.g. doctor, nurse, paramedic.
- Educators will contact parents and the coordination unit 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.
- Educators will notify all parents of children who may have been exposed to a transmissible disease whilst attending their service.

**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 inform them of the circumstances and that an ambulance has been called.
- If the parent or guardian of the child cannot be contacted, the emergency contacts nominated by the family 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 to assist with the child's treatment, which could include medical history and family contact details.
- Where the Educator, the parents the nominated emergency contacts cannot accompany or meet the child at the hospital, a Co-ordination Unit Staff member will do so wherever possible.
- In the event of medical treatment, hospitalisation or death of a child while in care the Nominated Supervisor must be notified at the earliest opportunity.

**Records**

- The Educator must keep a record of any incident, injury, trauma or onset of illness to which the child has been subjected whilst in care and any action taken that includes:
  - The name and age of the child.
  - Any medication administered or first aid provided .
  - Any medical personnel contacted.
  - The witness details to the incident, injury or trauma, including name and signature
  - 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.
- If an Incident, injury or trauma
  - The circumstances leading to the incident, injury or trauma.
  - The time and date the incident occurred, the injury that was received, or trauma that the child was subjected to.
- If an illness which becomes apparent while the child is in care.
  - The relevant circumstances surrounding the child becoming ill and any apparent symptoms; and
  - The time and date of the apparent onset of the illness
- This information should be entered on the Incident, injury, trauma and Illness form as soon as practicable.
- This record should be signed by parent/guardian of the child.
- In the case of incidents, injuries, trauma or illness (including minor injuries) the educator will contact parents and the coordination unit to provide details as soon as possible.
- 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 Managing 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 or where medical attention has been sought as soon as possible following the incident.

## **Notification by the Service Manager/Nominated Supervisor Following Serious Incident, Illness Trauma 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.
- Appears to have been taken or removed from the service premises in a manner that contravenes these Regulations.
- Is mistakenly locked in or locked out of the service premises or any part of the premises.
- Any other incident that poses a serious risk to a child's health and wellbeing.

A report will be submitted by the Service Manager/Nominated Supervisor within the required timeframes as below:

- The Approved Provider, as soon as possible.
- The NSW Early Childhood Education Directorate via the ACECQA website, National Quality Agenda IT System Notification Portal (NQAITS) within the required timeframe:
  - **Within 24 hours timeframe becoming aware of the incident:** any serious incident; any incident that requires the approved provider to close, or reduce the number of children attending, the service for a period; the attendance at the service of any additional child or children in an emergency.
  - **Within 24 hours timeframe becoming aware of the incident:** any circumstance at the service that poses a risk to the health, safety or wellbeing of a child or children; any incident or allegation of physical or sexual abuse of a child or children at the service. (For all additional reporting requirements in the case of an incident or allegation of physical or sexual abuse of a child or children at the service refer to the Child Protection Policy).
- The Service Manager/Nominated Supervisor will report outbreaks of notifiable infectious diseases in care to:
  - NSW Health, Greater Southern Public Health Unit for any outbreaks of notifiable infectious diseases
  - 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 NSW Office of the Children's Guardian Reportable Conduct Directorate for any incident or emergency which occurs as a result of "reportable conduct" by a staff member or Educator.
- SafeWork **immediately** for 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;
  - Presents an immediate threat to life.

## **Grounds for Suspension and Termination**

The Service Manager/Nominated Supervisor/Approved Provider 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/Approved Provider 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.

## **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

Critical Incidents

Managing Records

## **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011

Work Health and Safety (WHS) Regulations 2017

Safe Work NSW

Kidsafe Family Day Care Safety Guidelines

Staying Healthy in Child Care (6<sup>th</sup> Edition)

Office of the Children's Guardian (OCG)

**REVIEW DATE: AUGUST 2027**

# CONFIDENTIALITY

## POLICY STATEMENT

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.

## PURPOSE

It is understood that the welfare of children and the workability of the Coordination Unit will, at times, require exchange of information between members of the Service. This exchange should remain within the framework of necessary information only and be channeled 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.

## STRATEGIES AND 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.
  - 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.
  - If they are an authorised officer of the Regulatory Authority.
  - If expressly authorised, permitted or required to be given by or under any Act or law.
  - 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, misuse and unauthorised access, modification or disclosure.
- Parents will be informed about the purpose and use of information they supply on enrolment.
- Confidentiality agreements are to be signed by committee members, staff, educators, household members over 18 years old, and volunteers, including work experience or placement students.
- Information sharing between educators about enrolled children or families can only take place with the permission from the parent/guardian.

## LINKS TO OTHER POLICIES

Ethical Conduct

Guests, Visitors and Household Member Conduct.

Managing Records

Volunteers and Students

## SUPPORTING DOCUMENTS

Commonwealth Privacy Act 1988

Government Information (Public Access) Act 2009

Early Childhood Australia Code of Ethics

Australia Privacy Principles

Childcare Provider Handbook

**REVIEW DATE: NOVEMBER 2026**

# CRITICAL & SERIOUS INCIDENTS

## POLICY STATEMENT

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

## PURPOSE

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

## STRATEGIES AND PRACTICE

**Serious Incidents** include the following:

- The death of a child while in the care of the service or following an incident that occurred while in care.
- Serious injury, trauma or illness to a child that occurs while in care and requires, or should reasonably require, urgent medical attention or hospital treatment. Example: a broken limb, a severe asthma attack, seizure, or anaphylactic reaction.
- Any emergency where emergency services attend the service.
- Any situation in which a child is missing or cannot be accounted for, appears to have been taken from the premises unlawfully or in breach of regulations, or is mistakenly locked in or locked out of the premises
- Involved or appears to be involved in a sexual offence or sexual misconduct.

**Critical incidents** include but are not limited to:

- Natural disaster.
- Emergency situations such as fire, siege or bomb threat.
- Unwanted media attention.
- Major vandalism.

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.

Report to any relevant authorities.

- 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 conducted simultaneously by a number of Staff, Educators, or others dependent on the situation.**

- In the event of a critical or serious incident ensure the safety of all children in care.
- Contact any emergency services as 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 Nominated Supervisor is not present, the Educator must inform the Nominated 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 the Nominated Supervisor's advice.
- 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.

### **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 (where appropriate) 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 occurring, where possible.

### **LINKS TO OTHER POLICIES**

Children's Incident, Injury, Trauma, and Illness

Child Protection / Child Safe

Media Release Protocol

### **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011

Work Health and Safety (WHS) Regulations 2017

Safe Work NSW

**REVIEW DATE: DECEMBER 2027**

## DETERMINING THE RESPONSIBLE STAFF MEMBER

### POLICY STATEMENT

To ensure staff member roles and responsibilities are transparent and clearly understood and identifiable by all stakeholders.

### PURPOSE

Educators and families have the right to know the management structure of the service and who the responsible person in charge is at any given time. All stakeholders should have easy access to information about how, and to whom, concerns, or complaints may be addressed. Individual staff members should clearly understand and accept their responsibilities.

### DEFINITIONS

**Approved Provider:** The Management Committee Executive is our Approved Provider. Responsibilities cover three fundamental areas – health and safety, staffing, and documentation.

**Nominated Supervisor:** The Nominated Supervisor assumes the legal responsibilities of the day-to-day operations of the service and must be available to provide support and assistance to an Educator while they are providing education and care to children.

**Educational Leader:** The Educational Leader leads the development and implementation of the educational programs in collaboration with Family Day Care Coordinators (CDO'S).

**Persons In Day-To-Day Charge:** When the Nominated Supervisor is not present, persons in day-to-day charge may be appointed to manage and supervise the service.

### STRATEGIES AND PRACTICE

- The management structure of the service and responsible persons will be explained to educators on induction.
- New committee members will be provided with information on their role and responsibilities.
- Committee members will be required to complete child protection and child safe training along with all other mandated training for Approved Provider and not-for-profits services.
- Conflicts of interest of persons with management or control are to be disclosed, reported and monitored.
- Management structure, including the names of responsible persons will be:
  - Displayed at the co-ordination unit and at each educator's service in a prominent place where it can be seen by parents.
  - Explained on the service website.
  - Explained in the family information provided on enrolment.
- The complaints procedure will be:
  - Provided to educators on induction.
  - Provided to families on enrolment.
- The Approved Provider will require written confirmation from nominees for the following positions that they understand their obligations under the law/regulations and accepts the role:
  - Nominated Supervisor.
  - Persons in day-to-day charge.
  - Educational Leader.

**LINKS TO OTHER POLICIES**

Confidentiality

Ethical Conduct

**SUPPORTING DOCUMENTS**

NSW Government Service Provider PMCs

**REVIEW DATE: DECEMBER 2027**

## **DEVELOPMENT & EDUCATION**

### **POLICY STATEMENT**

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

### **PURPOSE**

To ensure that each child's individual developmental needs are met within a caring, stimulating, and supportive environment that nurtures their interests and promotes holistic growth. It aims to foster strong partnerships with families by keeping them informed, engaged, and included in their child's early learning journey, while also supporting children through smooth and positive transitions to other early childhood programs or formal schooling, promoting continuity of learning and emotional wellbeing.

### **STRATEGIES AND PRACTICE**

#### **Children's Development and Learning Environments**

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 considered 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.
- Records relating to a child's development and learning experiences showing their interests, current knowledge and strengths will be made available to families on request.
- Educators will demonstrate that they reflect on their practices.

## **Inclusive Practices**

### Information Sharing

- Families will be encouraged to provide information relevant to the successful inclusion of their child (e.g. 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 Coordination Unit will provide training opportunities for Staff and Educators to enable developmentally appropriate programs to be provided 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 organisations 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.
- The Co-ordination Unit will refer a family to the local Department of Education Early Intervention School Transition Officer prior to school entry, when requested.
- Educators will promote the importance of practicing daily school readiness routines to families and develop activities and experiences to prepare children for school, 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 (e.g. dressing, toileting, eating, looking after belongings).
  - Encouraging development of maths and science concepts and skills.
  - Encouraging development of conflict resolution skills e.g. use of words instead of a physical response.

## **Educational Leader**

- The educational leader has an influential role in inspiring, motivating, affirming and 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.

## **LINKS TO OTHER POLICIES**

Behaviour Guidance  
Confidentiality  
Inclusion and Diversity  
Interaction with Children  
Managing Records

## **SUPPORTING DOCUMENTS**

Being, Becoming and Becoming – Early Years Learning Framework  
My Time, Our Place - Framework for School Age Care in Australia  
Early Childhood Australia Code of Ethics  
Kidsafe Family Day Care Safety Guidelines  
Be You / Mental Health  
Australian Children's Education & Care Quality Authority (ACECQA)

**REVIEW DATE: FEBRUARY 2028**

# EDUCATORS ANIMALS

## POLICY STATEMENT

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

## PURPOSE

Where interactions are well managed, animals can be a great source of joy and stimulation for children.

## STRATEGIES AND PRACTICE

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.

## Responsibilities of Educators and Staff

- Educators will inform the Coordination unit about pets kept in the home on registration and subsequently inform 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 during 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.
- Where it is proposed that a dog is to be included in a service as a feature of the program, educators will need to demonstrate that the dog has been assessed and approved by a professional dog trainer and complete a risk management plan, prior to seeking approval from the Nominated Supervisor."

## **LINKS TO OTHER POLICIES**

Development & Education

## **SUPPORTING DOCUMENTS**

Kidsafe Family Day Care Safety Guidelines  
Staying Healthy in Child Carem (6<sup>th</sup> Edition)

**REVIEW DATE: AUGUST 2028**

# EDUCATOR HEALTH & WELLBEING

## POLICY STATEMENT

To set standards for the health and wellbeing of Educators and staff.

### PURPOSE

Educators and Staff conduct their work when their physical and mental health is supported. This in turn supports the provision of quality care and the health, safety, and wellbeing of children.

### STRATEGIES AND PRACTICE

- 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.
- Providing our Educators and staff with a safe, healthy, and supportive environment in which to work, recognising that the health and wellbeing of our Educators and staff is important, and that it not only benefits the individual, but also children, families, and the wider community.
- 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.
- To protect their own health and that of the children in their care Educators are strongly encouraged to follow the National Health and Research Council vaccination recommendations for Early Childhood workers.
- The Coordination Unit will provide Educators with advice, reminders, and information on recommended vaccinations.
- 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.

## **LINKS TO OTHER POLICIES**

Confidentiality  
Recruitment of Educators  
Work, Health and Safety

## **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011  
Work Health and Safety (WHS) Regulations 2017  
Safe Work NSW  
Public Health Act 2010  
NSW Public Health Regulations 2022  
Staying Healthy in Child Care (6<sup>th</sup> Edition)  
Be You Mental Health  
Headspace  
Beyond Blue

**REVIEW DATE: AUGUST 2028**

# EDUCATORS PERSONAL EMERGENCIES

## POLICY STATEMENT

To ensure continuous and safe supervision of children in care, even in the event of an emergency that impacts the Educator's ability to provide care.

## PURPOSE

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.

## STRATEGIES AND 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.
- The educator or coordination unit staff will contact parents or authorised emergency contacts to pick up the children.
- Where a coordination unit staff member is in transit, a registered educator (who is not providing care in their own home at that time) can be left to care for the children until the coordination unit staff member arrives.

### 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 organise for them or another authorised person to pick up children.
- Contact the Co-ordination Unit Staff and request assistance, if required.

## LINKS TO OTHER POLICIES

Children's Incident, Injury, Trauma, and Illness

Critical Incidents

Fire Safety, Disaster Management and Emergency evacuation.

## SUPPORTING DOCUMENTS

**REVIEW DATE: AUGUST 2028**

## **ENROLMENT & ORIENTATION**

### **POLICY STATEMENT**

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.

### **PURPOSE**

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 capacity to meet the needs of individual children.

### **STRATEGIES AND PRACTICE**

#### **Priority of Access**

- When offering care to families, the service will prioritise the placement of children who are identified to be at risk, where possible.
- No Educator will exceed the child to educator ratio set by the Education and Care Services National Regulations, except in accordance with Regulation 124(5) as approved in writing by the service.
- In exceptional circumstances in accordance with Regulation 124(5) and (6)(a), (b) or (c), and the service procedure, the nominated supervisor or service manager may approve an educator to educate and care for more than 7 children, or more than 4 children who are preschool age or under, at any one time.
- For children who have pre-existing medical needs, a medical conditions management Form and supporting documentation must be completed by parents and copies kept by the educator and the co-ordination unit. Health Management forms are to be renewed annually.
- The number of children under 2 years old attending a service on any one day may be limited to two at the discretion of the Nominated Supervisor or Service Manager.
- Where a shortage of care exists in a given area, the Service will endeavour to recruit and register more Educators in that area in order to satisfy all care needs.

#### **List of Families Requiring Care**

- The service maintains a waiting list of families requiring care in order of the date on which their enrolment forms were received.
- Families are asked to notify the Coordination Unit of any changes to their details and/or if they wish to remove their child from the list.

#### **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 copy of their fee schedule at their initial interview. Subsequently families should receive 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 regarding Child Care Subsidy when they enrol with the service and after that, when changes are implemented.

## **Number of Educators a Family Will be Referred**

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

## **Authorisations**

- Information and authorisations on enrolment forms will comply with requirements of regulatory authorities.
- Where parents refuse to give authorisations that are a regulatory requirement Coordination Unit Staff will contact the parent to explain that acceptance is a condition of enrolment. Parents will be given the opportunity to amend their authorisation.
- Where parents refuse to give authorisations that are not regulatory requirement the Coordination Unit Staff will inform the educators to ensure each authorisation is respected and adhered to.
- Enrolment forms and associated parental authorisations will be kept at the Co-ordination Unit and by Educators.

## **Enrolment and Orientation**

- An online enrolment form, Family Information and policies will be emailed 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.
- An obligation free meeting will be arranged at the educator's service between the educator and families.
- Educators are to ensure families are provided with information on 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 Educator or the coordination unit of their decision to place their child with the Educator.
- A Health Management form and supporting documentation must be completed for children who have exiting medical needs.
- Two-weeks' notice is required from families to cease or alter care arrangements. Notice can be given either directly to the educator or to the coordination unit.
- Where, despite all reasonable steps having been taken, the service is unable to adequately support the inclusion of a child, the family or the educator may give a minimum two weeks' notice of cancellation of care.

## **LINKS TO OTHER POLICIES**

Guests, Visitors and Household Member Conduct

## **SUPPORTING DOCUMENTS**

Childcare Provider Handbook

A New Tax System (Family Assistance) Act 1999

A New Tax System (Family Assistance) (Administration) Act 1999

## **REVIEW DATE: MARCH 2027**

# **ENVIRONMENTAL SUSTAINABILITY**

## **POLICY STATEMENT**

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.

## **PURPOSE**

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 AND PRACTICE**

### **Responsibilities of Educators and Staff**

- 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.

### **Responsibilities of the Coordination Unit**

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.
  - Electronic filing.
- 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.

**LINKS TO OTHER POLICIES**

Developmental Education

**SUPPORTING DOCUMENTS**

NSW Climate and Energy Action Plan

**REVIEW DATE: JUNE 2028**

# **ETHICAL CONDUCT**

## **POLICY STATEMENT**

Bega Valley Day Care Management Committee, Coordination Unit Staff, and Educators will uphold the Early Childhood Australia (ECA) Code of Ethics. This Code articulates the responsibilities of all parties in relation to one another and to the families and children using the service.

## **PURPOSE**

The ECA Code of Ethics, developed by a National Working Party, serves to guide ethical decision-making and professional conduct for all individuals engaged (directly or indirectly) in early childhood service provision.

## **STRATEGIES AND PRACTICE**

### **Responsibilities of the Approved Provider**

- Ensure policies and practices are aligned with the Education and Care Services National Law and Regulations.
- Consult with relevant stakeholders during policy development processes.
- Ensure Coordination Unit Staff are familiar with the ECA Code of Ethics adopted by the Management Committee.

### **Responsibilities of the Coordination Unit Staff**

- Gain an understanding of the ECA Code of Ethics and relevant Legislation.
- Reflect regularly on professional practices in alignment with the Code and applicable legislation.
- Clearly communicate any changes that impact the Educators and Families prior to implementation.
- Support Educators in developing ethical awareness and professional integrity.
- Provide families with accessible information regarding the Ethical Conduct Policy and the ECA Code of Ethics.

### **Responsibilities of the Educators**

- Become familiar with and refer to the ECA Code of Ethics.
- Develop an understanding of the ethical and professional responsibilities outlined in the Code of Ethics.
- Reflect on Ethical practice and decision making.

## **LINKS TO OTHER POLICIES**

Inclusion and Diversity

Interactions with Children

Environmental Sustainability

Confidentiality

## **SUPPORTING DOCUMENTS**

Australia Privacy Principles

Commonwealth Privacy Act 1988

Freedom of Information Act

Office of the Children's Guardian

Childcare Provider Handbook

Early Childhood Australia Code of Ethics

United Nations Convention on the Rights of the child

**REVIEW DATE: AUGUST 2028**

# EXCURSIONS & TRANSPORT

## POLICY STATEMENT

To offer children the opportunity to discover and explore the world beyond their care environment and build their sense of community. We are committed to ensuring the safety, health, and wellbeing of children during excursions and transportation by conducting risk assessments and ensuring authorisations are obtained.

## PURPOSE

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 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.

## DEFINITIONS

**Excursion:** Any time the Educator takes a child/ren outside the approved service area and includes the journey to and from the destination. This applies to one-off excursions and as well as routine excursions.

**Routine Excursion:** A regular outing/excursion is a walk, drive, or trip to and from a destination that an educator visits regularly as part of their educational program, such as Service play sessions or regular play sessions which take place on designated days and times.

**Transport:** Transport refers to the collection and delivery of children, including taking them to or from school, preschool, or their parents/guardians. Transport does not include excursions; any transport arranged by an education and care service as part of an excursion is considered an excursion, not routine transport.

## STRATEGIES AND PRACTICE

### 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/Authorisation form and submit to the Co-ordination Unit with reasonable notice.
- Provide parents with sufficient information and reasonable notice prior to the excursion.
- Obtain written permission prior to the excursion from children's parent/guardian or other authorised person (over 18) who has written permission from the parent/guardian to do so may sign the Excursion Authorisation forms.

- Ensure that Excursion Authorisation forms signed by authorised people are received by the Co-ordination Unit prior to the excursion taking place.
- Secure approval from the Co-ordination Unit before the excursion may take place.
- Keep completed Excursion Risk Management/Authorisation form 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 Risk Management/Authorisation form to the Co-ordination Unit at least every twelve-months.
- Additional children can be added to existing Excursion Risk Management/Authorisation form, if within the 12month period and an updated copy provided to the coordination unit.
- Inform parents and the Co-ordination unit on each occasion prior to the outing taking place.

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**

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.
- At departures and arrivals ensure all children are accounted for.
- Promote and discuss awareness of excursion safety and road safety with the children before and during any trips or outings.
- Specifically address water safety management if an excursion includes going to or past a body of water.
- 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.
- Attach identification to children if going to public places which includes Bega Valley Family Day Care and the Educators name and mobile phone number. The child's name must not be 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.
- Educators are aware of protecting children from exposure to cigarette or vape smoke whilst on excursions

## **Transport**

- Educators must complete the risk assessment form indicating methods used to ensure safety of an excursion involving a car or public transport.
- Educators who transport children in vehicles must use child restraints, car seats and booster seats that have Australian Standards Certification.
- Restraints should be purchased new or, if second hand, only from a trusted source who can verify the date of purchase and that it has never been involved in an accident.
- Educators must have car seats, child restraints and booster seats checked and fitted annually by an authorised restraint fitter and discuss with the fitter how to move and fit safely.
- Educators provide the Co-ordination Unit with a copy of their inspection notice.
- Educators must ensure that the restraints are properly fastened, 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 will 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. Educators should make a note of the date of purchase of the seat.
- Educators will ensure that restraints and boosters used are size and age appropriate and meet Transport NSW requirements.
- Educators inform parents of the transport arrangement used for all excursions and notify them when alternate arrangements are made.
- In relation to private transport, children are only transported in registered motor vehicles by a licensed driver in a safe manner.
- When using public transport, Educators complete a risk assessment detailing how they will manage children's safety on each journey.
- Educator checks each child is appropriately secured in their seat prior to each driving occasion.
- 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. If any smoking has occurred in a vehicle used to transport children, it must be fully ventilated before children are transported.

## **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 a road – where available use pedestrian crossings.
- When taking children on a 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.
- The Co-ordination Unit provides orientation training and resources to new Educators on Early Childhood Road and Traffic Safety.

## **LINKS TO OTHER POLICIES**

Sun Protection

Water Safety

Child Protection / Child Safe  
Development & Education

**SUPPORTING DOCUMENTS**

Kidsafe Family Day Care Safety Guidelines

Kids & Traffic

Transport for NSW

**REVIEW DATE: DECEMBER 2026**

# **FIRE SAFETY, DISASTER MANAGEMENT & EMERGENCY EVACUATION**

## **POLICY STATEMENT**

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

## **PURPOSE**

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

## **STRATEGIES AND PRACTICE**

### **Fire Safety**

- Educators' services should be equipped with an appropriate number of smoke detectors.
- Educators will regularly test smoke detectors to ensure that they are functioning properly.
- Educators are to have a fire blanket and a fire extinguisher and know how to use them.
- Fire blankets and fire extinguishers should be positioned in strategic locations to ensure they are easily accessible 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/diagram is to be displayed in a prominent position close to exits, clearly showing:
  - The services 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.
- An evacuation practice to 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 the date and the names of the children involved in the drill, must be sent to the coordination unit upon completion, and a copy of the form must also be retained in the educator's file.
- In case of a fire educators will:
  - Follow the evacuation procedures, ensuring the safety of children.
  - Inform the coordination unit and families immediately following the evacuation
  - A report on the incident will be given to the office as soon as reasonably possible

### **Bush Fires**

- On declared catastrophic days Bega Valley Family Day Care Educator services will close, following their Disaster Management plan and the advice of the Rural Fire Service.
- Educators and staff must inform themselves of fire strategies and regulations.
- Educator 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 /survival plan.
- Coordination unit staff will monitor and be aware of bush fire ratings and dangers, ensuring educators are well informed.
- Bega Valley Family Day Care coordination unit staff reserve the right to close individual educators' services on days where high bushfire risk is identified that could pose a risk to the health safety and wellbeing of children or educator.
- It is recommended that Educators always have a charged mobile phone with them 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 other venues.

## **Co-Ordination Unit**

- The Co-ordination Unit will ensure smoke alarms and fire extinguishers have been installed and are maintained.
- 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**

- Disasters include any situation or event that pose an imminent or severe risk e.g. flood, bush fire 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.
- 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.

## **LINKS TO OTHER POLICIES**

Work Health & Safety

Assessment, Approval & Reassessment of Residence

Critical Incidents

## **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011

Work Health and Safety (WHS) Regulations 2017

Safe Work NSW

NSW Rural Fire Service (Fires Near Me)

## **REVIEW DATE: JULY 2027**

# FOOD HANDLING & STORAGE

## POLICY STATEMENT

This service is committed to minimising the risk of foodborne illness, allergies, and anaphylaxis in children by ensuring that all educators and staff follow food hygiene, safe food handling, and proper storage practices.

## PURPOSE

The purpose of this policy is to reduce the risk of foodborne illness and allergic reactions in the care environment by promoting safe food handling practices and allergen awareness. It aims to protect all children, especially those identified as being at risk of allergy and anaphylaxis, by ensuring families, educators, and staff work together to prevent exposure to harmful foodborne pathogens and allergens.

## STRATEGIES AND PRACTICE

### Responsibilities of Educators and staff

- Undertake training in safe food handling and storage.
- Prepare and serve food in accordance with training.
- When engaged in food preparation, nappy changing, or toileting on the same day, ensure strict adherence to infection control practices and safe food handling guidelines. This includes thorough handwashing and the use of gloves as necessary, following the Services handwashing procedures for both educators and children.
- Heat milk for bottles and foods 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, hand washing and cleaning.
- Supervise children while they are eating and endeavour to prevent direct sharing of food between children.

### Educator specific responsibilities

- 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, and hygienic waste disposal.
- Ensure all food or bottle preparation and storage areas are separate from nappy change and toileting areas.
- Educators who cook, prepare, and charge a fee for providing food under the contract of their service must be certified as a food safety supervisor.
  - A copy of the food safety supervisor certificate must remain on premises and be accessible at all times.
  - Are responsible for complying with local council and NSW food safety requirements around the supply, monitoring, and management of food.
  - Ensure that a weekly menu is displayed, accessible to parents and accurately describes the food and beverages to be provided on each day. Also, ensuring that food that is nutritious,

adequate in quantity and considers the individual developmental, cultural, religious, health and dietary requirements.

- This requirement does not apply to services where food is supplied by the parent, provided free of charge, is handled solely as part of the educational program (and not as a commercial activity), is provided exclusively for fundraising purposes supporting community or charitable causes, or where the only food served is milk.

### **Responsibilities of Supervisor / Approved Provider**

- Ensure that educators providing food, where a Food Safety Supervisor certificate is required under NSW Food Authority regulations, hold a current certification and that a copy is kept on site.
- Must ensure that educators provide food that is nutritious, adequate in quantity and considers the individual developmental, cultural, religious, health and dietary requirements.

### **Allergen Management**

#### **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 products, soy, and some fruits.
- Ensure that the care environment is maintained to minimise the risk of children identified as allergic to specific triggers and substances having access to or contact with those substances.
- Request that families avoid providing certain high allergen foods when appropriate.
- Be aware that medication to treat a suspected anaphylactic condition can be administered to a child in an emergency, without prior parental consent.
- Complete a Health Risk Management plan in collaboration with the family, when made aware of an allergy or anaphylaxis medical condition.
- Ensure that parents supply the appropriate medication, as specified in the child's allergy or anaphylaxis action plan, each time the child attends care. Children will not be permitted to attend care without this required medication.

#### **Families will:**

- Inform the Educator and the Co-ordination Unit about known allergies on initial enrolment or on diagnosis.
- Provide a doctors Medical Action Plan which identifies allergy triggers, medication, and emergency treatment.
- Complete a Health Risk Management plan in collaboration with their Educator.
- Provide their Educator with any medication required, if not supplied the child will be unable to attend care.
- Review and update all information annually or when any change in the condition is identified.

### **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, displayed in a prominent position of the educator service.
  - Signage should read: "The drinking water in this service is not monitored or treated and may not meet health guidelines."
  - Educator Service information brochure.

## **LINKS TO OTHER POLICIES**

Health & Hygiene Standards

## **SUPPORTING DOCUMENTS**

Food Act 2003 (NSW)

Food Standards Code (Australia New Zealand)

NSW Food Authority

Staying Healthy in Child Care (6<sup>th</sup> Edition) –

NHMRC – Australian Dietary Guidelines –

NSW Private Water Supply Guidelines -

## **REVIEW DATE MAY 2026**

# GRIEVANCES & COMPLAINTS MANAGEMENT

## POLICY STATEMENT

To ensure that grievances and complaints are accessible to everybody and managed in a way that is transparent, timely and non-discriminatory. Bega Valley Family Day Care ensures that the rights and best interests of each child are paramount and central to all considerations, including when making decisions or exercising any functions.

## PURPOSE

To promote a culture of open communication, allowing the Service 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.

## STRATEGIES AND 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.
  - The opportunity for review and further investigation.
  -

### Making Complaints

- A copy of the services policies is provided to families on enrolment, including grievance and complaints management. 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 or educator's service.
- Families may make a complaint directly to their child's educator, the Nominated Supervisor, Service Manager, Management Committee or through the Bega Valley Family Day Care website.
- Families 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 electronic copy of the Education and Care Services National Law and Regulations is available through governing body, the coordination unit and the educator's service.

### 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 confidential information with another person in order to resolve an issue, or if the nature of a complaint requires that a third party must 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.

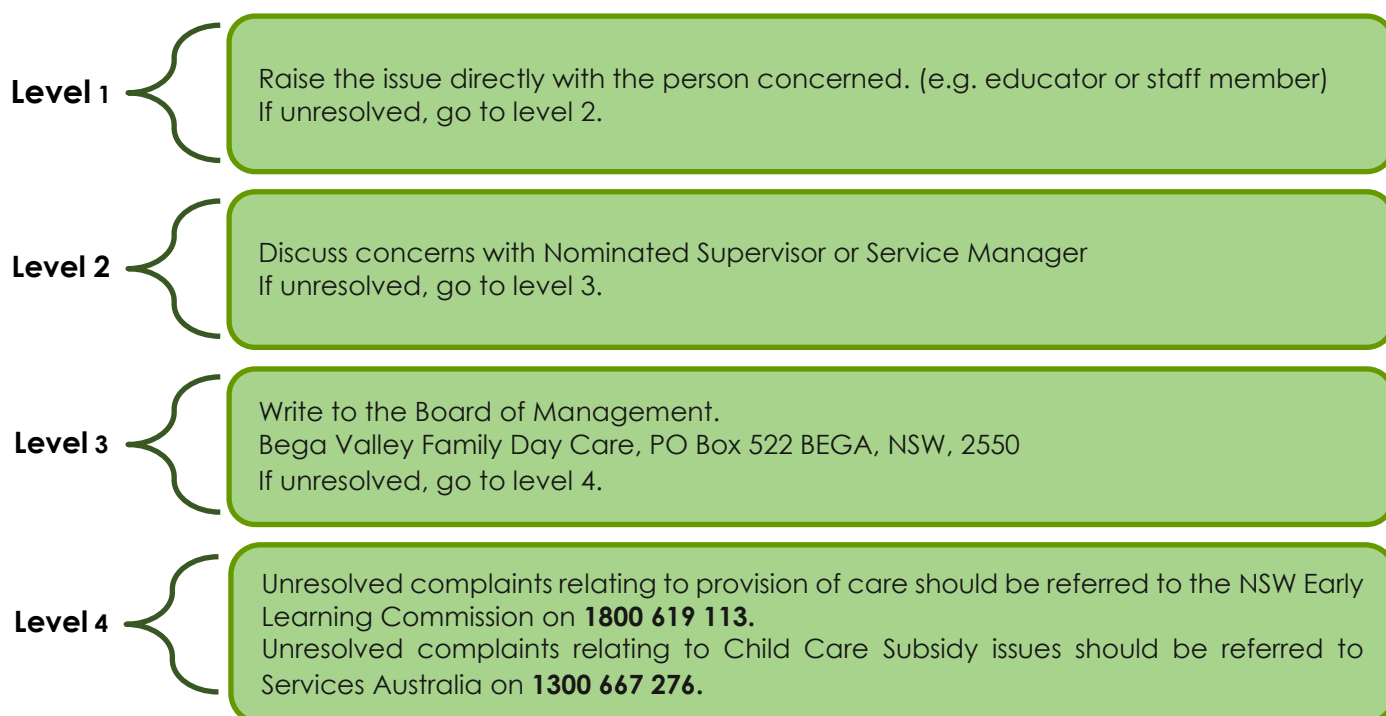
### **Follow up and review**

- 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 regularly, or whenever an incident occurs to ensure the processes are clear and non-discriminatory. Family input is sought prior to changes being implemented.
- Any complaints that allege the service has contravened the Education and Care Services National Law Act, 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

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).



### LINKS TO OTHER POLICIES

- Child Protection / Child Safe
- Confidentiality
- Ethical Conduct
- Management & Governance
- Managing Records

### SUPPORTING DOCUMENTS

- Commonwealth Privacy Act 1988
- Australia Privacy Principles
- Ombudsman's Act 1974
- Early Childhood of Australia Code of Ethics

**REVIEW DATE: DECEMBER 2027**

# GUESTS, VISITORS AND HOUSEHOLD MEMBER CONDUCT

## POLICY STATEMENT

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.

## PURPOSE

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.

## DEFINITIONS

**Inappropriate Conduct:** In relation to a child means conduct a reasonable person would consider to be inappropriate in an education and care service. A child may be subjected to conduct that is inappropriate conduct in person, both directly, indirectly (i.e., witnessed), through communication, electronic capture, or patterns of behaviour.

## STRATEGIES AND PRACTICE

### Responsibilities Of Coordination Unit Staff

- 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 e.g. 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 eighteen.
- Take reasonable steps to ensure that a Working With Children clearance is obtained for adults over eighteen 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.
- Ensure that adult household members sign and understand the Adult Household Member Conduct Agreement and associated policies.

### Responsibilities of Educators

- 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.

- 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 visitor's 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 eighteen who are staying for extended periods of time (3 weeks or more).
- They must immediately notify the Co-ordination Unit upon becoming aware that any household member has been charged with or convicted of an offence or is subject to any investigation or court order.
- They must immediately notify the Co-ordination Unit upon becoming aware of any changes to the status of their guests, visitors and household Members working with children check.

### **Responsibilities of Guests, Visitors and Household Members (Including Older Children)**

- 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.
- Ensure their actions and behaviour prevent any risk of being accused of abuse or inappropriate conduct.
- Ensure no child is subject to inappropriate conduct.
- Recognise that any allegation of child abuse will be reported, and an investigation will occur.
- Immediately notify the Educator and Co-ordination Unit upon becoming aware of any changes to the status of their working with children check.
- Be mindful of keeping the care environment safe for children, e.g. 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/Vaping, 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.
- Volunteers, household members and visitors are not to take photos/videos of children.
- Adult household members sign and adhere to the Adult Household Member Agreement.

## **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

Confidentiality

Guest Visitors and household Member Conduct

Tobacco, Vapes, Drugs and Alcohol

Technology

## **SUPPORTING DOCUMENTS**

NSW Child Protection (Working with Children) Act 2012

Commonwealth Privacy Act 1988

Australia Privacy Principles

United Nations Convention on the Rights of the child

OCG - Guide to the Child Safe Standards

**REVIEW DATE: NOVEMBER 2027**

## **HEALTH & HYGIENE STANDARDS**

### **POLICY STATEMENT**

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.

### **PURPOSE**

The immune systems of infants and young children are not fully developed. This makes them particularly vulnerable to contagious illnesses and infections. Infants 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 AND PRACTICE**

- Every newly registered Educator will be given:
  - The service's Procedure manual.
  - Information on WH&S and adult vaccinations.
  - Access to National Health and Medical Research Council Infectious Diseases Exclusion guidelines (staying healthy in childcare).
- 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 the Service's procedures and will check during visits that these protocols are maintained.
- The Co-ordination Unit will review and upgrade hygiene and infection control procedures 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 Service 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 of care (i.e. the child does not need to be sent home immediately if head lice are detected). Treatment is considered effective when all lice are dead.
- Educators & Staff will encourage children to develop good self-care practices including handwashing, dental hygiene, coughing and ear care.
- The Service will promote health & hygiene messages for families.
- 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.

### **LINKS TO OTHER POLICIES**

Administering Medications & Managing Medical Conditions

Food Handling & Storage

Incident, Illness, Trauma & Illness

Notification of Infectious Diseases

Sun Protection  
Toileting, Bathing & Nappy Change

**SUPPORTING DOCUMENTS**

Public Health Act 2010  
NSW Public Health Regulations 2022  
Staying Healthy in Child Care (6<sup>th</sup> Edition)  
Work Health and Safety (WHS) Act 2011  
Work Health and Safety (WHS) Regulations 2017  
Safe Work NSW

**REVIEW DATE: APRIL 2028**

## **INCLUSION & DIVERSITY**

### **POLICY STATEMENT**

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.

### **PURPOSE**

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 staff 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 AND PRACTICE**

#### **Responsibilities of Educators and Staff**

- 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, 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, a Medical management 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)
- 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.

## **Responsibilities of Coordination Unit Staff**

- 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 knowledge necessary to support inclusion of children with additional health and developmental needs.
- Promote meetings and or communication between families, supervisors, coordinators and other agencies and/or specialists.
- Support educators to create individual learning plans in consultation with families, where it is identified that this could support a child`s inclusion and development.
- Take all reasonable steps to support children with additional needs and their families to access and fully participate in the service.

## **LINKS TO OTHER POLICIES**

Behaviour Guidance

Child Protection / Child Safe

Confidentiality

Development & Education

Enrolment & Orientation

Ethical Conduct

Interactions With Children

Transition To Other Learning Environments

## **SUPPORTING DOCUMENTS**

Include Me – Inclusion Support

Early Intervention Australia

Anti-Discrimination Act 1977 (Equal Employment Opportunity) (NSW)

Disability Discrimination Act 1992

Disability Discrimination Regulation 2019 (NSW)

Sex Discrimination Act 1984

**REVIEW DATE: APRIL 2028**

# **INTERACTIONS WITH CHILDREN**

## **POLICY STATEMENT**

To promote kind, trusting, safe and respectful relationships between children, their Educators and Staff while maintaining the dignity and rights of each child.

## **PURPOSE**

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

## **STRATEGIES AND PRACTICE**

### **Responsibilities of Educators and Staff**

- To ensure that their manner with children attending our Service will foster warm and trusting relationships. This will be achieved by:
  - Providing a child safe environment.
  - 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.
  
- 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.
  
- 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.

## **LINKS TO OTHER POLICIES**

Behaviour Guidance

Children's incident, injury, trauma & illness

Ethical Conduct

Inclusion & Diversity

## **SUPPORTING DOCUMENTS**

Early Years Learning Framework

Early Childhood Australia Code of Ethics

Raising Children Network

United Nations Convention on the Rights of the child

**REVIEW DATE: NOVEMBER 2027**

# KEEPING A REGISTER OF EDUCATORS AND STAFF

## POLICY STATEMENT

The service will maintain an accurate and up-to-date Register of Educators and staff to ensure all required documentation, qualifications, and records are collected, verified, and reviewed in line with legislative and service requirements.

## PURPOSE

To ensure educator records held by the service remain current, complete, and compliant with all relevant laws, regulations, and policies, supporting the safe and effective operation of the Family Daycare service.

## STRATEGIES AND PRACTICE

### Responsibilities of Coordination Unit Staff

Keep a register of each family day care Educator and Relief Educator, Including the following information:

- 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.
- Evidence the Educator has completed current approved:
  - First aid training.
  - Anaphylaxis management training.
  - Emergency asthma management training.
  - Child Safe (Gecko) training
  - Child Protection Training
  - Evidence of any other training completed.
- Working with children check.
- Date the Educator ceased to be registered with the service.
- For each child educated and cared for by the educator as part of service:
  - The child's name and date of birth.
  - The days and hours that the educator usually provides education and care to that child.
- Risk assessment documentation.
- Details of support provided.
- Details of any complaints
- 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 and verification record.
  - For children aged under 18years of age
    - Full name and date of birth and if they are immunised.

Keep a record of each family day care coordination unit staff member, Including the following information:

- Full name, address and date of birth.
- Contact details.
- Date of employment, including ceased if relevant.
- Evidence of any relevant qualifications held:
  - First aid training.

- Anaphylaxis management training.
- Emergency asthma management training.
- Child Safe (Geccko) training.
- Child Protection Training.
- Evidence of any other training completed.
- Working with children check.

### **Record Keeping**

- The Educators register and staff record will be kept for a period of 3 years from the last date on which the coordinator or educator was employed/registered.
- 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.

### **LINKS TO OTHER POLICIES**

Recruitment of Educators

### **SUPPORTING DOCUMENTS**

**REVIEW DATE: DECEMBER 2027**

# MANAGEMENT & GOVERNANCE

## POLICY STATEMENT

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

## PURPOSE

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

## STRATEGIES AND PRACTICE

### Bega Valley Family Day Care Inc

- Is the Approved Provider and holds the legal responsibilities for operating the service.
- Accepts the appointment acknowledging the legal responsibilities of the position.
- Management Committee appoints a Nominated Supervisor to be responsible for the day-to-day operations of the service.
- Management Committee appoints an Educational Leader who will lead the development of the curriculum.
- Nominates staff members to take charge of day-to-day operations in their absence of the Nominated Supervisor.
- Ensures that policies and procedures are developed to ensure that the service operates within the regulatory requirements.
- Ensure all training requirements under the Education and Care Services National Regulation, National Law, Family Assistance Law, Contracts and other relevant Legislations.
- Ensure that Staff and Educators will adhere to and sign a Code of Conduct outlining expectations for professional ethics, child safety, and appropriate behaviour, and will acknowledge their obligations and understanding of this code and what constitutes inappropriate conduct.

### Responsibilities of 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.
- Recruits and registers Educators and continue 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.

### Responsibilities of the Service Manager

- Ensures that administrative systems are established and maintained to ensure the effective operation of the service.
- Maintains a close knowledge of Regulations and National Quality Framework and supports Nominated Supervisor to do the same.
- Notifies the Regulatory Authority of certain incidents and changes to information about the service in accordance with the Education and Care Services National Regulation.
- Works with the Approved Provider and Nominated Supervisor on policy development and review.
- Provides the Approved Provider with bi-monthly reports on operational and financial matters.

- Informs the Approved Provider of complaints, safety incidents or issues of child protection.
- Oversees the prompt completion of performance reports, funding acquittals and other accountability reports.

### **Responsibilities of the Educators**

- The service registers educators to provide education and care to children in a family day care residence as self-employed contractors. 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.

### **LINKS TO OTHER POLICIES**

Confidentiality

Determining the Responsible Staff Member

Keeping a Register of Educators.

Managing Records

### **SUPPORTING DOCUMENTS**

A New Tax System (Family Assistance) Act 1999

A New Tax System (Family Assistance) (Administration) Act 1999

Childcare Provider Handbook

Bega Valley Family Day Care Educator contract.

**REVIEW DATE: JULY 2026**

# MANAGING RECORDS

## POLICY STATEMENT

The Approved Provider, 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

## PURPOSE

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 AND PRACTICE

In accordance with Education and Care Services National Regulations, the Approved Provider will ensure that:

- An appropriate person is appointed to the position of a Nominated Supervisor and person in day-to-day charge, with documentation in relation to the appointment and acceptance of the position being kept and maintained.
- The Nominated Supervisor ensures compliance with the relevant regulations and legislations.
- 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.
- Any proposed changes to the Approved Provider 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, the Nominated Supervisor will ensure that Records will be made and maintained in relation to:

- Child/ren's personal information.
- Child/ren's health.
- Attendance, including the date and time of arrival and departure.
- 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.
- Emergency and evacuation procedures are made and kept up to date.

In accordance with Education and Care Services National Regulations the Educator will ensure that Records are made and maintained 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.
- Written notice to the coordination unit with any proposed changes to the Educators home.
- Written notice to the coordination unit regarding any criminal convictions of educators and/or household's members.

<b>Record to be kept</b>	<b>Period of retention</b>	<b>Keeper of records</b>
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	Until the child reaches 25 years of age	Educator, and Approved Provider and from then on, a place approved by the Regulatory Authority
<i>(Best Practice Recommendation)</i> Child sexual abuse that has or is alleged to have happened	45 years from the date the record was created	Educator, and Approved Provider and from then on, a place approved by the Regulatory Authority
Child enrolments, attendance records, child assessments and medication records	Until the end of 3 years from the last day the child attended care	Educator Approved Provider
Excursion forms	3 years from date of the excursion.	Educator
Visitor's records	3 years after the date the record was made	Educator
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
Records relating to Educators	3 years after the date the record was made	Approved Provider

## **LINKS TO OTHER POLICIES**

Confidentiality

## **SUPPORTING DOCUMENTS**

Childcare Provider Handbook  
Commonwealth Privacy Act 1988  
Australia Privacy Principles  
Office of the Children's Guardian

**REVIEW DATE: NOVEMBER 2027**

# **MEDIA RELEASE PROTOCOLS**

## **POLICY STATEMENT**

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

## **PURPOSE**

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 Bega Family Day Care and Family Day Care as a whole to be upheld. Sharing information about Bega Family Day Care in the media increases community awareness and understanding of the Family Day Care model.

## **STRATEGIES AND PRACTICE**

### **Media releases in Reference to Serious Incidents**

- Only the President of the Approved Provider can make such a release.
- The President may, if necessary, consult or delegate tasks to the Service Manager.
- 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 service can make statements to the press, without prior consent from the Approved Provider. All statements, if made, would be considered unauthorised.

### **Media Releases for Promotional Purposes**

- These can be authorised by the Service Manager 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 Nominated Supervisor will ensure that if any photos or names are used, all those appearing in the photos or being named, have given authorisation 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 Service Manager.
- Educators advertising their service must
- Seek approval from the coordination unit prior to issuing the advertisement.
- Make it clear in the advertisement that they are registered with Bega Valley Family Day Care and include Co-ordination Unit contact details.

## **LINKS TO OTHER POLICIES**

Confidentiality

Technology

## **SUPPORTING DOCUMENTS**

Commonwealth Privacy Act 1988

Australia Privacy Principles

**REVIEW DATE: NOVEMBER 2027**

# NOTIFICATION OF INFECTIOUS DISEASES

## POLICY STATEMENT

To act promptly to seek appropriate care for a child who becomes 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 protocols of notification and exclusion from care.

## PURPOSE

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.

## STRATEGIES AND PRACTICE

The Public Health Department requires notification of the following diseases:

- Diphtheria.
- Haemophilus Influenza type b (Hib).
- Measles.
- Meningococcal disease.
- Mumps.
- Pertussis (Whooping cough).
- Poliomyelitis.
- Rubella (German measles).
- Tetanus.

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 the child is collected from care.
- Keep the child under adult supervision until the ambulance, child's family or authorised person arrives to collect or support 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 and submit a record in accordance with the regulatory requirements.
- 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 and requested periodically. These records will be kept at the Co-ordination Unit.

### **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.
- 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 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.
  - a child dies.
- The Service will submit a report within **24 hours** of being informed of the incident to NSW Early Learning Commission
- The Nominated Supervisor will report outbreaks of notifiable infectious diseases in care to NSW Health, Greater Southern Public Health Unit.



### **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.

## Recommended Minimum Exclusion Periods. (Table 4.1 – Staying healthy in childcare)

These recommendations are practical guidelines that try to balance the risk of infection with the risk of sending children or staff home unnecessary. Minimising the spread of infection is important even with mild diseases, because these diseases can have serious effects on very young or immunocompromised people. When you are making decisions about exclusion, consider whether keeping the sick person at the service would put other people at risk.

Only use the recommendations in the table for children without serious symptoms. If a child has serious symptoms, call an ambulance (000) immediately.

 **Excluded in some cases**       **Excluded**

Symptom	Should the child or staff member go home as soon as the symptom appears	Exclusion of person who is sick
Respiratory symptoms (cough, runny or blocked nose, sore throat)	Yes, if the symptoms: <ul style="list-style-type: none"> <li>• are severe or</li> <li>• are getting worse (more frequent or more severe) or</li> <li>• are combined with concerning symptoms such as:                             <ul style="list-style-type: none"> <li>– fever</li> <li>– rash</li> <li>– tiredness</li> <li>– pain</li> <li>– poor feeding</li> </ul> </li> </ul>	If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if: <ul style="list-style-type: none"> <li>• they have several respiratory symptoms at the same time or</li> <li>• they have developed new symptoms while at the service or</li> <li>• the respiratory symptoms are severe or</li> <li>• the respiratory symptoms are getting worse (more frequent or severe) or</li> <li>• they also have <a href="#">concerning symptoms</a> (fever, rash, tiredness, pain, poor feeding)</li> </ul> A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service  Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms
Rash	No, stay at the service unless: <ul style="list-style-type: none"> <li>• it develops rapidly</li> <li>• it is combined with fever or other <a href="#">concerning symptoms</a></li> </ul>	<ul style="list-style-type: none"> <li>• Rash on its own may not be cause for concern, but rash can often be combined with other symptoms</li> <li>• In cases of rapidly developing rash or when rash is combined with other <a href="#">concerning symptoms</a>, exclude until the concerning symptoms have gone</li> </ul>

(Continued)

### LINKS TO OTHER POLICIES

Children's Incident, Injury, Trauma, and Illness  
 Health & Hygiene Standards  
 Educators Health  
 Work Health and Safety

**SUPPORTING DOCUMENTS**

Public Health Act 2010

NSW Public Health Regulations 2022

Work Health and Safety (WHS) Act 2011 and regulations 2017

Safe Work NSW

National Medical Research Council Exclusion Guidelines – NHMRC

Staying Healthy in Child Care (6<sup>th</sup> Edition)

**REVIEW DATE: NOVEMBER 2027**

## **NUTRITION & ACTIVE PLAY**

### **POLICY STATEMENT**

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.

### **PURPOSE**

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.

### **STRATEGIES AND PRACTICE**

#### **Responsibilities of Coordination Unit Staff**

- 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.

#### **Responsibilities of the Educators**

- 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.
- 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.
- 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.

#### **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.
- Communicating regularly with educators regarding children's specific nutritional requirements and dietary needs, including food preferences
- Families are to ensure that they supply their child with ample, nutritious food and water/drinks for the time they are in care.
- If required follow the service “no nut” 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 all food and drinks storage equipment 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: This does not apply to food and beverages provided by a parent/ guardian for consumption by their child.

#### **LINKS TO OTHER POLICIES**

Health & Hygiene Standards  
 Inclusion & Diversity  
 Food Handling & Storage

#### **SUPPORTING DOCUMENTS**

NHMRC – Australian nutritional guidelines  
 Healthy Kids Munch and Move  
 Food Act 2003  
 Australia New Zealand Food Standards code  
 NSW Food Authority

**REVIEW DATE: AUGUST 2028**

## **PARENT/GUARDIAN INVOLVEMENT**

### **POLICY STATEMENT**

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

### **PURPOSE**

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 AND PRACTICE**

#### **Policies**

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

#### **Enrolment**

- The Co-ordination Unit refers parents/guardians to a suitable Educator with a vacancy. Educators explain to parents/guardian's details about their individual service and gather relevant information from them; parent/guardian and Educator determine if the placement will be suitable.
- The Co-ordination Unit enrolls the child/ren. Parent/Guardians are provided with the services information and contact details.
- Parents/Guardian provide any relevant updated information to the Educator and the Co-ordination unit, such as health, contact details and court orders.

#### **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 information from home.
- Parents/Guardians views are acknowledged and supported whenever possible in relation to their child.
- The Coordination Unit and educators 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.

- Communication between Parents/Guardians, Educators and staff must remain respectful at all times. Any abusive or intimidating behaviour will not be tolerated and may lead to a review of the care arrangement.
- Educators and the coordination unit display information to ensure families are fully informed and information is transparent. These documents include, but not limited to:
- Compliance history
- Early Childhood Education Directorate information
- Service approvals and conditions
- Service quality rating

### **Surveys**

- Parent/Guardians opinions 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.

### **LINKS TO OTHER POLICIES**

Development & Education  
Child Protection / Child Safe  
Technology

### **SUPPORTING DOCUMENTS**

Early Years Learning Framework

**REVIEW DATE: NOVEMBER 2028**

## **RECRUITMENT OF COORDINATION UNIT STAFF**

### **POLICY STATEMENT**

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.

### **PURPOSE**

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.

### **STRATEGIES AND PRACTICE**

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

- Will be provided with an application pack containing information and Job Description.
- Must provide certification of training and qualifications that meet regulatory requirements prior to commencement including but not limited to:
  - Working with Children Check.
  - National Police Check, no more than 6 months old.
  - AFSA National Personal Insolvency Index check, no more than 30 days old.
  - ASIC banned and disqualified person and a current and historical personal name extract checks, no more than 30 days old.
  - Child Protection and child safe training.
  - First Aid (In an education and care setting- Including Anaphylaxis and Asthma).
- Must provide the Coordination Unit with contact details of two referees.
- Must provide proof of identity and residing address.
- Will be informed of their obligation to attend Work Health and Safety (WH&S) training.
- Will be required to follow the services induction process, including the probationary period requirements.

### **The Management Committee will assess the prospective Staff member in regard to:**

- Appropriate or essential qualifications.
- Knowledge, experience, and/or training.
- Attitude and commitment to the aims of the service.
- Being able to communicate with adults and children.
- Deemed to be a fit and proper person
- 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 applicant employment checks.

### **LINKS TO OTHER POLICIES**

## **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011

Work Health and Safety (WHS) Regulations 2017

Safe Work NSW

NSW Child Protection (Working with Children) Act 2012

Commonwealth Privacy Act 1988

Australia Privacy Principles

OCG - Guide to the Child Safe Standards

**REVIEW DATE: NOVEMBER 2025**

# RECRUITMENT OF EDUCATORS

## POLICY STATEMENT

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.

## PURPOSE

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 Approved Provider and all Regulatory Authorities.

## STRATEGIES AND PRACTICE

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

- 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 eighteen 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 eighteen who resides on the premises.
- Must provide a National Police Check not more than 6 months old.
- Must provide the Coordination Unit with contact details of two referees.
- Must provide proof of identity and residing address.
- Must have a minimum Certificate III in Early Childhood Education and Care prior to registration.
- Must hold a current First Aid, & Emergency Asthma & Anaphylaxis 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 aware/informed about support/ compliance visits by Co-ordination Unit Staff, including announced and unannounced visits.

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

- Knowledge, experience, and/or training in early childhood education and care.
- Attitude and commitment to the aims of the Service.
- 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.
- Child safe knowledge and practices.
- Suitability of other household members.

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 service 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 eighteen or new resident over 18 years will require a working with children check clearance.
- Any student or volunteer over eighteen will require a volunteer working with children check clearance.

### **Notification Of Changes**

The Educator must notify the Nominated Supervisor of any current or past issues 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)

### **LINKS TO OTHER POLICIES**

Assessment, Approval & Reassessment of Residence  
 Child Protection / Child Safe  
 Confidentiality Policy  
 Guests, Visitors and Household Members  
 Tobacco, Vapes, Drugs and Alcohol  
 Work Health & Safety

### **SUPPORTING DOCUMENTS**

Working with Children Check Guidelines – NSW OCG  
 Childcare Provider Handbook  
 NSW Child Protection (Working with Children) Act 2012  
 OCG - Guide to the Child Safe Standards

**REVIEW DATE: DECEMBER 2027**

## RELIEF CARE

### POLICY STATEMENT

For approved members of the Coordination Unit or registered relief educators to provide temporary care for children enrolled in the Family Day Care Service when the primary Educator is unavailable, whether due to short-term absence, an emergency, or a priority appointment on a day the children are scheduled to attend.

### PURPOSE

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 AND PRACTICE

- The relief care procedure should be followed for any relief care required.
- The primary Educator will obtain parents'/guardians' written consent for relief care before it commences. The primary Educator will provide a copy of the signed relief care consent forms to the coordination unit and 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.
- The primary Educator will notify Parents/guardians and the Nominated Supervisor a minimum of a week prior to relief care, where possible.
- Relief care educator and Staff members available to do relief care must hold:
  - A current first aid certificate and Emergency Asthma Anaphylaxis management qualification.
  - Attained a minimum Certificate III childcare qualification.
  - A Working with Children clearance.
  - A 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.
- Any other required forms must be completed, e.g. excursion forms
- 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 time of the absence, when possible. This will include the contact details of the Co-ordination Unit Staff member or relief care educators that will be caring for the children.
- The Educator will brief the Co-ordination Unit Staff member or relief educator of individual children's needs interests and preferences and show them where to find emergency equipment and family contact details.
- The primary Educator will brief the relief Educator of individual children's needs, prior to commencement of care.
- The primary Educator will give the relief Educator and the Co-ordination Unit contact details in case contact needs to be made during the period of the relief care.
- The primary Educator is to ensure that the Relief Educator is familiar with:
  - The location of the phone, if applicable.
  - 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 e.g. Family contact details, medications.
  - 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.
- 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.

### **Relief Care by the Coordination Unit**

- Relief care may be provided up to a maximum of four (4) hours 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 Nominated Supervisor where meeting the day-to-day commitments, Staffing and management requirements of the Coordination Unit Service will take priority.

### **Relief Care by a Registered Educator**

- 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.
- 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.
- The Relief Educator providing more than four hours of care at one time must have public liability insurance with Family Day Care Australia or service approved insurer and are required to enrol children under their childcare software subscription.
- 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.
- The primary Educator must hold public liability insurance with Family Day Care Australia or another insurer that covers relief care educators.
- The relief Educator must be a registered BVFDC Educator and have:
  - A current relief care contract.
  - A current approved First Aid certificate and Emergency Asthma Anaphylaxis management qualification.
  - A Working with Children clearance.
  - A completed Child Protection training.
- 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.
- 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.
- 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.

### **LINKS TO OTHER POLICIES**

Child Care Payments  
 Child Protection / Child Safe  
 Confidentiality  
 Work Health & Safety

### **SUPPORTING DOCUMENTS**

Children and Young Person (Care & Protection) Act 1998  
 Family Day Australia Relief Educator Insurance Policy

**REVIEW DATE: AUGUST 2027**

## SAFE ARRIVAL & DEPARTURES

### POLICY STATEMENT

The service is committed to protecting the safety and well-being of all children during arrival and departure times. Clear and shared responsibilities ensure that transitions into and out of care are safe, consistent, and supportive.

### PURPOSE

To ensure children's safety and well-being are prioritised during arrival and departure by fostering effective collaboration between Educators, Families, and Staff. This policy establishes clear protocols and communication practices so that all stakeholders understand and follow authorised procedures.

### STRATEGIES AND PRACTICE

- Educators are responsible for the children in their care during the hours of attendance.
- Educators must ensure that attendance records are signed by guardians or authorised persons, ensuring that the drop-off and pick-up time are recorded, including when handover is at a place other than the Educator's service.
- Where a signature from the person delivering or collecting a child cannot be reasonably obtained, a nominated supervisor or educator is authorised to sign the child in or out and obtain a remote signature on the weekly timesheet.
- Educators are to be available to greet children on arrival and to farewell children on departure.
- Inform families of their responsibility to closely supervise children on their arrival until physical handover has occurred. Also, on their departure after handover from the Educator to the family.
- Educators cannot refuse to deliver children to a known parent, solely on the instruction of the other parent (unless court orders/custody agreements are in place stipulating access conditions).
- Educators are to be aware and abide by court order/custody agreements that outline access conditions to children in their care.
- The Nominated Supervisor must be provided with a current copy of any order/agreement and subsequent orders while children are enrolled in the service.
- The Educator will be informed about the terms of the order in relation to the children in care by the coordination unit and provided a copy.
- Educators must not prevent a parent from entering their Service at any time their child is in their care unless, permitting the parent's entry would:
  - Pose a risk to safety.
  - Conflict with any duty under the Law.
  - Conflict with any court or legal orders.
- Where a person authorised 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, discuss and organise a safe alternate pick up arrangement with another Authorised Person.
- 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.
- An Incident, Injury, Trauma and Illness form is to be submitted to enable the Nominated Supervisor/Service Manager to notify the Regulatory Authority **within 24 hours**.
- If an unfamiliar person must collect a child in an emergency, the parent/guardian must notify the Educator by phone and confirm in writing (e.g. SMS or email) the authorised individual's details. The person must present valid photo ID before the child is released.

## Parent/Guardian Arrivals and Departures

- At the time of enrolment, when initially visiting the Educator service, the matter of arrivals and departures should be discussed.
- All educators should display "Hold my Hand" signage and any other signage that mitigates risk of arrivals and departures.
- Parents should hold their child's hand transitioning between their vehicle and the service where possible.
- Parents are legally entitled 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.
- Parents/guardians should inform Educators who is to collect their child from day to day.
- The enrolling parent/guardian must ensure that any person they authorise to pick up children, including their partner where applicable, is identified 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 be over eighteen except in the case that they are under eighteen and the parents of the child.
- Educators must allow children to leave their service only with those persons authorised by their parent/guardian to collect.
- If any change to Authorised Person's to collect children is required, parents must provide written authorisation to the Educator. 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.
- Parents/Authorised persons are to complete attendance records on drop off and pick up.

## Arrivals and Departure between Education Services (Before and After School Care)

- If a child is to arrive at the educators' service unaccompanied e.g. The child walks from the bus stop to the educators' service approval from the Nominated Supervisor and additional written authorisation must be sought ensuring parents and the educator are aware of their responsibilities and risk associated.
- Educators will complete the safe arrival and departures risk assessment and procedure/action plan and inform families of any safety management procedures they follow for children who travel between an educator's service and any other education and care services, i.e. Before and After School Care.
- If a 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, educators must:
  - Follow the safe arrival and departure procedure
  - Follow the safe arrival and departures risk assessment and procedure/action plan
  - Complete Incident, Injury, Trauma and Illness form to the Nominated Supervisor/Service Manager as soon as practicable.
  - The Nominated Supervisor/Service Manager is to notify the Regulatory Authority within **24 hours**.
- A Transportation and Risk Management Form, including authorisation are required if an educator delivers and/or collects children from other education or early childhood service, see Transportation policy.
- The safe arrival and departures risk assessment and procedure/action plan along with the transportation risk assessment will consider and include the following information:
  - The age, developmental stages and individual needs of children
  - The roles and responsibilities of:
  - The nominated supervisor

- The child's parent/guardian or an authorised person nominee listed on the child's enrolment form
- The role and responsibilities of the service the care of which the child is entering or leaving.
- The process for entering and exiting the service premises and the pickup location or destination
- The proposed route and destination, including proximity to harm and hazards
- Communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for
- The risk assessment will be review at least annually or after being aware of an incident or circumstance where the health safety all wellbeing of children may be compromised.
- All risk assessments will be regularly assessed and evaluated to facilities continuous improvement.
- Procedures to be followed to ensure children only leave the service in accordance with written authorisation from the parent or authorised nominee listed on the child's enrolment form

### **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

Excursions

Transportation

Work Health & Safety

### **SUPPORTING DOCUMENTS**

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

**REVIEW DATE: AUGUST 2027**

## **SLEEP & REST**

### **POLICY STATEMENT**

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

### **PURPOSE**

To support and 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 incidents 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.

### **DEFINITIONS**

**Infant** A child 0-12 months old, for the purpose of this policy only.

### **STRATEGIES AND PRACTICE**

#### **Sleep Equipment and Environment**

- All cots, sleep mats and linen are in good condition, regularly cleaned and checked for wear.
- Sleep environment checked for hazards daily before use e.g. spiders.
- Staff will conduct sleep equipment and environments safety checks at educators' services at least annually.
- Room is well ventilated with sufficient light to adequately observe sleeping children.
- Room is kept at a temperature that ensures children's safety and wellbeing.
- There is an adequate number of age and size appropriate sleeping facilities available for each child that will require a sleep.
- Children do not share a bed at the same time.
- If an infant or young child unexpectedly falls asleep somewhere other than a cot, bed or sleeping mat e.g. on a lounge or in a pram, they will be directly moved to a suitable sleeping facility.
- Cots meet Australian Standards, are used in accordance with manufacturer's instructions and have not been recalled.
- Australian Standards certification for cots is kept at the service.
- Each child has their own set of linen which is climactically appropriate.
- Cots are free from any extraneous items such as doonas, lambskins, pillows, toys, hot water bottles, electric blankets which could choke, strangle, suffocate, overheat or burn a child.
- Mattresses fit according to Australian Standards and have a waterproof surface.
- A bassinet is not within the approved education and care service area, at any time during which the educator is educating and caring for children.
- Cots and beds are positioned:
  - Away from windows, blind cords, electrical appliances, or any other potential hazards.
  - Allowing access and supervision by the Educator and easy exit by a child.
  - To reduce cross infection.

#### **Prams**

- Australian Standards certification for prams is kept at the service.
- Prams are not to be used as a permanent sleep facility.
- If it is in the best interests of the child's health, safety and/or wellbeing for them to sleep temporarily in a pram, e.g. on an excursion or as an aid to settle a child before transferring to a cot, then:
  - The pram will be fully reclined.
  - All straps will be secured and correctly fitted.
  - The child will always be within clear sight and within arms-length of the educator.

- If intending to use a pram to settle a child before transferring to a cot, educators must complete an activity risk management plan which must be signed by parents and a copy supplied to the co-ordination unit.

### **Preparation of Infants and Children for Sleep**

- Bottles will be removed from Infants and children prior to putting down to sleep.
- Infants and children may sleep with a dummy with parental consent.
- Infants and children are comfortably dressed for sleeping to avoid overheating, strangulation, choking or suffocation - hats, shoes, bib, dummy cords, heavy or tight clothing, clothing with ribbons or cords, amber necklaces and jewellery will be removed before putting the child in abed/cot.
- Infants under 7 months should be put to sleep with soft toys/soft objects in the cot.
- Infants over 7 months may go to sleep with a small object such as a soft toy that has no small parts or cords to strangle, choke or suffocate. The soft toy/small object must be removed from the cot once they go to sleep. However, this should be avoided where possible until the child reaches 12months of age.
- Children over 12 months may keep their toy in their cot/bed once asleep if they pose no risk to the sleeping child i.e., cannot strangle, choke or suffocate the child.
- Infants are put to sleep on their back at all times with their face uncovered.
- If an infant can only roll unaided in one direction, then they will be gently rolled back on to their back if they have rolled onto their front or side. If an infant can roll in both directions unaided – that, is they are able to roll onto their side/front and then back onto their back themselves, then they will be allowed to find their own natural sleeping position after being put to sleep on their back.
- If a family requests that their infant/child sleep in a position other than their back, a letter from the child's medical practitioner is required and a risk assessment completed with approval from the coordination unit.
- An infant will be placed with their feet at the bottom of the cot.
- Bedclothes must be tucked in securely to prevent accidental covering of an infant's face.

### **Supervision of Sleeping/Resting Infants and Children**

- Educators must physically check sleeping children and Infants at least every ten minutes, where practicable by checking the rise and fall of the child's chest and the child's lip and skin colour from the side of the cot/bed.
- Educators must develop risk management plans for sleeping children during standard hours and a separate risk management plan for overnight care, if applicable.
- Educators should take into consideration the risk for each individual child, such as their age, medical conditions, social and emotional history, and history of health and/or sleep issues to determine if the child requires closer monitoring.
- Educators must maintain a record of their physical checks of sleeping children at the time they occur, not retrospectively.
- Baby monitors or heart monitors may be used to supplement but not replace physical checks.
- Children who are resting should be within sight and/or hearing of the educator and actively monitored and supervised.
- Educators must ensure Infants do not fall asleep while playing on their tummy.

### **Overnight Sleeping**

- No child aged 7 years or more may sleep in the same room as another child 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 5 years with the written consent of the child's parent.

- Educators must check on the sleeping children at least every ten minutes as per standard hours monitoring routines until the Educator retires, then resume the routine on waking.
- Educators providing overnight care must develop a risk management plan for children sleeping overnight, including plans for the monitoring of the child during the night; access of the child to other parts of the house during the night; access of other people to the child's sleeping environment and night-time emergency evacuation plans (e.g., in the case of a fire, intruder etc).

### **Planning/ Communication**

- New Educators will complete safe sleep training prior to registration.
- Educators and CDO's complete regular safe sleep training refresher courses.
- Educators complete a Rest and Sleep risk management plan and review it annually, or as soon as practicable after circumstances that may affect the health and safety or wellbeing of children.
- Educators will consult parents about their child's sleeping routines and be sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest.
- Educators will endeavour to accommodate family cultural requirements around sleeping so long as they fall within safe sleep best practice guidelines.
- Where, due to medical circumstances, a child's sleeping needs conflict with authorities' best practice advice, supporting documentation from the child's medical practitioner must be provided to the service and a risk assessment completed with approval from the coordination unit.
- On enrolment, educators will explain to parents where their child will sleep and how they will be monitored.
- Educators will inform parents about 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 a child does not have a sleep, Educator's must first consider the child's needs and allow the child to sleep if they show signs of tiredness; parents are informed of their child's sleeping times.

### **LINKS TO OTHER POLICIES**

Behaviour Guidance

Child Protection / Child Safe

Children's Incident, Injury Illness and Trauma

Guests, Visitors and Household Member Conduct

Tobacco, Vapes, Drugs and Alcohol

### **SUPPORTING DOCUMENTS**

Red Nose Safe Sleeping

Kidsafe Family Day Care Safety Guidelines

ACCC Consumer Product Safety

**REVIEW DATE: APRIL 2028**

# SUN PROTECTION

## POLICY STATEMENT

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

## PURPOSE

Too much of the sun's ultraviolet radiation (UVR) can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to 4 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 sunny 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 AND PRACTICE

- To minimise the risk of UV-related harm, sun protection measures, including hats, protective clothing, sunscreen, and shade are to be applied during outdoor play in accordance with best-practice guidelines, and must be applied when the UV index reaches 3 or above.
- Sun protection is required at all times when outdoors, regardless of cloud cover, temperature and rain.
- Check the daily UV Index to determine sun protection needs via weather or UV apps. UV levels are commonly high (UV Index 3 or above), and levels can still reach moderate/high levels, especially around midday.
- UV levels and daily sun protection times should be used to plan daily outdoor activities, avoiding peak UV times, where possible.
- Sun protection practices are planned, organised and understood when on excursions.
- 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, SPF50, or SPF50+ broad-spectrum, water-resistant sunscreen is supplied by the service and/or families. A usage/patch test is recommended before applying a new sunscreen.
- Sunscreen is applied in accordance with the manufacturer's directions.
- 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.
- 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.

- Staff will act as role models and demonstrate sun-safe behaviour; staff will wear sun-safe hats, sun-safe clothing and at least SPF30, SPF50, or SPF50+ broad-spectrum water-resistant sunscreen.
- Educators and staff will ensure current knowledge of sun safe practices

### **Learning Program**

- Sun protection is incorporated into the learning and development program, to help develop independent skills, children are given opportunities to:
  - Apply their own sunscreen under supervision of staff and are encouraged to do so.
  - Embedded sun protection including seeking shade, wearing hats etc
  - Learn how to take effective sun protection measures, including sun protection time of day.

### **Education and Information**

- Sun protection information and resources are accessible and communicated to 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.
- Sun protection policy, procedures, requirements, and updates are made available to staff, families, and visitors

### **LINKS TO OTHER POLICIES**

Child Protection / Child Safe  
Health & Hygiene Standards

### **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011  
Work Health and Safety (WHS) Regulations 2017  
Safe Work NSW  
Cancer Council  
SunSmart  
NSW Department of Health

### **REVIEW DATE: MARCH 2029**

# SUPERVISION

## POLICY STATEMENT

To ensure at all times, reasonable precautions and adequate supervision is in place to ensure children are protected from harm and hazards.

## PURPOSE

Family day care educators have a duty of care to ensure children are actively supervised at all times, maintain a safe and secure environment adhering to education and care service national law and national regulations. Supervision, together with thoughtful design and arrangement of children`s environments, supports the wellbeing of safety of all children.

## DEFINITIONS

**Active Supervision:** Involves the immediate ability for educators to respond to children in dangerous situations or during distress, incorporating active engagement with children and the knowledge of where children are, which can include being within sight or sound.

## STRATEGIES AND PRACTICE

### Responsibilities of Educators and Staff

- Ensure the approved residence or approved venue is organised and maintained to support effective supervision of children, while maintaining the rights and dignity of all children.
- Supervise children closely, allowing opportunities for exploration and supporting appropriate risk taking within safe boundaries.
- Independent play should occur within an approved safe area and remain within the sight and/or hearing of an educator.
- Educators have a legal duty of care to adequately supervise and be aware of each child's whereabouts at all times, throughout the day.
- Increase supervision when children are involved in high-risk experiences such as using tools, eating, sleeping, water experiences, toileting/bathrooms, and excursions.
- Avoid activities or actions that will distract from supervision, such as prolonged conversations with others or taking lengthy personal phone calls.
- Regularly evaluate the effectiveness of supervision practices, adjusting as required, for example during toileting times or to improve visibility of children.
- A risk assessment may be necessary to identify and address potential visibility risks to prevent or minimise injury.
- Ensure that visitors, guest, and household members (including students) are never left alone with the children.
- Ensure educators position themselves to allow for the maximum amount of supervision possible.
- Listen closely to children whilst supervising areas that may not be in direct line of sight, noticing changes in volume or tone of voice.
- Adequately supervise children when transported in vehicles and whilst being transported, children are never to be left unattended in a vehicle (see Excursions and transportation policy).
- Adequately supervise children during rest time in accordance with the sleep and rest policy and procedure.
- Follow Educator Animals Policy regarding interactions between children and animals, ensuring proper supervision and risk assessments are in place.
- When planning for adequate supervision, consider the children`s ages, abilities, developmental stages, engagement levels, and group dynamics. Additionally, consider the

visibility, accessibility, and potential hazards or risks associated with the experience or environment.

### **LINKS TO OTHER POLICIES**

Children's, Incidents, Injury Trauma and Illness

Child Protection /Child Safe

Critical Incidents

Sleep & Rest

Educator Animals

Excursions & Transport

Arrival and Departures from the educator's home

Guests, visitors, and household members conduct

### **SUPPORTING DOCUMENTS**

ACECQA fact Sheet: Active supervision

Staying Healthy in Child Care (6<sup>th</sup> Edition)

Kidsafe Family Day Care Safety Guidelines

**REVIEW DATE: MAY 2027**

## **SUPPORT VISITS TO EDUCATORS**

### **POLICY STATEMENT**

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, supervision, and guidance from Coordination Unit Staff to deliver a service which complies with current legislation and duty of care.

### **PURPOSE**

To clarify the purpose and structure of visits and to ensure that a systematic process is in place for monitoring the educational programs, practice, and compliance.

### **STRATEGIES AND PRACTICE**

#### **The Coordination Unit Staff aims to:**

- Ensure all educators are visited regularly regardless of service location.
- Support and have on going communication with Educators regarding placements, children's development and experiences.
- Assist Educators to develop appropriate programs.
- Assist Educators to comply with regulations and other legislation.
- Assist Educators with administration and CCS compliance.
- Audit Educators compliance with the regulations and services policies and procedures and their general progress.
- Designate a suitably qualified and experienced Educational Leader

#### **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 Services practices and policies.
- Regularly conduct a combination of announced and un-announced visits to Educators, regardless of service location.
- 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 preclude visits to every child, observations made by the Educator are discussed and recorded.
- 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 accomplishments noted on visits.
- Complete visit slip`s and follow up any other items identified on the visit.
- File all forms or paperwork etc. in appropriate locations.
- Document children's observations.

##### 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 Services 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 and offer opportunities for Educators to network.

### **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

Confidentiality

Development & Education

Interactions with Children

### **SUPPORTING DOCUMENTS**

Early Childhood Australia Code of Ethics

**REVIEW DATE: MAY 2027**

## **TOBACCO, VAPES, DRUGS & ALCOHOL**

### **POLICY STATEMENT**

To ensure a safe, healthy, and supportive environment for children by removing the exposure of tobacco, vapes, illicit drugs, and alcohol during operational hours and within the premises.

### **PURPOSE**

Educators must provide an environment that is free from the use of tobacco, illicit drugs, alcohol exposure, vaping substances, and devices.

### **STRATEGIES AND PRACTICE**

#### **Tobacco And Vapes**

- All areas of the family day care residence used for family day care purposes are maintained as smoke-free during operational hours.
- If any smoking occurs outside of operational hours, the home is to be ventilated and free from smoke odour prior to the earliest booked arrival time of children in care.
- Red Nose recommends that smoking should not occur in the house, the car or anywhere babies and children spend time.
- Particular attention should be given to the cleaning of carpets, curtains, soft furnishings and bedding to eliminate smoking odours.
- Tobacco, cigarette butts, lighters/matches, ashtrays, vaping substances, and vaping devices are inaccessible to children.
- Educators' vehicles are to be 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.

#### **Illicit Drugs**

- Educators must ensure there are no illicit drugs on the premises.
- Educators must not consume or be affected by illicit drugs while providing education and care as family daycare educator.
- Educators must not provide education and care if any prescription medication impairs their capacity to provide the service.
- Children are to be protected from exposure to anyone consuming or affected by illicit drugs.

#### **Alcohol**

- Educators must not consume alcohol while providing education and care.
- Any alcohol on the premises, must be inaccessible and not visible to children.
- Children are to be protected from the exposure to anyone consuming or affected by alcohol.

#### **Co-Ordination Unit**

- The Co-ordination Unit is a tobacco, alcohol, illicit drug, vaping substances, and vaping devices free zone.
- Service staff must not consume or be under the influence of alcohol or drugs while at work.

### **LINKS TO OTHER POLICIES**

Assessment, Approval & Reassessment of Residence

Child Protection / Child Safe  
Ethical Conduct  
Food Handling & Storage  
Health & Hygiene Standards  
Safe Sleep  
Work Health & Safety

**SUPPORTING DOCUMENTS**

NSW Health – Car & Home Smoke Free Zone  
Children's Hospital Westmead  
Secondhand Smoke & your Child  
Red nose Smoke Free Environment

**REVIEW DATE: OCTOBER 2027**

## **TOILETING BATHING & NAPPY CHANGING**

### **POLICY STATEMENT**

Educators will minimise 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.

### **PURPOSE**

To ensure that toileting, nappy-changing and bathing routines are always safe and hygienic, designed to protect children and educators from infections spread via faeces, urine, or other body fluids. It ensures strict infection control through practices such as hand hygiene, proper disposal, and use of dedicated change areas. The policy supports children's learning and dignity, ensuring interactions are warm, responsive and respect developmental readiness, privacy, and independence.

### **STRATEGIES AND PRACTICE**

- Bega Valley Family Day Care Nappy changing Procedures must be followed.
- Encourage children to flush the toilet and wash their hands.
- The safe handling of cloth nappies is to be discussed with the parent/guardian as per procedures.
- Place any soiled clothes or cloth nappies in a sealed plastic bag or supplied wet 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 encourage to wash their own hands after any contact with faeces, urine, vomit or any other body fluids.
- Nappy bins should be disposed of at the end of the day.
- Children with diarrhoea should be excluded for the recommended exclusion period.
- 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, disposal of faeces and additional facilities that may be required for a child with a disability.
- Have a well-maintained nappy change area separate from food preparation and serving areas.
- 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.

### **Other Considerations**

- Ensure that cuts, abrasions, dermatitis or open wounds on the adult's hands are covered with a water-resistant occlusive dressing.

- Prior to children transitioning from nappies, educators and families will work collaboratively and discuss signs of toilet training readiness.
- Educators will support training through encouragement and taking children for regular toilet breaks. During this transition, parents may be asked to continue to supply pull-ups or similar protective clothing for their children when in care.
- Educators will be respectful of children's agency, dignity and privacy needs when providing personal care.
- Ensuring nappy changes are positive and an opportunity for social interaction with their educator.

### **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

Development & Education

Health & Hygiene Standards

Work Health & Safety

### **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011

Work Health and Safety (WHS) Regulations 2017

Safe Work NSW

Staying Healthy in Child Care (6<sup>th</sup> Edition)

Raising Children Network

NSW Child Protection (Working with Children) Act 2012

United Nations Convention on the Rights of the child

OCG - Guide to the Child Safe Standards

**REVIEW DATE: AUGUST 2028**

# TRAINING & DEVELOPMENT

## POLICY STATEMENT

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

## PURPOSE

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

## STRATEGIES AND PRACTICE

### 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 considers the different learning styles and backgrounds of the individual.
- Continuing professional development and training is offered to ensure knowledge and skills are maintained, extended and kept up to date.
- Contractual requirements in relation to professional development must be maintained.

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 Coordination Unit 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 Services.
- Inviting professionals within the Service 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.

## LINKS TO OTHER POLICIES

Development and Education  
Recruitment of Educators

## SUPPORTING DOCUMENTS

Training Induction Modules  
Educator Contract

**REVIEW DATE: MAY 2026**

## **TRANSITION TO OTHER LEARNING ENVIRONMENTS**

### **POLICY STATEMENT**

To support children as they transition to other early childhood programs and school. By promoting a positive and child-centered experience through collaboration with families, educators, and schools.

### **PURPOSE**

To guide parents/guardians, educators, and Coordination Unit staff in working together to promote children's development and learning within a nurturing and supportive environment, ensuring a smooth transition to other early childhood programs and school.

### **STRATEGIES AND PRACTICE**

Educators and staff will communicate with other educational settings, with parental/guardian authorisation to ensure consistency of routine and support successful transitions.

#### **Transition To Other Early Childhood Settings**

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 the benefits of Transition to School and Pre-School Statements to educators and families.
- Promote to parents/guardians the importance of practising daily school readiness routines such as putting on shoes and opening a lunch box or drink.

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.
- Educators are encouraged to build relationships and attend local events at other educational settings to build familiarity and connections.

### **LINKS TO OTHER POLICIES**

Development & Education

Inclusion & Diversity

Interactions with Children

Parent/Guardian Involvement

### **SUPPORTING DOCUMENTS**

NSW ECE transition to school guides

NSW Transition to School Statement

**REVIEW DATE: MARCH 2028**

## TECHNOLOGY

### POLICY STATEMENT

This policy aims to ensure the safe, child-focused use of electronic technologies, devices, and platforms, including AI tools, that promote child development and align with current recommendations. This policy provides guidelines for responsible use of technology and data, to avoid potential associated risks, ensuring that all parties are protected and the well-being of children is paramount.

### PURPOSE

The purpose of this policy is to establish clear guidelines for the safe, developmentally appropriate, and responsible use of electronic technologies. It aims to ensure these tools are used to enhance communication and enrich the care and learning experience, while upholding the safety, privacy, and well-being of all children.

This policy provides a framework to guide all stakeholders in understanding acceptable digital practices, including the taking, use, storage, and destruction of images and videos of children. It emphasises the protection of children's dignity, privacy, and rights, recognising that once content is shared on digital platforms, there may be limited control over its dissemination.

Furthermore, the policy highlights the importance of shielding children from exposure to inappropriate content and limiting sedentary screen time to support their physical health. It acknowledges the risks associated with the use of digital technologies and data, and the need for careful planning to ensure their integration complements children's development.

### RECOMMENDATIONS

#### Screen Time

Australia's Physical Activity and Sedentary Behaviour Guidelines recommend that in the interest of children's physical health, the time spent engaged in sedentary screen time should be limited to:

- Children aged less than 2 years should not have any screen time.
- Children aged 2 to 5 years should limit screen time to less than one hour a day.
- Children aged 5 to 12 years should limit screen time, to two hours a day.

### DEFINITIONS

**Artificial Intelligence (AI):** AI technologies perform tasks such as voice recognition, image analysis, decision-making, and autonomous actions based on data patterns and algorithms.

**De-identification:** Involves removing, anonymising, or masking personal information so that it can no longer be used to identify an individual. Such as name, address, service, date of birth, family details, or a combination of information from which a person could be identified.

**Online Platforms:** Online platforms are digital environments, applications, or services that allow users to create, share, interact with, and access content, services, or information via the internet. These platforms facilitate a range of activities, including social networking, content sharing, learning, and collaboration, using text, images, videos, and live streams. They enable users to connect with others, post updates, share media, comment, engage in community discussions, and access resources or services remotely.

**Personal Device:** Refers to a device that is owned or controlled by a person and is capable of capturing storing or transmitting an image or video but does not include a Service-Supplied Device or Service-Authorised Device.

**Relevant Person:** means a person involved in the provision of an approved education and care service as any of the following the approved provider; the nominated supervisor; an educator; an employee; a contractor; a volunteer; or in any other capacity.

**Service-Authorised Device:** Refers to a device that is exclusively used for the purposes of providing education and care and has been authorised by the approved provider, to be used by the relevant person for the purposes of capturing, storing, or transmitting an image or video of a child. A service-authorised device is not permitted to be used for any other use, including personal use and is to be configured to operate in accordance with policies or procedures that relate to child safety or the security of devices. This includes, but is not limited to phones, tablets, laptops, smartwatches, USB drive, memory cards, or hard drives.

**Service-Supplied Device :** Refers to a device that has been authorised by the approved provider, to be used by a relevant person exclusively for the purposes of providing education and care to children as part of that service and is configured to operate in accordance with policies or procedures that relate to child safety or the security of devices. This includes, but is not limited to phones, tablets, laptops, smartwatches, USB drive, memory cards, or hard drives.

## **STRATEGIES AND PRACTICE**

### **Responsibilities of Educators and Staff**

Educators and staff are responsible for ensuring that electronic technologies and social media are used in a manner that is safe, child-focused, and aligned with best practice guidelines. The following responsibilities apply:

- All Images and videos of enrolled children **must only** be captured, stored or transmitted on serviced authorised or service issued devices
- Respect and abide by the parent/guardian authorisation preferences and comply with any restrictions on the use of their child's image/video and information.
- When sharing any photo or video of children, ensure that their faces are not visible and they cannot be identified, unless the content is being shared directly with the child's parent or guardian. In group photos, make sure that no other children are identifiable.
- Use television, computers, and other electronic technologies in a carefully planned and intentional way.
- Model self-regulation in the use of electronic technology.
- Present only "G"-rated programs, games, videos that have been sourced to complement the educational program, vetted and used under close supervision.
- Discuss the inclusion of electronic technology in the service program with parents/guardians before its use.
- Avoid screen time in programming for children under two (2) and limit older children's screen time according to current recommendations.
- Refrain from using electronic technology as a "quiet time" activity due to potential negative impacts on sleep and rest.
- A service-authorised device is not permitted to be used for any other use, including personal use.
- Personal devices cannot be used to capture, store or transmit images or videos of an enrolled child.
- Relevant persons cannot have control or possession of a personal device while providing education and care as a part of the family daycare service or while present with enrolled children. Except in the following circumstances, with written authorisation from the approved provider:
  - Providing support or assistance with the relevant person's disability or health needs; or
  - Communicating with a family member of the relevant person for essential communication; or

- Safety or the provision of education and care to children if a service supplied service authorised device ceases working; or
  - Use in an emergency; or
  - Work health and safety; or
  - Essential communication with an institution (for example, a school, education and care service, hospital or aged care facility) concerning a family member of the relevant person; or
  - Any other essential communication.
- Written authorisation for the possession or control of a personal device remains valid for a period of three months. If there is no longer a valid reason to maintain the authorisation, the approved provider will revoke the approval within 48 hours of becoming aware.
  - All service authorised or service issued devices must be updated regularly and password-protected for the privacy and safety of children's/family's personal data, including image/videos.
  - Service authorised and service issued devices must be restricted to educator, coordination unit staff and regulatory authority access only.
  - Any loss, theft, or unauthorised access to devices or platforms must be immediately reported to the coordination unit.
  - All data related to children and families is stored securely, safeguarding it from unauthorised access, misuse, or disclosure, and ensuring it is used exclusively for its intended purposes.
  - All data, including photos/video no longer required for record-keeping compliance or its intended purpose is promptly permanently removed from devices to ensure they are no longer accessible or stored unnecessarily.
  - Baby monitors may be used as an additional tool to assist in supervising sleeping children; however, recording of audio or video is not permitted.
  - CCTV or another security recording device can only be installed externally and positioned to respect privacy boundaries, as per the Surveillance Devices act 2007.
  - Clear signage indicating the presence of surveillance equipment is required.
  - Educators must provide families information specifying the locations and fields of view of each camera, as well as details on how the collected data will be stored and managed.
  - Educators must obtain written consent from all families acknowledging the use of CCTV devices at the service.

### **Educators' Specific Responsibilities:**

- Educators must inform the approved provider/nominated supervisor when a new device is required to be authorised, or a device is de-registered as a service authorised device.
- Explain the use of social media/programming platforms to families during the initial interview and maintain open communication if new practices are adopted.
- Respect and abide by the parent/guardian authorisation preferences and comply with any restrictions on the use of their child's image/video and information.
- When sharing images or videos of children with parents, protect the privacy of other children who may appear, maintain authorisations, and ensure that other children are not identifiable.
- Exercise caution when texting parents to ensure messages are appropriate and avoid misinterpretation.
- Educators must ensure that children attending care do not have access to personal devices during care hours.
- If consent is not provided by a parent/guardian, this will be documented and communicated to the coordination unit.

### **Service Responsibilities:**

- A device register will be maintained for all service authorised, service issued devices, a written record/declaration must include:

- Date of authorisation/supply;
- The device type, if available make, model and serial number;
- A declaration that the device configured to operate in accordance with the service's policies and procedures that relate to child safety or the security of device;
- The name and signature of the approved provider or authorised delegate authorising/supplying the device;
- The date of any revocation of the authorisation/supply, including the name and signature of the person authorising the revocation, if applicable;
- The written record/declaration authorisation for the possession and control of a personal device while providing education and care must include:
  - The name and address of the education and care service to which it relates
  - The address and date of birth of the person to whom the authorisation is given.
  - The reasons for which the authorisation is given
  - The date of any revocation of the authorisation, including the name and signature of the person authorising the revocation, if applicable.
- The device authorisation/revocation record will be kept for a minimum of three years from the date on which the record was made.
- The service will ensure that service authorised and service-issued devices are configured to operate in accordance with policies and procedures relating child safety and security of devices.
- The approved provider/nominated supervisor will take reasonable steps to ensure that relevant persons capturing, storing, or transmitting images use only service authorised or service-issued devices.
- The approved provider/nominated supervisor will regularly reviewed service authorised, and service supplied devices to ensure the devices are being used appropriately for the purpose.
- Obtain written consent from parents/guardians before using any image/video or information related to their child on social media and online platforms.
- If consent is not provided by a parent/guardian, this will be documented and communicated to the child's educator.

### **Use of Social Media:**

- Ensure the Parent/Guardian of each child has provided written authorisation prior to any image/video or information being published.
- Protect the privacy of all users by not posting private information including, emails, phone numbers, or addresses.
- Ensure, through privacy settings, that image/videos of children are shared only with their parent/guardian. If this is not possible, use image/videos that do not identify any child, such as photos showing only the backs of heads or non-identifiable faces.
- Focus on the children's environment, activities, and achievements in photographs, rather than on individual children.
- Maintain professionalism at all times, in line with educator's code of conduct.
- Apply sound judgment and consider the following before engaging in any activity related to the service:
  - Could confidentiality be breached?
  - Are negative statements being made about the Service, staff, other educators, families, or children?
  - What message is being conveyed, and who is the audience?
- To reduce the risk of privacy breaches or policy violations, where possible professional and personal social media accounts should be separately managed.
- Report any social media activity that may be deemed distasteful, lacking good judgment or inappropriate to the Coordination Unit.
- Educators consent to the Service Manager accessing the educator's professional social media platforms to provide guidance and monitor content.

- The use of social media by staff and educators, whether professional or personal, can impact the privacy, security, and reputation of families, other educators, staff, and the service. Therefore, staff and educators must:
  - Consider the rights of each child and family.
  - Take responsibility for what they post or share.
  - Aim to add value through their content and communication.
  - Be mindful of their audience, both visible and invisible.
  - Respect copyright laws.

**Use of Artificial Intelligence:**

AI tools must be used in a manner that prioritises the safety and well-being of children. The primary goal of implementing AI is to support educators with the development, learning, and well-being of children.

- Educators must ensure that AI tools and platforms are thoroughly vetted to ensure that they do not expose children to harmful, inappropriate, or offensive content.
- AI tools must be used in ways that promote positive, educational outcomes. Ensuring accuracy and suitability of AI-generated content, aligns with ethical principles and quality education standards.
- Children must always be supervised when interacting with AI tools, ensuring that their interactions remain safe and beneficial.
- AI tools should be used to enhance, not replace, human interaction and key educator knowledge. Ensuring accuracy and suitability of AI generated content prior to implementation and publication.
- It is essential to manage personal information effectively and ensure proper de-identification processes are in place when inputting data into AI platforms. This process is crucial to protect privacy and comply with data protection regulations.
- The following techniques will help safeguard sensitive information and comply with data protection regulations
  - Replace or alter personal information in the text using information that cannot be linked to the individual e.g. Child 1 or JB, 4years of age.
  - Include only relevant data.
  - Do not use photos or videos of any persons.

**LINKS TO OTHER POLICIES**

Development & Education  
 Interactions with Children  
 Nutrition and Active Play  
 Child Protection / Child Safe  
 Confidentiality  
 Managing Records

**SUPPORTING DOCUMENTS**

Surveillance Devices Act 2007 (NSW)  
 Commonwealth Privacy Act 1988  
 Australia Privacy Principles  
 Children & Young Persons Care & Protection Act 1998  
 Early Childhood Australia Code of Ethics  
 Children and Media Australia  
 Department of Health and Aged Care - Australia's Physical Activity and Sedentary Behaviour Guidelines  
 Kids Health  
 Raising Children Network  
 Office of the Children's Guardian-Child Safe Scheme

**REVIEW DATE NOVEMBER 2027**

# VISITORS TO AN EDUCATOR'S SERVICE & PLAYGROUP VENUES

## POLICY STATEMENT

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.

## PURPOSE

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 Nominated Supervisor or Authorised Officers of relevant Regulatory Authorities where a concern has been raised in relation to visitors.

## STRATEGIES AND PRACTICE

- A visitor to the family day care residence includes anybody, other than a declared household member, 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.
- Educators are aware of the Child Protection obligations in relation to visitors.
- Ensure volunteers, household members and visitors do not take photos/videos of children.
- 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 full name of the responsible person caring for the child while the service is operating.
- 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 Coordination unit 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.
- Educators must, to the best of their ability, ensure that visitors and guests are not prohibited persons.
- The Visitors Record must be kept for three years after the date on which the record was made and must include the date, full name, time in & out and signature of the visitor.
- A parent must have access to this record on request.
- Families are made aware of visitors to the Family Day Care residence.
- Educators must advise the Coordination Unit and families if they are to have guests staying at their residence when they are conducting their Family Day Care service.
- 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.
  - Guests must sign the visitor's record on the first and final day of their visit.
  - Must sign and adhere to adult household member agreement.
  - 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.

#### **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

#### **SUPPORTING DOCUMENTS**

OCG - Guide to the Child Safe Standards

**REVIEW DATE: NOVEMBER 2026**

# **VOLUNTEERS AND STUDENTS**

## **POLICY STATEMENT**

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 early child care educators in our community and promote awareness of the Family Day Care model in the child care sector.

## **PURPOSE**

The rights and safety of the child are paramount, 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 Services 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.

## **STRATEGIES AND PRACTICE**

Bega Valley Family Day Care will offer opportunities 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.
- Vocational Students attending registered training organisations and studying in a relevant field, such as childcare, teaching, recreation or community services where the training organisation has initiated the placement, identified the student's suitability, worked with the nominated supervisor in relation to times and expectations and provided written authorisation for the student to participate.
- Volunteers whom have engaged with the service, are vetted, personal information recorded and supply a current working with children clearance.

### **Responsibilities Of Coordination Unit Staff**

- Provide Educators, volunteers and students with appropriate paperwork to authorise the placement.
- Provide students and volunteers with guidelines identifying their expectations, code of conduct and responsibilities, including child protection and child safe standards during a work experience induction.
- Ensure Students and volunteers over the age of 18 years have completed a Working with Children Check, Declaration, child safe and all other training requirements under the Education and Care Services Law and Regulation prior to commencing with the Educator.
- Ensure that Students are only accepted into the service under the guidance and auspices of the organisations.
- 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.

### **Responsibilities of Educators**

- 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 of the involvement and the roles and responsibilities of student/volunteer prior to attending their service.
- Ensure students and volunteers sign the visitors record each day.
- Give students and volunteers orientation information about their service as per BVFDC procedures.
- 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.

### **Responsibilities of Student and Volunteers**

- Comply with all obligations under the NSW Child Protection Legal Framework.
- Abide by the Education and Care Services National Regulations 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.
- Ensure volunteers and students do not take photos/videos of children.

### **LINKS TO OTHER POLICIES**

Child Protection / Child Safe

Confidentiality

Ethical Conduct

Technology

### **SUPPORTING DOCUMENTS**

Children & Young Persons (Care & Protection) Act 1998

OCG - Guide to the Child Safe Standards

Childcare Provider Handbook

Early Childhood Australia Code of Ethics

**REVIEW DATE: NOVEMBER 2027**

## **WATER SAFETY**

### **POLICY STATEMENT**

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 to understand the potential risks.

### **PURPOSE**

Children benefit from sensory and learning experiences involving water and environments where water is a key feature. Educators are encouraged to incorporate water play into programs, while ensuring that all associated risks are thoroughly assessed and managed to safeguard children from harm, including drowning, burns, and scalds.

Drowning remains a leading cause of fatalities among Australian children, and even small amounts of water can be dangerous. Lack of supervision is the most common factor. Potential hazards include ponds, pools, water tanks, fountains, sinks, and buckets. Proper supervision and risk management are essential to ensure children can safely enjoy water-based experiences.

### **STRATEGIES AND 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.
- Educators will develop a written risk management plan to be approved by the service prior to any excursion, ensuring that all water hazards— including unfenced bodies of water (e.g., pools, lakes, rivers, or the seaside) and any water hazards encountered along the route—are appropriately identified and assessed.
- As per our excursion and transport 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, Pools and Water Hazards**

- Educators must ensure that children in care do not have access to spas or swimming pools.
- Any swimming pool or spa at the educator's service must have a fence that complies with current standards within council regulations and the NSW government pool fencing requirements.
- The coordination unit must ensure that services comply with NSW government pool fencing requirements.
- The Coordination Unit staff will conduct and document monthly inspections of educator services where a water hazard has been identified, in accordance with the Assessment, Approval, and Reassessment of Residence Policy.
- A service diagram is to be displayed showing the layout of the FDC residence, identifying areas approved for providing education and care to children. It should also indicate any water hazards, water features, or swimming pools at or near the residence or venue.
- 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 that could enable children to climb and access the swimming pool are present near or close to the fence, and a CPR chart is clearly displayed in the pool area.

- Pool filters, skimmer boxes and pool chemicals are inaccessible to children at all times.
- Family members and visitors observe safe practices relating to water hazards, in particular locking swimming pool gates.
- 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.
- 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.
- A temporary pool that is not emptied after each use are considered a swimming pool and associated fencing and safety requirements apply.
- Fishponds and water features are safely guarded to prevent children from accessing them or accidentally falling in.
- Sun safety practices are followed and promoted during outdoor play sessions (refer to Sun Protection Policy).
- Complete a risk assessment associated with containers that hold water and are identified as water hazards.
- Conduct a water hazard safety inspection as part of their daily hazards checklist to ensure there is a safe environment for children around swimming pools and water hazards, particularly during and after wet weather.

### **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
- Signage should read: "The drinking water in this service is not monitored or treated and may not meet health guidelines".
- An entry in the service information brochure.
- 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.

### **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.
- All hot beverages consumed in the Day Care Service area must be served in spill-proof cups and kept out of reach of children when the service is operating, and children are active i.e. not asleep.

**LINKS TO OTHER POLICIES**

Assessment, Approval, and Reassessment of Residence  
Excursion & Transport  
Sun Protection  
Supervision

**SUPPORTING DOCUMENTS**

Kids Alive  
Kids Health Hub  
Kidsafe Family Day Care Safety Guidelines

**REVIEW DATE: MARCH 2028**

## **WORK HEALTH & SAFETY**

### **POLICY STATEMENT**

To implement a management system that reduces risk and protects the health, safety and welfare of children, families, educators, staff, and visitors to the service in accordance with the Work Health and Safety Act.

### **PURPOSE**

To ensure compliance with the Work Health Safety Act and 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

### **DEFINITIONS**

**PERSON CONDUCTING OR UNDERTAKING A BUSINESS (PCBU)** includes the Co-ordination Unit and Educators, as self-employed small business operators. They are responsible for the implementation, maintenance, and monitoring and review of Work Health and Safety systems within their own work environment.

### **STRATEGIES AND PRACTICE**

**The Educators must ensure that they maintain:**

- Daily/Annual Risk Assessment check.
- Accident/incident report systems.
- Food handling procedures.
- Sun safety.
- Visitors register.
- Road and car safety procedures.
- Informing the Coordination Unit of changes to their environment or work practices which may have an impact on health and safety.
- 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.
- The health, safety and welfare of all persons in the work environment.
- 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.
- 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 Tobacco, Vapes, Drugs and Alcohol Policy.
- Whilst at work co-operate reasonably with his/her employer to ensure compliance with Work Health and Safety regulations.

**The Approved Provider is responsible for:**

- Ensuring compliance with current licensing standards and legislative requirements.
- Counselling and disciplinary action in relation to an employee's non-compliance.
- Deregister an Educator for non-compliance with legislative requirements.
- Notifying relevant legislative bodies of significant instances of non-compliance.
- Observe Bega Valley Family Day Care Tobacco, Vapes, Drugs and Alcohol Policy

**The following must be reported to Safe Work NSW immediately by phone on 13 10 50.**

- 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.
- Safe Work NSW must be notified within 7 days following an 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.

**LINKS TO OTHER POLICIES**

Assessment, Approval & Reassessment of Residence

Child Protection / Child Safe

Children's Incident, Injury, Trauma & Illness

Confidentiality

Critical & Serious Incidents

Educators Animals

Educator Health & Wellbeing

Educator's Personal Emergencies

Ethical Conduct  
Excursions & Transport  
Fire Safety, Disaster Management & Emergency Evacuation  
Food Handling & Storage  
Health & Hygiene Standards  
Management & Governance  
Notification Of Infectious Diseases  
Sun Protection  
Tobacco, Vapes, Drugs & Alcohol

### **SUPPORTING DOCUMENTS**

Work Health and Safety (WHS) Act 2011  
Work Health and Safety (WHS) Regulations 2017  
Safe Work NSW  
Australian Children's Education & Care Quality Authority  
Cancer Council  
SunSmart  
Early Childhood Australia Code of Ethics  
Family Day Care Australia Insurance  
Kidsafe Family Day Care Safety Guidelines  
NSW Department of Health  
NSW Rural Fire Service

**REVIEW DATE: JULY 2028**

## EDUCATOR ACKNOWLEDGEMENT

By signing below, I acknowledge that I have read, understood, and agree to comply with the Bega Valley Family Day Care policies listed below. I understand they are designed to support consistency, compliance, and professional integrity and that failure to follow them may result in disciplinary action as outlined.

- ADMINISTERING MEDICATIONS & MANAGING MEDICAL CONDITIONS
- ASSESSMENT, APPROVAL & REASSESSMENT OF RESIDENCE
- BEHAVIOUR GUIDANCE
- CHILD CARE PAYMENTS
- CHILD PROTECTION / CHILD SAFE
- CHILDRENS' INCIDENT, INJURY, TRAUMA & ILLNESS
- CONFIDENTIALITY
- CRITICAL & Serious INCIDENTS
- DETERMINING THE RESPONSIBLE STAFF MEMBER
- DEVELOPMENT & EDUCATION
- EDUCATORS ANIMALS
- EDUCATOR HEALTH & WELLBEING
- EDUCATORS PERSONAL EMERGENCIES
- ENROLMENT & ORIENTATION
- ENVIRONMENTAL SUSTAINABILITY
- ETHICAL CONDUCT
- EXCURSIONS & TRANSPORT
- FIRE SAFETY, DISASTER MANAGEMENT & EMERGENCY EVACUATION
- FOOD HANDLING & STORAGE
- GRIEVANCES & COMPLAINTS MANAGEMENT
- GUESTS, VISITORS AND HOUSEHOLD MEMBER CONDUCT
- HEALTH & HYGIENE STANDARDS
- INCLUSION & DIVERSITY
- INTERACTIONS WITH CHILDREN
- KEEPING A REGISTER OF EDUCATORS and staff
- MANAGEMENT & GOVERNANCE
- MANAGING RECORDS
- MEDIA RELEASE PROTOCOLS
- NOTIFICATION OF INFECTIOUS DISEASES
- NUTRITION & ACTIVE PLAY
- PARENT/GUARDIAN INVOLVEMENT
- RECRUITMENT OF COORDINATION UNIT STAFF
- RECRUITMENT OF EDUCATORS
- RELIEF CARE
- SAFE ARRIVAL & DEPARTURES
- SLEEP & REST
- SUN PROTECTION
- SUPERVISION
- SUPPORT VISITS TO EDUCATORS
- TOBACCO, VAPES, DRUGS & ALCOHOL
- TOILETING BATHING & NAPPY CHANGING
- TRAINING & DEVELOPMENT
- TRANSITION TO OTHER LEARNING ENVIRONMENTS
- TECHNOLOGY
- VISITORS TO AN EDUCATOR'S SERVICE & PLAYGROUP VENUES
- VOLUNTEERS AND STUDENTS
- WATER SAFETY
- WORK HEALTH & SAFETY

### Policy Confirmation

I confirm that I have received, reviewed, and accepted all listed policies. I had the opportunity to ask questions and seek clarification.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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