



We Belong Family Day Care Policies & Procedures Guidelines



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INTRODUCTION

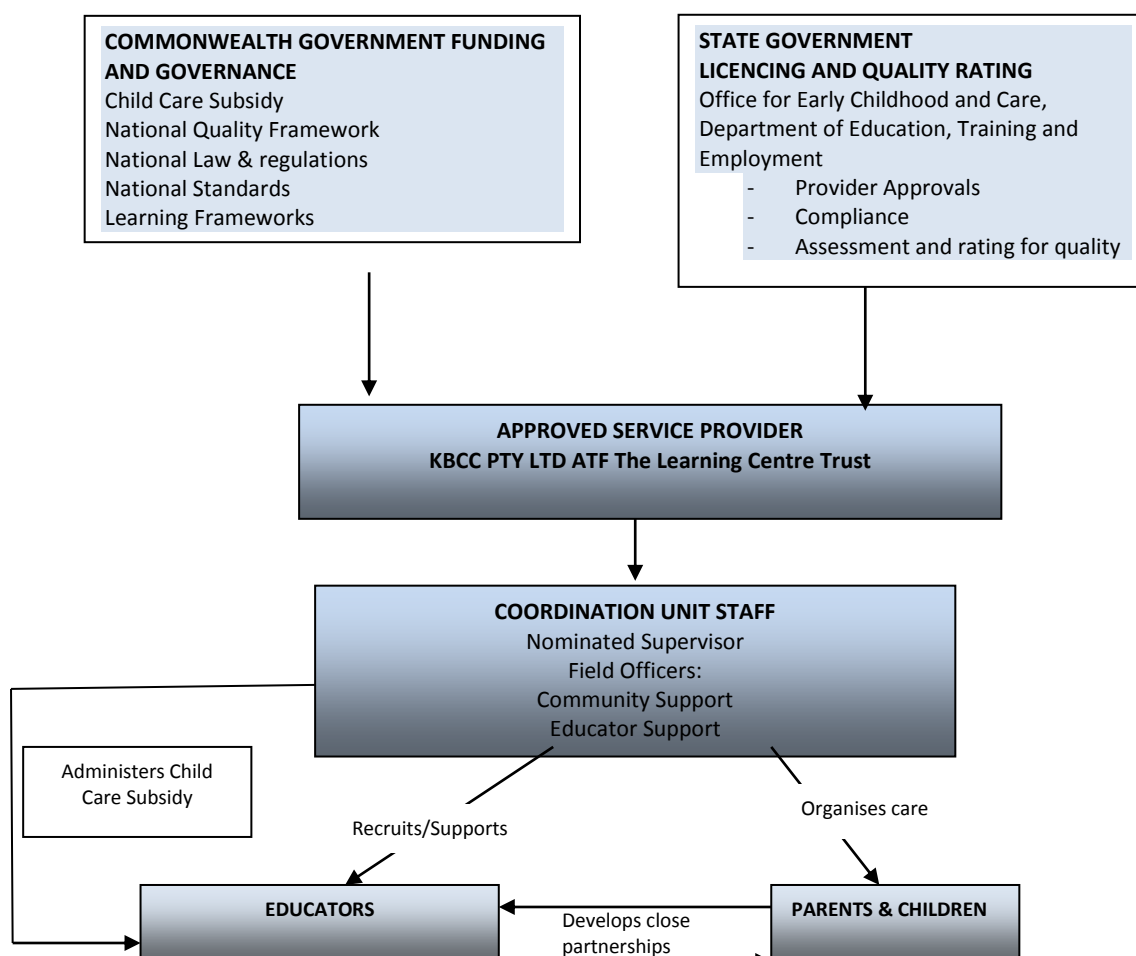
Educators, Coordination Unit Staff, Families, Approved Provider and Community Support Committee Members are required to be aware of and follow the outlined procedures and practices at all times. This document is reviewed by all stakeholders on a regular basis to reflect changing community needs, legislation, theory and practice. If at any time you have suggestions for change - these are most welcome and should be forwarded to the Coordination Unit at dhssfdc@gmail.com

We Belong Family Day Care Service provides engaging learning and play opportunities in a stimulating home environment for children 0- 12 years. Our Service provides safe, secure and stimulating home-based environments for small groups of children. We Belong FDC Service encourages and supports the building of close relationships with families and children in a partnership approach to the needs of the children in their care.

Operational & Accountability Structure

All Staff in We Belong FDC Service are accountable to the following people:

- Approved provider of the Service
- Nominated Supervisor of the Service





Service Philosophy

We Belong Family Day Care Service's primary aim is to provide families and children with high quality education and care which will meet their individual needs and be inclusive of all, regardless of socio-economic status, cultural background, gender, disability or geographical location.

We acknowledge that the service operates from the traditional land of the Aboriginal people and Torres Strait Island people and this philosophy statement embeds our recognition and respect to their cultural, heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the people living today.

We Belong FDC aims to:

- Empower our Educators, Field Officers and others to develop their skills and knowledge to become competent, confident and independent professionals.
- Promote a positive collaborative, supportive relationship with parents/educators and work in partnership with them to provide a high quality environment for all children.
- Empower educators to build relationships with children to support their resilience and wellbeing.

We Belong FDC is committed to:

- Listening and responding to the views and concerns of all involved with We Belong Family Day Care.
- Encourage all educators to provide a program of activities and experiences that is interesting, educational, stimulating, fun and guided by children's interests through the provision of spontaneous planning and reflective conversations.
- Working within the perimeters of a Relationship Model that includes continuous improvement and critical reflection embedded into all aspects of service operations.

Within the Service's Philosophy Statement we:

- Value Family Day Care as a unique education and care choice for families where educators, staff, families, children and community members collaborate to create a safe, challenging learning environment for children that is play based, to build their sense of belonging, being and becoming.
- Recognise how extended families, kinships, educators, community and guardians are important in children's lives. We value and respect the partnership involved to create a supportive service for children, families, educators, staff and others accessing the service.
- Encourage an environment that scaffolds and facilitates children's strengths and capabilities, where children are able to play and learn in a home environment that is welcoming, responsive, safe and nurturing. Learning environments that support, encourage, give choices to explore and problem solve and that includes risk taking that builds upon skills at their own individual pace.
- Strive for all children, families, educators and staff to develop respect for each other and their environment. We value our sense of 'community belonging' and strive to build mutual supportive relationships within the service's surrounding community.
- Value the significant role educators' play in the education, nurturing and development of children.

References:

Kidsafe NSW - <https://www.kidsafensw.org/playground-safety/challenging-play-risky/>
 Nature Play - Learning Outdoors: Benefits/Risks
<https://www.natureplayqld.org.au/programs/embedding-outdoor-learning>
 ECA Code of Ethics - <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
 Pathways to Resilience - Wings To Fly <https://pathwaystoresilience.org/programs.php#im2>



CHILDREN'S HEALTH



Administration of Medication

Effective Date: December 2014
October 2018, July 2019

Review Dates: December 2015, December 2016, December 2017

Legislation & Law:

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 92, 93, 94, 95, 96
National Quality Standards – 2.2.1

Source:

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA).
Staying Healthy in Child Care - Preventing infectious diseases in child care 5th Edition –
https://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf

Policy Rationale

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

Principles and Procedures

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

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

The Service will:

- Provide the families with relevant information about health management policies and practices on enrolment with the service;
- Provide resources and information to Educators and families on health matters as required;
- Provide forms for Educators to record relevant health and medication details;
- Support families and Educators when dealing with health management matters;
- Safely store confidential health and medical details on children enrolled with the service;
- Keep up to date on current health management practices;
- Request families to update their child enrolment forms annually to ensure current



medical authorisations.

Educators will:

- Ensure medication is administered to a child only from its original packaging;
- Ensure medication is only administered to a child enrolled in the service with the written permission of the child's family or legal guardian using the Medication Authority Form. These forms are to be forwarded to the Service for storage once a child finishes with an Educator;
- Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor;
- In the case of an emergency verbal permission can be given to an Educator by a parent or person named in the child's enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained a registered medical practitioner or emergency service;
- Store medical information in a safe and secure place;
- Maintain confidentiality in regard to a child's medical condition;
- Ensure the administration of homeopathic, naturopathic, over-the-counter or non-prescribed medications (including cold preparations, and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medical Authority Form by the family, written instructions and dosage on the medication or from the health professional that dispensed the medication. Educators are not to give unidentified medication or medication to a child where the instructions are not clear to the Educator e.g. in an unfamiliar language to the Educator;
- Keep families informed of service requirements on the administering of medications;
- Comply to the management plans of children with medical conditions, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis;
- Ensure medications are stored correctly and securely away from access by children; Discuss any concerns about administering medication with families and if necessary Field Officers;
- Medication may be administered to a child without an authorisation in the case of an anaphylaxis or asthma emergency. In this case the Educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.

It is the responsibility of the family to:

- Ensure all child enrolment forms are up to date and include current authorisations;
- Provide a summary of the child's health, medications, allergies, doctor's name,



address and phone number, and a Health Management Plan approved by a Doctor, to the Service and Educator prior to starting care;

Keep the Educator up to date with any changes to a child's medical condition or Health Management Plan;

- Provide medication in its original packaging, with the child's name and details of administration provided by a health professional;
- Complete the Medical Authority Form authorising the Educator to administer medication to their child, on a daily basis as required;
- Request the Educator to administer only the recommended dosage on the original medication package;
- Seek a doctor's certificate for a child to return to care if requested by the Educator;
- If giving permission for a school age child to self-administer medication, ensure this is stated on the medication form in the method section.

Practices for self-administration of medication

- A **school** age child may self-administer medication under the following circumstances:
 - Written authorisation is provided by the parent/guardian
 - Medication is to be provided to the Educator for safe storage, and they will provide it to the child when required
 - Following practices outlined in the Dealing with Medical Conditions Policy including Anaphylaxis and allergies, asthma and diabetes
 - Self-administration of medication for school age children will be supervised by the Educator



Infectious Diseases

Effective Date: December 2014
October 2018

Review Dates: December 2015, December 2016, December 2017

Legislation & Law:

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

Source:

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

National Quality Standards 2011 (ACECQA) – Quality Area 2

Guide to the National Quality Standard 2011 (ACECQA).

Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2013

Retrieved 2nd December

https://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf

Policy Rationale

To ensure Educators, Co-ordination Unit staff and parents are informed about infectious diseases that are common in early childhood settings. To ensure all relevant stakeholders are familiar with the procedures to reduce the spread of such infection in Family Day Care.

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

Principles and Procedures

There are 4 steps to the spread of infections:

1. The person with the infection spreads germs into their environment.
2. The germ must survive in the environment.
3. The germ is then passed to another person.
4. The next person becomes infected.

“Infectious illnesses may be due to viruses, bacteria, protozoa or fungi. All of these organisms are too small to see with the naked eye. These germs can survive on the hands and objects, for example, toys, door handles and bench tops. The length of time a germ can survive on a surface depends on the germ itself, the type of surface it has contaminated and how often the surface is cleaned. Washing with detergent and water is a very effective way of removing germs.”



Germes can be transmitted through the air, through contact with faeces and then contact with mouths, direct contact with skin and contact with other body secretions. (e.g. runny noses, blood secretion).

Refer to: Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011 – and Time Out Poster at: http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf

The three most important ways of preventing the spread of infectious disease:

- Effective hand washing
- Exclusion of sick children and staff
- Immunisation

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

Co-ordination Unit will:

- Provide information and resources to Educators on how to prevent the transmission of infectious diseases
- Model safe hygienic practices to Educators and children where possible.
- Ensure PALS (Positive Active Learning Sessions) implements practices that aim to prevent the spread of infectious diseases.
- Report any occurrence of an immune preventable disease to the Department of Health Infectious Diseases Unit –Brisbane 0733289724 or 0733289728

See- Time Out poster at:

http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf for guidance.

- *Provide each educator with a copy of the Time Out Poster*
- Discuss immunisation requirements and schedule with families at the time of enrolment.

Educators will:

- Implement good hygiene practices that aim to prevent the spread of infectious diseases;
- Ensure that they protect themselves from infections that are vaccine preventable or seek advice on health matters including immunisation;
- Seek advice on screening for:
 - Rubella, chicken pox and particularly CMV for all female Educators of child bearing age.
 - Some other illnesses that may affect the unborn child include Listeriosis, toxoplasmosis, erythema, infectiosum (also called Parvovirus or slapped



cheek syndrome).

- Refer to Time Out Poster
(http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf)
- Require a clearance letter from a medical practitioner where applicable

- **STEPS TO EXCLUSION**

- When a child presents at the residence or venue the following steps will be put in place:
- Parent to be notified to collect the child immediately, or if not contactable notify the nominated persons on enrolment forms to collect the child immediately.
- Notifying the coordination unit as soon as possible
- Notify all families of the occurrence of an infectious disease in a manner that is not prejudicial to the rights of any child or staff member. For example, 'There is a case of chicken pox rather than 'John has chicken pox'.
- In the case of non- immunised children, notify these families and these children may be excluded for a period of time.
- Request families to update immunisation records regularly.

Note- It is recommended that Educators who are pregnant consult their doctor to seek advice on which immunisation or screening is appropriate for them.

Parents will:

- Not send infectious or sick children into care.
- Seek advice on immunisation of their child from a medical practitioner
- Provide We Belong Family Day Care with up to date information on their child/ren's immunisation status. (preferably as immunisation occurs)
- Promptly pick up a sick or infectious child that becomes ill whilst in care
- Seek a Doctor's Certificate if required by the Educator before returning to care.
- Notify the Co-ordination Unit if their child has been diagnosed with an immune preventable disease e.g. whooping cough, measles or rubella.



Medical Conditions - Asthma, Anaphylaxis and other medical conditions

Effective Date: December 2014
2018, July 2019

Review Dates: December 2015, December 2016, December 2017 October

Legislation & Law:

Relevant legislation and standards include but are not limited to:

Education and Care Services National Law Act 2010: Section 173

Education and Care Services National Regulations 2011: Regulations 90, 91, 96

Education & Care National Quality Standards

Occupational Health and Safety Act 2004

Source:

Meeting children's health needs: Department of Education & Training (1st July 2019)

https://www.education.vic.gov.au/childhood/providers/regulation/Pages/meet_health_needs.aspx#link43

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

Education & Care National Quality Standards (ACECQA) – Quality Area 2

Guide to the Education & Care National Quality Standard (ACECQA).

Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition

<https://www.nhmrc.gov.au/guidelines-publications/ch55>

Policy Rationale

If a child with a chronic illness or medical condition that requires support is accepted by the Service, it is vital that prior arrangements are negotiated with the parent/guardian, and appropriate health care workers to prepare for the event that the child will require support while in attendance at the Service. Parents/guardians and the Service including Field Officers should liaise with either the child's medical practitioner or other appropriate service providers to establish such an arrangement. **Arrangements must be formalised following enrolment and prior to the child commencing at the Service.**

Principles and Procedures

The Approved Provider (or delegate) will:

- Ensure that all staff and volunteers are provided with a copy of this policy and have a clear understanding of the procedures and practices outlined within
- Develop and implement a communication plan and encourage ongoing communication between parents/guardians, staff and educators regarding the current status of the child's specific health care need, allergy or other relevant medical condition, this policy and its implementation
- Ensure **all** educators and Field Officers have attended training in managing specific health care needs such as asthma management, anaphylaxis management and any other specific procedures that are required to be carried out as part of the education and care of a child with specific health needs
- Ensure families, Field Officers and educators understand and acknowledge each other's responsibilities under these guidelines



- Ensure families provide information on their child's health, medications, allergies, their medical practitioner's name, address and phone number, emergency contact names and phone numbers, and where applicable a medical management plan signed by their medical practitioner, on enrolment and prior to the child commencing at the Service or upon diagnosis
- Ensure that a risk management plan is developed for each child with specific medical conditions on enrolment or upon diagnosis, and that the plan is reviewed at least annually
- Ensure that parents/guardians who are enrolling a child with specific health care needs are provided with a copy of this and other relevant We Belong FDC policies
- Identify specific training needs of educators and Field Officers who care for and or support children diagnosed with a medical condition, and ensure that educators and Field Officers access appropriate training
- Maintain ongoing communication between the service, educators and parents/guardians in accordance with the strategies identified in the communication plan, to ensure current information is shared about specific medical conditions within the service
- Follow the Communication Plan outlined in this policy

The Responsible Person (Educator) will:

- Communicate any relevant information/changes provided by parents/guardians regarding their child's medical condition to the service
- Ensure a copy of the child's medical management plan is visible but considering the child's confidentiality
- Ensure all families are informed of any allergy triggers with individual children in their service by displaying a poster restricting certain foods to the care setting
- Ensure that emergency contact numbers are displayed clearly in the home/venue
- Ensure children's Emergency Contact Cards are kept up to date with their emergency contact person and their medical condition (which travel with the educator when on excursions or outings)
- Be aware of individual requirements of children with specific medical conditions and inform educator assistants and/or volunteers that have direct contact with children
- Familiarise yourself with the allergens that trigger allergic reactions, asthma attacks, seizures etc and put appropriate Risk Management in place to reduce the risks in consultation with field officers.
- Administer medications as required, in accordance with the medication procedure on the child's Medical Plan and/or Permission Forms
- Support the self-administration of medication for children over pre-school age with parental authorisation, a Medication Form must be completed by the parent
- Monitor signs and symptoms of specific medical conditions and communicate any concerns to the parent and the service
- Adequately supervise all children, including those with specific medical conditions
- Ensure opportunities for a child to participate in any activity, exercise or excursion that is appropriate and in accordance with their risk management plan
- Ensure that children do not swap or share food, food utensils or food container when a child at risk is in care
- Inform the service of any issues that impact on the implementation of this policy
- Administered to a child without authorisation in the case of an anaphylaxis or asthma emergency, contact Emergency Services immediately. The parent of the child and the service must be notified as soon as practicable
- Complete the Incident, Injury, Trauma and Illness form in consultation with the parent and send to the service as soon as practicable
- Follow the outlined Communication Plan included in this Policy.



Parents/guardians will:

- Inform the Service of their child's medical conditions, if any, and inform the Service of any specific requirements that their child may have in relation to their medical condition
- Provide a medical management plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of any medical condition that need to be supported by a medical plan. This medical management plan must include a current photo of the child and must clearly outline procedures to be followed by the responsible person in the event of an incident relating to the child's specific health care needs before care commences
- Meet the cost (where applicable) of training the Educator to perform specific medical procedures as relevant to their child, if required
- Notify the Service of any changes to the status of their child's medical condition and provide a new Medical Management Plan in accordance with these changes
- Inform the service of any issues that impact on the implementation of this policy
- Follow the Communication Plan outlined in this policy

Self-administration by a child over preschool age

Services who provide education and care to a child over preschool age (as defined in the *Education and Care Services National Regulations 2011*) may allow a child over preschool age to self-administer medication. The Approved Provider must consider their duty of care when determining under what circumstances such permission would be granted.

- Where a child over preschool age can self-administer medication/medical procedures, written permission must be provided by the child's parent/guardian.
- Parents/guardians will provide written details of the medical information and administration protocols from the child's medical/specialist medical practitioner(s).
- The self-administration of medication or medical procedures by children over preschool age will be undertaken only under the supervision of their educator with current approved first aid qualifications.

Communication Plan:

Step 1: Parents inform the service of their child/ren's medical needs on enrolment or on diagnosis and provide the appropriate Medical Plan for the condition where applicable

Step 2: The educator will implement appropriate risk management strategies in consultation with the family and Field Officers for each child that is in care with a medical condition that requires support

Step 3: The service will provide copies of the appropriate policies to the family for the condition of the child, including:

- Administration of Medication Policy
- Medical Condition Policy

Step 4: The service will provide the educator with enrolment details, including any Medical Plans, for all children attending their service (Including educators providing relief care)

Step 5: The educator will inform all families in their care setting of any triggers to allergies by displaying the appropriate poster and discussing what foods need to be restricted from lunchboxes

Step 6: The family will keep the educator and the service informed of any changes to their child/ren's condition and provide new Medical Plans as these changes occur and at least **annually**



Emergency and Critical Incidents

Effective Date: December 2014
October 2018

Review Dates: December 2015, October 2016, October 2017

Legislation and Law:

Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 (85, 86 & 87, 97)

Sources:

Guide to the Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 (ACECQA). National Quality Standards 2011 (ACECQA) – Quality Area 2
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA).

Policy Rationale:

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

Principles and Procedures:

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

- Reduce the likelihood of emergencies and critical incidents;
- Minimise the impact on staff, educators, other involved persons, children, families and site activities; and
- Facilitate the return of the site to normal operations as soon as possible

Management of emergencies and critical incidents will involve consideration of:

- Prevention
- Mitigation
- Response to and
- Recovery from, and
- Review of emergencies and critical incidents

A critical incident may include (but is not limited to):

- An accident
- Fire
- Loss



- Death
- Natural disasters
- Violence
- Terminal illness
- Emergency situations (Including storm and flood)
- Media attention
- Harassment
- Emergency First Aid
- Robbery

Co-ordination Unit Staff will:

- Provide support and information to Educators on compliance requirements for emergency and evacuation procedures.
- Provide forms to assist Educators in the recording of Emergency and Evacuation practice (Educators may devise their own forms).
- Upon receipt of the quarterly emergency practice record, will photocopy for recording purposes, and return original to Educator.

Evacuations/Lockdown:

Evacuation/lockdown may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, gas leak, siege, flood, or bush fire.

The emergency procedure should be short and simple

Educators will:

- Choose an assembly area and a backup area to be used if the assembly area is unsuitable because of circumstances.
- Display Emergency procedures in a visibly prominent area of the care environment (near exits)
- Practice Emergency evacuation/lockdown procedures with all children at least every three months.
- Evaluate the emergency evacuation/lockdown procedures
- Forward copies of the evaluation of the emergency procedure to the office each quarter (January to March, April to June, July to September and October to December).
- Prepare the environment by having an organised environment to easily locate:
 1. Sign-in sheets
 2. Emergency contacts
 3. Council phone numbers
 4. Medication forms/box
 5. First Aid Kit



Assembly Area

The assembly area will be:

- Well clear of the building and any area required for the access and operations of emergency services;
- An area which children can be moved from without going back towards the danger area;
- Not at the rear yard, unless there is a gate and an access route away from the danger;
- Escape routes to assembly areas must be kept clear of obstruction at all times; and
- The lockdown area needs to be in a suitable room inside the FDC residence/venue.

Fire Equipment:

Educator's homes must have:

- Appropriately placed smoke detectors;

And recommend the use of:

- A fire blanket that is kept adjacent to cooking facilities; and
- Appropriately located fire extinguishers.

NB: Equipment is required to be tested every 6 months or as directed by safety regulations.

Timing is important in terms of counselling after critical incidents:

- We Belong Family Day Care Approved Providers will provide professional counselling services for all staff, Educators, family and children associated with a critical incident.
- This counselling service will be organised by Coordination Unit staff within 24 hours of the incident.



Nutrition & Food

Effective Date: December 2014
November 2018

Review Dates: December 2015, December 2016, March 2017

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 –77-79, 168 (2) (a) (i)
National Quality Standards – 2.2.1

Source:

Get Up & Grow Healthy Eating & Physical Activity for Early Childhood – Australian Government Department of Health & Aging, 2009
Food Foundations - [http:// www.naqlid.org/category/food-foundations](http://www.naqlid.org/category/food-foundations)
Kidsafe Factsheet –Choking & Suffocation www.kidsafeqld.com.au
Australian Dietary Guidelines for children and adolescents.

Policy Rationale

We Belong We Belong Family Day Care believes that good nutrition is essential for a child's healthy growth and development. For this reason *We Belong Family Day Care* will encourage nutritious, good quality food consistent with the *Dietary Guidelines for Children and Young People in Australia*.

Educators will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks. All food served by Educators at *We Belong Family Day Care* will be consistent with the child's own dietary requirements, and take into consideration the children's like and dislikes as well as meet any cultural requirements of families.

High standards of hygiene will be maintained throughout all food preparation.
We will encourage the development of the children's good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by Educators.

Principles and Procedures

The service will:

- Encourage parents/carers and educators to provide all children in care a nutritious diet appropriate for their age with consideration to cultural and religious preferences, allergies, likes and dislikes
- **Inform all educators of the I'm Alert Food Safety program at**
<http://www.logan.qld.gov.au/laws-and-permits/business-licensing/food-safety-training> educators will provide the coordination unit with a copy of their Certificate of completion
- Guide educators on safe food handling and healthy food/drink choices

When the educator is providing food they will undertake the following procedure:

- Wash hands before preparing/ handling food and ensure children wash their hands



- A menu will be displayed for parents/carers that accurately describes the food and drinks provided each day
- Food and drinks will be provided and safely stored as recommended by Food Foundations
- Care should be taken to avoid allergy inducing food and drinks (where applicable) and consideration given to cultural requirements when preparing the menu
- Parents will give educators initial information about their child's routine and food requirements and continue to consult with the educator as the child grows

Educators will:

For an Infant

- Support the mother to continue to breastfeed as long as possible
- Encourage breast milk or formula as the main drink for the infant until 12 months of age
- Expressed milk or formula should be labelled with the child's name and stored in the refrigerator
- Expressed milk or formula will be warmed in warm water or a bottle warmer (not in the microwave)
- The service recommends nursing an infant whilst being fed until they are able to hold the bottle unassisted, bottles are not to be left with sleeping infants
- Unused breast milk or formula will be discarded
- Encourage the introduction of solids around the age of 6 months in consultation with the parent/carer
- Never use food as a punishment.

**Encourage introduction of new foods at home before including them at FDC, in case of allergy*

For All Children

- Provide water for children continually throughout the day
- Educators are encouraged to interact and eat with children at meal times to encourage conversations about healthy eating and to role model table manners
- Inform parents/carers about how much food and drink their child has consumed during the day and their food choices through conversations at pickup time or communication books (which ever is applicable to the care setting)
- Wash hands before preparing/ handling food and ensure children wash their hands
- Allow unhurried time for children to finish eating
- Supervise children whilst eating, discourage sharing of food between children and encourage children to be seated and calm for all meal times
- Avoid risk of choking by avoiding foods that can break off into hard pieces e.g. raw carrots
- Ensure each child's lunchbox or food is labelled with their name and stored in the refrigerator (if applicable)



Healthy Environment

Effective Date: December 2014
October 2017, November 2018

Review Dates: December 2015, October 2016,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
Food Act Queensland Legislation 2006

Source:

National *Food Standards Code* (FSANZ)
National Quality Standards
Staying Healthy: Preventing infectious diseases in early childhood care and education services 5th ed.
Social Emotional Development Strategy (SEEDS)
Healthy Bodies, Healthy Minds 2nd Ed.
Germ Busters

Policy Rationale

We Belong Family Day Care will maintain a healthy and hygienic environment that promotes the health of the children, educators and parents using the service. Educators will ensure that they maintain and model current best practice hygiene procedures as advised by Queensland health authorities. Educators will engage children in experiences, conversations, routines and responsibilities that promote children's understanding of the importance of hygiene for the wellbeing of themselves and others

Principles and Procedures

In accordance to Education and Care Services Regulations 2011, Regulation 153 the following information must be included in the register of FDC educators in relation to each educator engaged by or registered with the service:

- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing educators should acknowledge children who are modelling hygiene practices and look for opportunities to provide opportunities for children who have not developed the same level of awareness.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in *We Belong Family Day Care* routines and reminders.
- Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by Educators to support these practices.
- Educators will aim to provide a non judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in *We Belong Family Day Care* remind children that these are practices to be followed by *We Belong Family Day Care* but they may be different for them at home.



- Hand washing will be practised by all Educators, children and Field Officers upon entering the Service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- Educators children and Field Officers will wash their hands before leaving the service.
- Educators and Coordination Unit staff must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area.
- Educators and Coordination Unit staff must wash hands with soap and water after removing the gloves.
- Educators and Coordination Unit staff with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- We Belong Family Day Care Service including Educator's homes will be cleaned daily and all toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by We Belong Family Day Care Services will be cleaned and disinfected daily.
- Surfaces will be cleaned with warm soapy water after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.

FOOD HYGIENE

- All food will be prepared and stored in a hygienic manner
- Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and explanation provided to children on the reasons why hygienic conditions are maintained.
- Food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment will to be cleaned and stored appropriately
- Surfaces are cleaned with hot soapy water before and/or after food preparation.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C,



- We Belong We Family Day Care will provide food handling and hygiene information to parents.
- We Belong Family Day Care will regularly review and evaluate food handling and practices in line with current best practice guidelines from recognised authorities.
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs and spoons will be used for the serving of food. Where possible Educators will encourage children to self serve for food and drinks encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water.
- Educators are not required, when handling food, to use gloves if correct hand washing practices have been implemented (See Food Act). If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded and replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
- Gloves must be removed, discarded and replaced after using the toilet, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.
- All rubbish or left over food is to be disposed of immediately in lidded bins and bins emptied at least daily and then wiped with disinfectant.



CHILDREN'S SAFETY



Sleep and Rest

Effective Date: December 2016

Review Date: February 2017, November 2018

Legislation & Law:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 81

National Quality Standards – 2.1.2

Source:

SIDS and Kids www.sidsandkids.org

National Quality Standards 2011 (ACECQA) quality area 2.1.2

Guide to the National Quality Standard 2011 (ACECQA).

Kidsafe www.kidsafe.org.au

Policy Rationale

The We Belong Family Day Care service is committed to complying with the SIDS 4 Kids guidelines for effective and safe sleep practices to ensure

- Safe sleep practices for all children
- Supervision of sleeping / resting children.
- Provision and maintenance of rest and sleep equipment and environment.
- Hygiene practices
- Rest environment aesthetics

Principles and Procedures

Education and care services National Regulations 2011 81 sleep and rest states:

‘A family day care educator must take reasonable steps to ensure that the needs for sleep and rest of children being and educated and care for by the educator as part of a family day care service are met, having regards to the ages, development, and individual needs of the children’.

The primary safe resting and sleeping practices for children in care are:

- All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children’s rest environments are free from cigarette or tobacco smoke as detailed in the service’s Tobacco, Drugs and Alcohol Free Environment policy.
- The rest environment, equipment and materials will be safe and free from hazards as detailed in the Storage of Dangerous Substances and Equipment policy.
- Educators will monitor children at regular intervals during the rest period.
- If overnight care is provided educators will complete a risk assessment worksheet outlining safe and appropriate sleeping arrangements for the age of the child



Educators will:

Safe Resting Practices for Babies:

- Sleep babies on their back – never on their tummy or side.
- Sleep babies with their head and face uncovered, with their feet at the foot of the cot. Never use quilts, doonas, duvets, pillows, cot bumpers, sheep skins or place soft toys in the cot.
- Tuck bedding in securely so it is not loose, or sleep the baby in a sleeping bag that is the right weight for the season and fits the neck firmly.
- Use a firm clean mattress that fits the cot snugly with no gaps of more than 20mm at the sides and ends.
- No additional mattresses (unless firmly fitted) or extra padding are placed in cots, especially porta cots.
- Cots are to be kept away from curtains and blind cords.
- Never let babies sleep on couches, bean bags or pillows.
- Bouncinettes, prams, strollers, hammocks, baby swings and car seats have NOT been designed for safe sleeping. Children should be removed and put in their cot or bed.
- Dress children in weather suitable clothing free from hazards such as hoods.
- Remove jewellery including Amber teething necklaces.

Safe Resting Practices for Older Children:

- Children will be placed on their back to rest.
- If a child turns over during their sleep, allow them to find their own sleeping position.
- Never cover a child's face with bed linen.
- Light bedding is a recommended option, tuck bedding in to prevent the child from pulling it out over their face.
- Quiet experiences will be offered to children who do not fall asleep.
- Dress children in weather suitable clothing free from hazards such as hoods.
- Remove jewellery including Amber teething necklaces.

Protective Behaviours and Practices:

- All children will be supervised whilst sleeping
- All children who are sleeping in a separate room will be checked regularly using the look, touch, listen strategy.
- Doors must be kept ajar during rest / sleep time or a baby monitor must be used.
- When using cots or porta-cots manufacturer's guidelines must be adhered to at all times in relation to weight and/or height restrictions of the children.

Provision and Maintenance of Rest and Sleep Equipment and Environment:



- A comprehensive Health and Safety Audit will be carried out by scheme Field Officers.
- Areas are checked on regular Field Officer Visits throughout the year.
- The service does not permit the use of electric blankets or heated wheat bags in cots or on mattresses.
- All new cots must meet the Australian Standards for cots and be labelled AS2172. All folding cots must meet the Australian Standards for porta cots and be labelled AS/NZS2195.
- Educators must regularly check for the following hazards:
 - Loose or broken parts
 - Missing or loose knobs, screws or sharp catches
 - Peeling, cracking paint or splintered wood
- Only supplied porta cot mattresses will be used in a porta cot
- An annual cot audit will be carried out by the educator and Field Officers.

Hygiene Practices:

- Cots are to be cleaned regularly.
- Mattresses are to be cleaned regularly.
- Each child has their own bed linen that is washed a minimum of weekly.
- Cot mattresses must have a plastic mattress protector.
- Sleep mattresses must have a plastic mattress protector.

As per requirements on scheme Health and Safety Audit.

Rest Environment Aesthetics:

- Educators must maintain room temperatures to allow the children to have a comfortable rest / sleep time.
Air-conditioning can be used.
Pedestal fans can be used as long as an effective barrier is in place to prevent children from accessing the fans and a risk management is in place.
- There should be adequate airflow in the sleep environment.
- Music can be used to assist children to rest in a calm and relaxing environment.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply



Sun Protection

Effective Date: December 2014
November 2018

Review Date: December 2015, December 2016, and March 2017,

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – Regulation 168(2) (a)

National Quality Standards – 2.3

Source:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

QLD Cancer Council <http://www.cancerqld.org.au> and

http://www.cancerqld.org.au/2013_online_resource_forms_docs/CCQ_EarlyChildhoodCentre-SunSmart-Policy-Guidelines-Oct2013.pdf

Policy Rationale

As Queensland has the highest rate of skin cancer in the world (Cancer Council, 2012), We Belong Family Day Care Service aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection at We Belong Family Day Care where Educators and Field Officers will implement the Sun Safety Policy to protect themselves and the children in their care from the harmful rays of the sun.

Principles and Procedures

The following procedures will be followed:

- Educators will provide shaded areas in their homes, for children to play.
- Educators and Field Officers will role model sun safety behaviours.
- Children under one year of age will be protected from direct sunlight by the use of shade, stroller bonnets, awnings, etc.
- Outdoor activities, whenever possible, will be planned outside peak UV (10 am- 3 pm) especially in the hotter months of the year.
- Outdoor activities wherever possible will occur in areas shaded by trees, awnings, building, etc.
- The service will provide sun safety information to families enrolling children in care.
- Staff and educator will be sensitive to the religious and cultural differences in relation to the child's clothing and family preference.



- Where appropriate, families will be asked to provide the following items for their children who Attend care:
 - o Hat, preferable wide brimmed
 - o Sunscreen with broad spectrum SPF 30+ or higher that offers UVA and UVB protection (which they have already tested on the child's skin for adverse reactions). To preferably be applied each day before the child arrives in care
 - o Sunglasses are also recommended where appropriate
- School Age Children will be provided with opportunities to take leadership roles in managing sun protection
- Educators will ensure that appropriate clothing and sun protection products as discussed and agreed upon with the family, will use them in a consistent and proper manner.
- Hats and sunscreen will be worn during outside activities. Sunscreen will be applied at least 30 minutes before going outside.
- Educators will follow the instructions on the sunscreen container for the age of the child.



Administration of First Aid

Effective Date: December 2014
November 2018

Review Date: December 2015, November 2016, and November 2017,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
National Quality Standards

Source:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
Guide to the National Quality Standard
National regulation 89; First Aid Kits.
St John's Ambulance Australia-Fact Sheets - <http://stjohn.org.au/first-aid-facts>
St John's Ambulance First aid kits and equipment-
<http://www.stjohnqld.com.au/media/members/marketingstore/kits.pdf>

Policy Rationale

We Belong Family Day Care believes that in order to ensure the highest level of care is maintained for children attending the service; all educators must be suitably qualified in emergency first aid management. The We Belong Family Day Care will ensure that first aid equipment and support is available to all children, educators and visitors to the We Belong Family Day Care and whilst on excursions. All educators are required to undertake senior first aid, asthma management and anaphylaxis management training as part of their conditions of registration to ensure full and proper care of all is maintained.

Principles and Procedures

Educators will have current first aid qualifications that include:

- First Aid
- CPR
- Asthma
- Anaphylaxis
- A fully stocked and updated first aid kit will be kept in the designated and secured place out of reach of children at the Service and in the car (where applicable).
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance.
- A cold pack will be kept in the freezer for treatment of bruises and strains.



- An inventory of the kit will be maintained and checked on a regular basis by the Educator and will be checked during annual audit by coordination unit.
- Qualified first aiders will only administer first aid in minor accidents or to stabilize the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located in a prominent position.

In the case of a minor accident the responsible person in charge will:

1. Assess the injury
2. Attend to the injured person and apply first aid as required.
3. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
4. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the hygiene policy.
5. Ensure that anyone who has come in contact with any blood or fluids wash their hands thoroughly in warm soapy water.
6. Notify the parents/carers and We Belong Family Day Care Service by phone where applicable. (If after office hours phone the service emergency mobile number)
7. Record the incident and treatment given in the Incident/Injury/Trauma/Illness Form and forwarded as soon as possible to the service, recording the following details:
 - Name and age of child
 - Date, time, and location of incident
 - Description of injury and circumstances of how it occurred, including witnesses.
 - Treatment given and name and signature of first aid attendant
 - Details of any medical personnel contacted.
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report and name and signature of a person making report
 - Name and signature of responsible person in charge
 - Obtain parental signature confirming knowledge of the accident report form.

In the case of serious incident the responsible person in charge will:

1. Phone 000 and ask for an ambulance and follow instructions given by emergency services
2. As soon as able contact parent/carer to notify of incident and where the child will be taken e.g.: hospital
3. Contact We Belong FDC Service to notify and gain advice on procedure, where possible and/or applicable a Field Officer will immediately come out to the educator to give assistance (if after office hours phone service emergency mobile)
4. Complete a Incident/Injury/ Trauma/Illness Form as outlined in point (7) above
Coordination unit will contact the Approved Provider to notify of incident to the Regulatory authority through the National Quality Agenda IT system (NQA IT System)

In the case of the administration of medication as a first aide response – this being ONLY for Asthma, Diabetes and anaphylaxis, the Educator will follow the medical conditions Policy and Procedures. At no time must the educator administer any medication or over the counter medication without the consent of the parent or medical practioner even in cases of an emergency other than for the above conditions.



Child Protection

Effective Date: December 2014

Review Date: December 2015, July 2016, and April 2017,
November 2018

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards

The Child Protection Act 1999

Source:

In Safe Hands: www.insafehands.net.au

Department of Communities, Child Safety & Disabilities Services:

<https://www.csyw.qld.gov.au/resources/dcsyw/child-family/protecting-children/info-sheet-1-mandatory-reporting.pdf>

Policy Rationale

The purpose of this policy is to protect children through systematic processes which will raise awareness, and provide preventative measures and guidelines for reporting and responding to child protection issues. This child protection policy has been developed based on risk management strategies designed to reduce the risk of children being harmed. The policy advocates staff and educator child protection training and education, as well as promotion within the community.

The We Belong FDC Service is committed to ensuring that reports in relation to deaths, serious injuries, harm, or suspected harm that occurs to a child while attending family day care are investigated. Staff and educators are committed to protecting the security and safety of children in family day care at all times, and in affirmation of the dignity and rights of the child active measures are in place to prevent the occurrence of child abuse or neglect; and where abuse or neglect has occurred or is suspected to have occurred, the Service will respond to all cases in a manner which will keep children safe.

Principles and Procedures

The service will report to Child Safety regarding any suspicions of abuse or neglect. The Service will handle each suspicion and allegation of child abuse or neglect in a confidential manner. Support will be offered to all educators, families and staff involved.

The Service will:-

- Ensure that the safety of children is the paramount consideration; and
- Respond to reports regarding deaths, serious injuries, harm, or suspected harm of children in family day care in a timely, consistent and objective manner.
- A Report will be completed by the Service on the ACECQA IT System as required by law
- Provide every 18 months a compulsory training session regarding current child protection law and educator's obligations under that law (new educator's will be required to undertake this training prior to commencement)



Educators Responsibility Reporting and Documenting Concerns:

Reporting

The Service will take all concerns and reports of child abuse seriously and act on these reports immediately. If you do have a concern you should contact the Responsible Person in Charge at the service.

Child abuse reporting processes and how to respond to a child who has been abused

Who should report?

- All educators and staff

What should be reported?

- Any disclosure or allegation from a child/parent/community member or/employee/stakeholder regarding the safety/abuse or neglect of a child.
- Any observation or concerning behaviour exhibited by an educator, volunteer or other relevant stakeholder that breaches the Service's code of conduct for working with children.
- Inappropriate use of the organisation's photographic equipment or computers including evidence of child pornography.
- An educator/employee engaging in suspicious behaviour that could be associated with child protection concerns.

Who to report to?

- To the We Belong Family Day Care Service.

When to report?

- Child protection concerns should be reported immediately.

How should it be reported?

Verbally to a Field Officer or responsible person in charge. In consultation with the Field Officer an Incident Form will be completed.

The Responsible Person In Charge must:

- Assess from the information the immediate safety of the child and seriousness of the injury/information and/or disclosure and take appropriate steps to ensure the continual safety of the child and the adherence to this policy.
- Ensure the child's safety and reasonably believe the suggested action by the educator is an appropriate response to the child concern raised.
- Contact relevant State Statutory bodies to seek advice.

What will happen next?

- The Responsible Person in Charge will review the information surrounding the allegations and then decide upon the next step. This may involve either:
 - Interviewing the person/persons who made the allegations or other witnesses to gather more information with which to make a decision;
 - Report to local police and or child protection authority;
 - Handle the concern internally, access support externally if necessary;
 - No further action taken.
- The service will treat all concerns raised seriously and ensure that all parties will be treated fairly and the principles of natural justice will be a prime consideration. All reports will be handled professionally, confidentially and expediently.



- All reports made in good faith will be viewed as being made in the best interests of the child regardless of the outcomes of any investigation.
- The Service will ensure that the interests of anyone reporting child abuse in good faith are protected.
- Any educator or staff, who intentionally makes false and malicious allegations, will face disciplinary action.
- The rights and welfare of the child are of prime importance. Every effort must be made to protect the rights and safety of the child throughout the investigation.

Responding to a disclosure made by a child.

When a child/young person tells you that he or she has been abused, they may be feeling scared, guilty, ashamed, angry and powerless. You, in turn, may feel a sense of outrage, disgust, sadness, anger and sometimes disbelief.

- If a child discloses abuse, whatever the outcome, the child must be taken seriously.
- It is important for you to remain calm and in control and to reassure the child/young person that something will be done to keep him or her safe.
- When a child or young person discloses they are being harmed you can show your care and concern for the child/young person by:
 - Listening carefully;
 - Telling the child/young person you believe him or her;
 - Telling the child/young person it is not their fault and he/she is not responsible for the abuse;
 - Telling the child/young person you are pleased he/she told you.
- You will not be helping the child/young person if you:
 - Make promises you cannot keep, such as promising that you will not tell anyone
 - Push the child/young person into giving details of the abuse. Your role is to listen to what the child/young person wants to tell you and not to conduct an investigation (beware of asking any leading questions as this may prejudice any subsequent investigation)
 - Indiscriminately discuss the circumstances of the child/young person with others not directly involved.
- Try to obtain some details such as where the abuse is taking place, school, home, work etc.; is it currently occurring or did it occur in the past; the name of perpetrator if possible (but not necessary).
- It is possible that some children or young people will make a disclosure and then ask you not to tell anyone. It is important you seek guidance from the Approved Provider or the Nominated Supervisor to discuss how the child or young person can be supported and the disclosure managed.

Other actions to take:

- Protect the child - Once an allegation is made there should be an immediate response that protects the child from further potential abuse or victimisation. The child may require medical assistance.
- Distance the alleged perpetrator - The best interest of the child may warrant the standing down of an educator, staff member or volunteer.
- Confidentiality - All reports, the names of people involved and the details will remain confidential. Only the Responsible Person in Charge, Approved Provider and the people involved will be informed of the report.



DOCUMENTATION

The following forms should be used when reporting child concerns.

- Incident/Injury/ Trauma/Illness Form must be completed and forwarded immediately to the service
- The We Belong FDC Service recommends documenting of events in a private diary for own record as well as the Incident/Injury/ Trauma/Illness Form

TRAINING AND AWARENESS

The We Belong Family Day Care Service is committed to educating staff, educators and others in child protection, to reduce risks and create child safe environments. The Service will promote child safe practices which keep children safe in the Service and in their own community, and provide information about child protection to educators, parents, children and community.



Excursions and Outings

Effective Date: December 2014
November 2018

Review Date: December 2015, December 2016, June 2017,

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – 99, 100, 101, 102, 168 (2)(g,k)

National Quality Standards

Source:

Kidsafe QLD: www.kidsafeqld.com.au

Kids and Traffic: www.kidsandtraffic.mq.edu.au

Policy Rationale

The We Belong FDC Service aims to ensure the safety and well-being of children utilising the care and education service by ensuring excursions are conducted in a safe manner. Educators often take children on a range of excursions; some may be regular outings such as going to playgroup, the shops or to the park to enhance children's learning. Others may be non-regular excursions and accordingly may require more preparation to ensure the environment where the children are going to is safe.

Principles and Procedures

DEFINITIONS as per Education and Care Services National Regulations 2011:

Excursion: an outing organised by an education and care service or family day care educator.

Regular Outings: in relation to an Education and Care Service, means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program. Where the circumstances relevant to the risk assessment are the same on each outing that is undertaken at least once a month to a particular place in the locality of the place where the service is provided. An example of a regular outing maybe a daily walk to a nearby park or a nearby library to borrow books or a school drop off or pick up.

Non-regular Outings: In relation to an Education and Care Service, means an excursion organised by Education and Care Service or a Family Day Care Educator, that is not a regular outing. An example of a non-regular outing is a visit to a concert, zoo or special event.

Co-ordination Unit staff will:

- Provide forms to assist Educators collect information and permission from families for excursions.
- Inform families at the initial registration and regularly through newsletters of the regulatory requirements relating to excursions.
- Provide Professional Development to Educators on the requirements of the Regulations.
- Keep on file all educator's Regular and Non-Regular Transport Forms

Educators will:

- Plan and identify the purpose of all outings.



- Link the outing to the program and the Early Years Learning Framework and/or My Time Our Place.
Conduct a risk assessment prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion, and will specify how the Service will manage any identified risks. The risk assessment must also identify procedures for break down or accident.

The risk assessment conducted will consider:

- a) The proposed route and destination for the excursion
 - b) Any water hazards
 - c) Any risk associated with water-based activities
 - d) The transport to and from the proposed destination for the excursion
 - e) The number of adults and children involved in the excursion
 - f) Given the risks posed by the excursion, the number of workers or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g. lifesaving skills)
 - g) The proposed activities
 - h) The proposed duration of the excursion
 - i) The items that should be taken on the excursion (e.g. mobile phone, emergency contacts)
- Complete the appropriate regular outing/excursion form prior to taking any child on an excursion or outing. Discuss and seek permission from the child's parent, guardian or Authorised Nominee, ensuring the appropriate outing consent form giving permission for each outing is signed prior to the outing taking place and then annually for regular outings.
 - If written permission has not been obtained for excursion, permission may be provided from an authorised person on the child's enrolment form, via text, email or fax either to the educator or to the service after the educator has contacted a Field Officer for guidance to enable children to participate in excursions that provide valuable learning experiences or alternatively the educator will cancel the excursion.
 - Discuss with Field Officers all outings and gain approval prior to the outing.
 - Ensure the following items are taken on all outings:
 - First aid kit
 - Fully Charged and working mobilephone
 - Emergency contact phone numbers, for only children attending (Emergency Contact Cards)
 - Children's medication, water bottles food etc.
 - Ensure supervision is paramount both when moving children in and out of vehicles and whilst on the outing.
 - Ensure that any motor vehicle that is used to transport children on outings is:
 - Fitted with child restraints approved by the QLD Transport Department and are appropriate for the age and size of the child. All car restraints and anchorage points are to be checked annually by an authorised person.
 - Regularly maintained with a Car Safety Check completed annually.
 - Contains an emergency card with the Service contact details in a prominent place where emergency services will be made aware that the vehicle is being used as a FDC business.



Delivery and Collection of Children from the Service

Effective Date: December 2014
October 2018

Review Date: December 2015, December 2016, December 2017, and

Legislation & Law:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 99

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

Source:

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

National Quality Standards 2011 (ACECQA) – Quality Area 2

Guide to the National Quality Framework 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

Policy Rationale

It is important to ensure the safety and wellbeing of children, when the responsibility of the child is being passed to and from the Educator. Clear procedures need to be in place to ensure children only leave the premises with the correct authorisation.

The time when children are arriving and departing the Educator's premises or a pre-arranged venue, can be hectic. It is important that families and Educators are clear when their respective responsibilities for the child start and finish. Additionally, accountability requirements for children in Commonwealth funded childcare services in Australia state that the child must be signed in and out of childcare by the person dropping off or picking up the child. Educators and families also need to be clear about the procedures for entering and leaving an Educator's home in a safe manner e.g. doors, driveways, car parking areas.

Co-ordination Unit Staff will:

- Provide Professional Development in Arrival and Departure procedures at Educator Induction training.
- Assist Educators in the development, practice and evaluation of their Handover (Arrival and Departure) Procedures.
- Promote awareness of the Arrival and Departure Procedures to families via newsletter articles.



Educators will:

- Ensure no child leaves the residence or approved family day educator venue unless:
 1. They are given into the care of a parent of the child (unless prohibited by a court order)
 2. An authorised nominee named in the child's enrolment record
 3. A person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child
 4. Is taken on an excursion
 5. Requires medical hospital or ambulance care or treatment
 6. Because of another emergency
- Develop and distribute their own handover procedure that is appropriate for each family using their childcare service.
- Ensure attendance records (timesheets) are signed by the person dropping the child off or picking the child up, at ALL locations where a handover occurs (e.g. play session, school).
- Physically receive the child when they arrive at the Family Day Care premises. Ensure that arrival and departure of school age children is in accordance with the Arrival/Departure Details Form completed by the family.
- Ensure the entrance to the Educator's premises is securely locked at all times to prevent children leaving the premises unattended and unauthorised entry of persons. (Allow for an alternate exit in case of emergencies).
Develop a handover procedure for when children are delivered or collected away from the Family Day Care premises e.g. Play session. This must be discussed and documented by both family and Educator.
- Inform families of their responsibility to closely supervise children:
 - On arrival to the Educator's premises until physical handover has occurred, and
 - On departure after handover from the Educator to the family, particularly if any hazards such as driveways, glass, prickly bushes, or ponds are in the entry/access route to the handover area.
 - Enter the arrival and departure times and initial if a child arrives into care Unattended e.g. walking to and from school etc.

Families are required to:

- Discuss and document handover procedures with the Educator
- Complete attendance records indicating the exact time handover with the Educator occurred and initial the timesheet. Sign the timesheet at the end of the week verifying the



timesheet is an accurate account of the hours used and fees paid.

- In the case of children arriving or departing the Educator home unattended by the family, discuss the arrangements with the Educator and document and sign the agreed arrangement.
- Pick-up and deliver the child at the contracted times, unless prior notice is given of a change of times.
- Provide prior notice of an alternate person picking up a child using the Authority To Collect Form.
- Ensure contact information is up to date with the Educator in case of emergency.

In the event that a child is not collected by time contracted educators will:

- Contact parent/carer or if unable to contact refer to authorised persons on child's enrolment form
- Contact coordination unit (if after hours, phone emergency mobile number)
- If an authorised person on enrolment forms cannot be contacted phone police on 000

In the event a child is not at designated place on pick up (e.g. school) or has not arrived to FDC residence/venue at designated time educators will complete a detailed Risk Assessment Form that includes the following procedure and further details applicable to their circumstances:

- Phone parent immediately to find out if child has attended on that day or if parent is not contactable phone other authorised persons on child's enrolment form
- Phone school or place where child was attending on the day to advise child has not arrived into your care
- Phone police if applicable
- Phone coordination unit (phone service emergency mobile if after office hours)

Field Officer will contact Approved Provider will notify the Regulatory Authority (NQA IT system to Notification of Serious Injury or Incident).



Supervision

Effective Date: December 2014

Review Date: October 2015, October 2016, February 2017, October 2018

Legislation & Law:

Education and Care Services National Law 2010

Education and Care Services National

Regulations 2011 Work Health & Safety Act

2011 (NSW)

Work Health & Safety Regulation 2011 (NSW).

Family Day Care Safety Guidelines 6th edition August 2014

Source:

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

National Quality Standards 2011 (ACECQA) – Quality Area 2 (2.3.1)

Guide to the National Quality Framework 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA).

<http://acecqa.gov.au/home/> Australian Children's Education & Care Authority

www.chw.edu.au The Children's Hospital at Westmead

Kidsafe: the Child Accident Prevention Foundation of Australia www.kidsafe.org.au

Department of Education and Training

Retrieved October 2015

<http://deta.qld.gov.au/earlychildhood/pdfs/regulatory-requirements-family-day-care.pdf>

Policy Rationale

We Belong FDC service is committed to complying with the Children's Service Regulation 2011 to ensure:

- Adult /child ratios are maintained.
- Children are supervised at all times
- Consideration is given to the design and arrangement of children's environments to support active supervision.
- Supervision is used to reduce or prevent injury to children and adults.
- To acknowledge and understand the need for increased supervision when children are



involved in high risk activities e.g. an excursion near a significant water hazard.

Principles and Procedures

A Family Day Care Educator must ensure that any child be educated and cared for by the Educator as part of a Family Day Care service is adequately supervised.

The Supervision Policy is important not only for children, families and staff/Educators, but relates to every person who enters the service's premises.

Supervision is one of the most important care giving strategies and skills required by staff/Educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and larger groups of children, and an understanding of child development including theories about how children play.

The Coordination unit staff will:

- Provide information and training during induction/orientation for new Educators
- Provide information to educators in regard to supervision strategies through newsletters/emails/Facebook and other communication methods
- Observe Educator's supervision and provide support and advice where necessary;
- Model appropriate supervision skills at Play sessions.
- In the case of attendance at We Belong Family Day Care Play Sessions the following risk management plan has been put in place to allow appropriate toileting for all children whilst still ensuring suitable supervision.
- An Educator may take a child to the toilet and leave the child/children to be supervised by a qualified staff member, the handover must occur to a specified staff member
- **Educators will:**
 - Focus their attention on the children and child related activities, actively supervising at times when high risk experiences are provided
 - **NOT** perform any duties that could cause injury to children, families and/or visitors whilst education and care is being provided, this could include but not limited to, ironing, mowing lawns etc.
 - Provide adequate supervision at all times children are at the education and care service through sight and/or sound. The educator must consider where the children are and whether educator can still see and hear before attending nappy changes, personal bathroom visit and answering door or phones.
 - Educators must actively supervise children at all times when eating and drinking (2.3.1).
 - Educators must supervise children at all times when sleeping (sight or sound) and actively check children regularly (by touch or feel). In the case of overnight care educators will provide



adequate risk assessment to ensure safe sleeping for children in the education and care setting.

- Educators must not leave children unattended or unsupervised in a vehicle under any circumstances. This applies even if the vehicles remain in sight of the educator.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply.

RELATIONSHIPS WITH CHILDREN

Interactions with Children

Effective Date: December 2014
2018

Review Date: December 2015, June 2016, February 2017, October

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
National Quality Standards

Source:

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
National Quality Standards 2011 (ACECQA) – Quality Area 5
Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA).
Children and Young Person (Care and Protection) Act 1998 No 57
Ombudsman's Act 1974 Act 1974 No 68
Belonging, Being and Becoming – The Early Years Learning Framework for Australia
My Time, Our Place – The Framework for School Age Care in Australia

Policy Rationale

KBCC Pty Ltd will provide an environment that reflects the principles in “Belonging Being and Becoming” and “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavor through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will utilise opportunities in their interactions with children to develop an understanding of each others expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

Principles and Procedures

To ensure the obligations of this policy are achieved:

Co-ordination Unit Staff will:

- Provide Professional Development and/or information for Educators and families on effective communication skills that help build quality, supportive relationships.
- Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals.
- Support Educators and families to encourage positive interactions.

- Communicate information about children with relevant parties in a confidential manner.
- Participate in Professional Development.
- Treat each child without bias.
- Have regard to the size and composition of groups in which children are being educated and cared for by the service.
- Develop guidance strategies with Educators that demonstrate respect and understanding of individual children when they strive to recognize and understand why each child behaves like they do when they do.
- Use a positive approach in guiding behaviour.
- Have caring, equitable, and responsive relationships between themselves and children.

Educators will:

- Maintain supportive relationships, positive interactions, listen to children and,
- Encourage children to express themselves and their opinions.
- Allow children to undertake experiences that develop self-reliance and self-esteem.
- Ensure the dignity and rights of each child are maintained.
- Use positive guidance and encouragement toward acceptable behaviour. Take a positive approach to guiding children's behaviour that empowers children to regulate their own behaviour and develop skills to negotiate and resolve conflicts or disagreements with others.
- Consider each child's family and cultural values, age, physical and intellectual development and abilities.
- Provide an environment that is secure and interesting with a positive atmosphere.
- Create opportunities for children to be independent and self-reliant to work through differences, learn new things and take calculated risks.
- Ensure that the routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age and physical and intellectual development.
- Encourage children to express themselves and develop confidence in their abilities and opinions.
- Show an interest and participate in what the child is doing, actively engaged in children's learning and share decision making with them.
- Support children through periods of change.
- Respond to all children in a fair and consistent manner.
- Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status.
- Share information with families regularly in a constructive manner about children's interactions in a confidential manner.
- Participate in Professional Development.
- Provide opportunities to interact and develop respectful and positive relationships with each other, staff and volunteers.

Families are encouraged to:

- Develop supportive relationships with Family Day Care Staff, Educators, each other and children.

- Respond to all children in a fair and consistent manner.
- Share relevant information with Educators and staff regularly.
- Interact with all children in the Educator's home in an appropriate manner.
- Role model effective communication skills to their children.

Dealing with consistently inappropriate behaviours

Where a child demonstrates unacceptable behaviour consistently, Educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Look for and assess possible causes for the behaviour such as environmental factors.
- Discuss the issue with the child and their family members.
- Record all incidents that occur in relation to inappropriate behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled.
- Develop an action plan for the management of the specific behaviours and include a plan for regular discussions with all educators, children's families, school professionals etc. to review the action plans effectiveness and progression.

Where a child demonstrates behaviours that are physically harmful, Educators will:

- Remove the child from the situation as quickly as possible.
- Ensure any children or educators involved have not been hurt and apply first aid where required.
- Record the details of the incident including date, time, people involved, people injured and the action taken.
- Ensure that the family members of all children involved in the incident are notified

Inclusion & Diversity

Effective Date: December 2014
November 2018

Review Date: December 2015, December 2016, December 2017,

Legislation & Law:

Education and Care Services National Law 2010 Education and Care Services National Regulations 2011
Anti-Discrimination Act 1977
Disability Discrimination Act 1992 and Disability Discrimination Regulation 1996
Equal Employment Opportunity under the Anti-Discrimination Act 1977
Sex Discrimination Act 1984
Racial Discrimination Act 1975 and Racial Discrimination Regulation 1987

Source:

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011
National Quality Standards 2011
Guide to the National Quality Framework 2011
Guide to the National Quality Standard 2011 (ACECQA).
ECA Code of Ethics
Inclusion Support Agency
Belonging, Being and Becoming – The Early Years Learning Framework for Australia
My Time, Our Place – The Framework for School Age Care in Australia

Policy Rationale

All children and families have the right to be treated with fairness and equity and have the same opportunities for participation and decision making and to be accepted as valued members of the community. The Code of Ethics, developed by Early Childhood Australia, underpins the core values, beliefs and practices within We Belong Family Day Care Service

Principles and Procedures

We Belong Family Day Care Service acknowledges the need for an inclusive program and service based on children's rights and social justice principles. That is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, additional need or other circumstances. We recognise differences as well as similarities in people and respect this. Not just within our service but in promoting respect for all people in the wider community. We will promote child friendly communities and are advocates for universal access to a range of high quality early childhood and school age care programs. There is a commitment to full participation of children with additional needs. We will 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.

Information Sharing

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g.: cultural background, abilities, needs and language).
- Sharing of information will remain a vital component of each child's program and will maintain a

positive focus.

- Co-ordination Unit staff, Educators and families will ensure confidentiality is observed; (see *Confidentiality of Records Policy*).
- Written permission will be obtained from families to share information relating to their children, family and situation to external organisations or persons, if required.
- Information relevant to a child and/or family may be shared between an Educator and Co-ordination Unit staff, if required for the placement, ongoing support or development of the child.

Co-ordination Unit staff will:

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

There are individual support plans for children with additional needs.

Co-ordination Unit Staff and Educators will: When working with children:

- Respect the rights and dignity of each child.
- Ensure all the children have a right to access all learning experiences, to equally participate in the program and to succeed as a learner.
- View all children as competent with many strengths and abilities and as initiators and active social constructors of their own learning.
- Support children to interact with the environment and equipment in ways that children can identify. Help children build connections with others and with their community.
- Provide experiences that are complementary to children's home and community experiences.
- Build children's positive sense of self through identifying and responding to each child's strengths and learning styles.
- Educators create environments that are inviting and inclusive and support children's exploration, creativity and learning.
- Develop respectful and trusting relationships with children, so they can feel empowered and more open and respectful of others.
- Provide access to specialised equipment and resources and access to appropriate support

services as required.

- Support children to identify and take action against unfairness or to other biased behaviours.

When working with families:

- Show sensitivity to and respect for the range of family structures including same sex families, social values and child rearing practices evident in the service and the wider community.
- Incorporate information about the family's background in meaningful ways to help ensure families feel welcome.
- Share and exchange information relevant to the child.
- Respect the family's home language and communication styles and use a range of verbal and written methods of communication.
- Value multiple perspectives and empower families as decision makers about their child's learning and wellbeing.
- Work through a family centred approach acknowledging family's best know their child.
- Provide a program that responds to the individual strengths and interests of all children.

When working with children with additional needs:

- Use an inclusive approach ensuring that all children, especially children with additional needs, have the same opportunities to participate in all experiences and all aspects of the program.
- Seek specialised assistance/additional support to successfully include children with additional needs. Help them achieve educational success
- Maintain updated information relevant to particular disabilities, health issues delays or giftedness relevant to the children in Family Day Care.
- Plan an individualised Family Service Plan in collaboration with families and other professionals/agencies, including Inclusion Support Agencies (ISA"s)
- Plan experiences based on the child's strengths, talents, likes and dislikes and family priorities for their child.
- Work collaboratively with other services to support the child's transition in to the next learning environment.
- Ensure ongoing Professional Development to adapt programs resources and environments to provide successful inclusion.
- Ensure strategies and processes used to support children with additional needs in their transition to school and specialist services.
- An approach that develops a sense of belonging, and comfort in the service environment Need to build a relationship where children have trust and confidence in staff and educators.
- Encourage use of educational tools that reflect children and people with disabilities as active participants in the community.
- Environments, routines and staffing arrangements adapted to appropriately facilitate the inclusion of children with additional needs.

Families are encouraged to:

- Provide information to the Educator and Co-ordination Unit staff about their child's individual likes, dislikes and needs.

PHYSICAL ENVIRONMENT

Tobacco, Drugs and Alcohol Free Environment

Effective Date: 15th December 2014
October 2018

Review Date: December 2015, December 2016, December 2017,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 – 82, 83
National Quality Standards

Source:

Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition

Policy Rationale

We Belong Family Day Care acknowledges the importance of ensuring all children are cared for in an environment free from tobacco, drugs and alcohol.

Principles and Procedures

- Smoking drinking and consumption of illicit drugs will not be permitted in any areas utilised by Family Day Care
- Smoking will not be permitted in any open space 5 metres from the Family Day Care outdoor area or fence line.
- Staff and Educators will not smoke, drink or consume drugs in front of, or in the sight of children in care.
- Students, volunteers and visitors to the service will not be permitted to smoke, drink or consume drugs on the premises whilst children are in care and will adhere to the tobacco, drug and alcohol free environment policy
- Parents, family members or relatives of children enrolled at the service will not be permitted to smoke, drink or consume drugs on the premises whilst children are in care and will adhere to the Smoke Free Environment Policy.
- The family day care residence/venue will be kept free of smoke residue to ensure the safety of babies and children in care.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply

Storage of Dangerous Substances and Equipment Policy

Effective Date: December 2014 **Review Date:** December 2015, October 2016, October 2017, and November 2018

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
National Quality Standards

Source:

Kidsafe QLD: www.kidsafeqld.com.au

Policy Rationale

We Belong Family Day Care has a duty of care to provide all persons with a safe and healthy environment. The service defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury or illness to a person. It is recognised the importance of Educators and Co-ordination Unit staff adhering to the Education and Care Services National Regulations 2011, the Workplace Health and Safety Act 2011 and Workplace Health and Safety Regulation 2011.

Principles and Procedures

Educators and Co-ordination Unit staff need to be aware of the Workplace Health and Safety legislation and safe storage practices relating to hazardous substances. A hazardous substance may be:

- A poison
- Medicine
- A substance that may trigger an allergic reaction e.g. dust, fumes, peanut butter
- Petrol
- Household cleaners
- Toiletries
- Gardening chemicals e.g. fertilizers, weed killer, pesticides
- Gas

The Co-ordination Unit will:

- Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educator's home.
- Ensure the Play session venue stores any dangerous chemicals, substance and equipment in a place that is secure and inaccessible to children.
- Obtain Material Safety Data Sheets for all hazardous substances at Play session.

Educators will:

- Consider using the least hazardous chemical, product or equipment for the job.
- Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a locked place, which is secure and inaccessible to children.
- Ensure that all dangerous substances and medications are stored in their original labelled container and not transferred to any other container.
- Follow the use, storage and first aid instructions on the label for a substance.

- Seek medical advice immediately if poisoning has occurred or call the **Poisons Information Line** on **131126**, or call an ambulance, **dial 000**.
- Provide a safe environment at their home and on outings at all times.
- Complete a Daily Safety Check.
- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the Educator's responsibility to eliminate or manage the risk.

Indoor & Outdoor Environment Policy

Effective Date: 15th December 2014
November 2018

Review Date: October 2015, May 2016, March 2017,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
National Quality Standards

Source:

Kidsafe QLD Factsheets: www.kidsafeqld.com.au

Family Day Care Safety Guidelines 5th Edition 2012:

http://www.kidsafesa.com.au/files/f/3545/2012_Family_Day_Care_Safety_Guidelines_FINAL.pdf

Policy Rationale

The We Belong Family Day Care Service is committed to ensuring that children are cared for in a home like environment that is stimulating but safe. With the co-operation of educators, this service will ensure, through regular safety checks that every educator's place of business is safe, in a fit and proper state of repair and contains all the requisite safety facilities specified in the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

Principles and Procedures

The coordination unit will:

- Provide information, mentoring and support through home visits to ensure educators are providing a physically and psychologically safe environment for children in care, this includes undertaking a thorough Safety Audit of the residence or venue before the educator commences care and then at least annually.

Educators will:

- Undertake daily safety checks before care commences.
- Continually assess the level of hazard in the care environment and take steps to ensure the safety of children when a hazard is identified.
- Ensure equipment to be used is in good repair and is age appropriate and meets the relevant Australian Safety Standards.
- Nursery equipment must be in good repair and meet all Australian safety standards.
- All outdoor play equipment is 'fit for' purpose and assessed on a case by case basis in reference to KIDSSAFE GUIDELINES.
- Provide an environment that is:
 - Aesthetically inviting to families and encourages children to learn through play
 - Smoke, alcohol and drug free environment;
 - Safe from animal attacks;
 - Safe from electrical, fire and heat hazards.
 - Residence or venue is well maintained and in good repair.
 - Safe from sharp, pointed or jagged items
 - Safe from entrapment/strangulation.
 - Suitable in size and area for the number of children in care.

Indoor Environment:

- Firearms must be licensed and kept in a locked cupboard.
- Provide a secure or elevated storage areas for the containment of hazardous substances such as poisons, insecticides, detergents, bleaches, pressure packs, pills and medicines, toiletries, cigarettes, plastic bags, lighters and matches.
- Ensure Internal staircases which are inaccessible to children (gates at the top and/or bottom/locked door etc.);
- Balcony railings are in accordance to the Australian Standards for the height of the drop.
- Keep an up to date first-aid kit which is out of reach of the children, but readily accessible to for use.
- Ensure a working, charged telephone is available for sending and receiving calls at all times while care is being provided.
- Ensure adult size furniture does not pose a risk to young children in care
- Furniture is stable or securely anchored e.g. book shelves, televisions, etc.
- Ensure that any accessible thoroughfare to the street is effectively barricaded.
- Ensure an area is provided for the children's personal items.
- Ensure the availability of child sized table and chairs which is large enough for the number of children in care to seat themselves for meals and activities.
- Supply enough resources and equipment to fulfil their role as a FDC Educator
- Ensure all hot water outlets accessible to children, and those used for children's personal hygiene purposes (hand washing and bathing), must deliver hot water in a safe and inaccessible manner (regulated to a lower temperature, removal of hot water taps, childproof covers on taps, multi-purpose barriers) and plugs kept out of reach of children.

Outdoor Environment:

- Sandpit covers must always be replaced after use to prevent contamination by animals.
- Fence gates and staircase gates must always be kept closed and secure in accordance with risk management plans.
- The grounds must be free of poisonous vegetation.
- Thorny sharp plants and shrubs should be sensibly pruned or allowed to grow in an area in the garden inaccessible to the children.
- All hazardous equipment and substances including petrol, diesel, paint, gas, chemicals, camping equipment, building tools, gardening tools, firearms, hunting and fishing gear, must be securely locked away out of the reach of the children.
- Cars must be stored out of the play area.
- Children must be safely secured from moving cars.
- Garden sheds and caravans etc. must be locked and not pose a risk to children.
- Swings should be anchored and located away from other play equipment, concrete paths or any other risk taking the arc of the swing into account.
- Equipment should be free from rust and sharp or rough edges should be smoothed or covered.
- Any boats or trailers should be covered and securely fastened.
- Grass should be kept short but mowing should not take place when the children are there unless the children are able to be supervised by the educator in a place well away from the area being mown.
- Gates are to be secured with a latch which is inaccessible to children.
- External staircases or any elevated structure accessible to children must have enclosed sides to prevent a child falling through.
- Retaining walls, stepped areas, and any elevated structure must not constitute a risk to children (effective barricading may be necessary and/or risk management put into place).
- Adequate shaded outdoor play areas must be provided for varied outdoor experiences.
- The outdoor area should be an inviting play environment with several shrubs/gardens and trees.

- Trees should be checked for cracked or broken branches, pest infestation and pruned as necessary.
- A check of the outdoor care environment, including play equipment, should occur each day before children go out to play. The play area should be free of any hazards e.g. rubbish, sharp objects, splinters, sticks, prickles, pests such as spiders & ants, animal droppings and anything that poses a risk to children in care.
- Play area should be as natural as possible and set up in a way that reduces restrictions and encourages engaged play.
- Pools and Spas must be inaccessible to children at all times in accordance with the Australian Standards and safety checks completed daily.
- Glass in doors, windows and cabinets that are less than 1metre above floor level must comply with Australian Standard 1288, laminated or guarded to prevent a child falling against the glass.

Pets & Domestic Animals in FDC Policy

Effective Date: December
October 2018

Review Date: December 2015, December 2016, December 2017, and

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards

Source:

Kidsafe QLD: www.kidsafeqld.com.au

Policy Rationale

We Belong Family Day Care acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child's experiences in care they are also a risk to children. A child's safety must be maintained at all times.

Principles and Procedures

Co-ordination Unit staff will:

- Provide Professional Development and/or resources to Educators and families on health and safety practices for pets and other animals.
- Monitor the compliance of the policy and help Educators develop risk management plans for animals
- Inform families of the service requirements and Child Care Regulations for managing pets in Family Day Care when required.

Educators will:

- Inform families of their procedures relating to pets/animals and children in care.
- Inform Field Officers and families prior to a new pet coming into the home environment
- Vacuum and clean furniture and floors daily, before children arrive if pets are kept indoors.
- Ensure children and Educators wash hands immediately after handling animals.
- Ensure close supervision of all children if they have access to animals.
- Develop a risk management plan before children interact with pets/animals
- Ensure that any animal (including livestock) or domesticated bird that enters or is kept on the premises of the Service does not constitute a health or safety risk to children (for example, by causing an allergic response or infection or in any way having a detrimental effect on the well-being of children provided by the Service)
- Ensure every domestic pet or farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g. brushing the dog, bottle feeding a lamb, or providing food or water)
- Ensure all animals kept at the premises are clean and healthy.
- Any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- All play areas are kept free from the following – animal droppings, bones, and holes dug by animals.
- Ensure animals do not have access to bedding used by children, toys or play equipment used by children, food preparation areas or food, eating surfaces or utensils.
- Ensure no animal travels in a motor vehicle with a child unless the animal is restrained in the car (e.g. by a fixed barrier or harness or in a cage).

Families are encouraged to:

Inform Educators if their child has any allergies relating to animals before commencing care. Or any fear of particular animals

PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Fee Policy

Effective Date: December 2014

Review Date: December 2015, September 2016, March 2017, September 2018

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards

Trade Practices Act 2011

Source:

Childcare Service Handbook June 2018

Family Day Care Australia www.familydaycareaustralia.com.au

Trade Practices Act 2011

Policy Rationale

To ensure We Belong Family Day Care meets all accountability requirements in a fair and equitable manner in regard to payment of fees and provision of a statement of fees charged by the education and care service. Educators are self-employed business operators who set their own fee for service. It is important that Educators operate their business accountably which is transparent to all stakeholders.

Principles and Procedures

KBCC AS THE Approved Provider will:

- Ensure that all administration levies are reviewed annually to ensure the required income will be received to run the service sustainably and efficiently and to meet legislative requirements.
- Ensure that all administration comply with obligations and responsibilities provided under Family Assistance Law, National law. As Approved Providers we are responsible for ensuring that We Belong Family Day Care, staff and educators comply with these legal obligations and conditions of continued approval.

The Coordination Unit will:

- Discuss service fee information in the initial information to families, explaining that educators may set their own fees with recommendation from the Approved Provider
- Provide information to Educators on developing their fee schedule which includes a minimum and maximum level of fees competitive to the region.
- Discuss individual educator fee increases with the Approved Provider for approval.
- Not enter into discussions with Educators or families on matters relating to the value of an individual service compared to other services.
- Require Educators to take responsibility for bad debts incurred at their service.
- Require outstanding fees due to an Educator be paid before the family can be placed with another Educator within the We Belong Family Day Care Service.
- Process all Child Care Subsidy Claims for Educators.
- Monitor accuracy of claims for Child Care Subsidy.
- Provide quarterly CCS statements to families.
- Advise Educators that if a child is absent and does not come back into care CCS will need to be

refunded to the Service. (The Service will contact the Educator after a child has been absent for two weeks and advise that this may be the case). If the Service is unsure that a child will be returning to care after a period of time, then the Service will withhold payment of CCS until the child returns to care.

- In conjunction with the Approved Provider, undertake a full investigation of any suspected Non-Compliance with fraudulent claim in relation to child care fees and Government subsidies. Any Fraudulent activity will be referred to the relevant authorities.

Educators will:

- Adopt standard hours as 7.30 am to 5.30 pm Monday to Friday for all families using We Belong Family Day Care. Any care provided outside these hours or on Public Holidays will be classified as Non-standard hours of care. Educators are not permitted to individually alter the standard hours of care that they charge families.
- Ensure individual fees are compliant with the Child Care Services Handbook, Service policies and software program before implementing with families.
- Ensure fee schedules outlining all fees and conditions are given to families at the initial interview or as fees are changed.
- Charge all families the same fee for the same service.
- Issue a receipt for all money received from the families.
- Give the Co-ordination Unit and existing families at least 4 weeks' notice of any changes to fees.
- Not discuss nor agree to set fees in collusion with other Educators (Trade Practices Act 2011).
- Only provide paid care for children who are registered with the Service.
- Ensure no fee will be charged when not available to provide care for the contracted booked hours
- Give families and the Service at least one week's written notice if they wish to cease care, change contracted hours or take leave (unless in an emergency situation).
- Ensure only authorised persons sign children in and out on attendance records.

Families are required to:

- Ensure all children being provided with care are registered with the Service and enrolment forms are completed and provided to the service prior to care commencing.
- Pay fees to the Educator at the time agreed to by the Educator.
- Pay for public holidays at the normal rate when the Educator works her normal hours for the week in which the public holiday falls (if it is a day the child would normally have attended on that day). An Educator may charge a higher fee in accordance to their individual fee schedule if care is provided.
- Ensure authorised persons complete and sign attendance records, recording the actual time of arrival and/or departure of the child each day and initial all absences.
- Supply the Service with relevant Customer Reference Numbers (CRN) and dates of birth as necessary for the Service to process CCS payments.
- Give the Service and the Educator one week's notice if they wish to change contracted hours or cease care.
- The family is responsible for the full cost of care for any absences if their child does not attend on the final contracted day of care. (CCS cannot be paid if the child does not attend on the final day).
- Phone the coordination unit regarding any queries, grievances or concerns relating to fees charged, statements received, or independent fee setting. If unable to answer immediately administration will return the call after reviewing reports on software system.

**Note: If a family utilises care with an alternate educator on a public holiday then (CCS or ACCS) is paid to the alternate educator*

Child Enrolment

Effective Date: December 2014
September 2018

Review Date: December 2015, December 2016, December 2017,

Legislation & Law:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Children and Young Persons (Care and Protection) Act)

Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011

Source:

Childcare Service Handbook 2013-2013

Family Day Care Australia www.familydaycareaustralia.com.au

Policy Rationale

To ensure We Belong Family Day Care Service manages children's enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements. Educators will provide children and families with an orientation process for their individual service

Principles and Procedures

The most successful placements of children into Family Day Care are when there is a match between the needs of the child, family expectations and the Educator's ability and willingness to meet the individual needs of the child. It is the role of the Co-ordination Unit to implement systems and practices that allow for placements to occur in a fair and ethical manner. It is also important that placements are made as quickly as possible to ensure Educators are given every opportunity to fill a vacancy and for families to find suitable childcare.

Childcare Service Handbook 2013-2014.

[https://docs.education.gov.au/system/files/doc/other/ed14-0053_ccs -
_child_care_service_handbook_v2_0.pdf](https://docs.education.gov.au/system/files/doc/other/ed14-0053_ccs_-_child_care_service_handbook_v2_0.pdf)

1. Placement Register:

The Co-ordination Unit will:

Maintain a register of families requiring care i.e. Placement Register.

Provide information to families at the time of registration with the service on the procedures for placing children into Family Day Care.

Review and update the Placement Register on a regular basis.

2. Educator Vacancies

The Coordination Unit will:

Maintain an up to date register of Educator vacancies.

Develop and implement systems to ensure information on Educator vacancies is current.

Refer families to Educators taking into consideration the needs of the child, family and the Educator.

3. Hours of Operation

The scheme complies with the *Child Care Service Handbook*, and this information is related to families in a number of ways (e.g. Family Information handbook).

4. Entitlements

The Co-ordination Unit provides information to families in regard to entitlements for which they may be eligible. (I.e CCS and ACCS -Parent/Guardian must apply for subsidies through Centrelink online Account)

5. Number of Educators a family will be referred to

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

1. Enrolment:

Process for Coordination Unit

- Families will be asked to make an appointment to visit with the referred educator/s at a time that suits both parties.
- All new families will undertake an enrolment at the service office, other designated place or by phone (depending on family circumstances)
- Enrolment forms will detail all required information and include information relation to the child's care e.g.: food allergies, likes and dislikes etc. this form will be filed at the service and e-mailed to the educator for their file and to assist with gathering information about the child before care commences
- Information will be given to families during enrolment regarding policies and procedures that directly impact on care e.g.: Educational Program, Nutrition, Sun Safety, Exclusion Periods, Medication, Excursions, Signing Attendance Records, Fees etc.
- Follow up phone calls to families will be made to ensure new children have settled in

Process for Educator:

- Arrange a time to meet new families where time can be taken to discuss the care provided and the care required by the family. Giving details of areas used for FDC and offering to arrange a time when other family members may be met if the family chooses.
- Discuss with all new families their individual fee schedules and conditions, including payment process.
- Discuss and arrange a settling in process that suits individual families, this may include:
 - Parent attending for a play morning

- Child attending for shorter days for the first week
 - Asking family to send along a blanket, favourite toy or book
 - Ask parent to provide photos of their family, home, pets that can be included in the care setting or in a small book that the child can look at during rest time
 - Allow time to share information with families each morning and afternoon at drop off and pick up about the child's day or arrange to phone after hours if more suitable
- Ensure all relevant enrolment forms are obtained stored confidentially and up to date for each child in care
- Ensure that parents change of care requirements and a new Fees Contract is written and signed for process and the Enrolment Forms are all signed and updated yearly if any changes to the Family Circumstances, Educators will confirm and review and ensure parents signatures and dates are applied.
 - Provide all parents with the copy of Fee schedule/Contracts and ensure all areas signed and dated, inform parents that CCS can't be paid before or after child is physically present on their first or last day of care. All written agreements forms need to be updated of any changes eg fees increase or care sessions and ensure all signed and dated.

Process for Families:

- Provide information to the service on enrolment forms and during interview process to assist with the education and care of their child/ren
 - Share information with the educator during interview to assist with settling and programming for individual likes and needs
 - Allow time to discuss care with the educator each day to build relationships and extend on the child's learning
- All Families / Guardian are responsible for informing the provider of their changed circumstances and must comply with the written Agreement, it's the parent/Guardian responsibility to resolve any disputes they may have regarding Child Care Subsidy payments or fees. This may result in one or more parts of the enrolment of Child Care subsidy which could result in not being paid or subsequent sessions of care submitted for that enrolment (after the disagreement occurs) but will be processed once the dispute is resolved.

Steps to Enrol:

1. Parent or Guardian to make a claim for child care subsidy through My gov or Centrelink.
2. The provider submits an enrolment notice
3. The parent/Guardian confirms the enrolment now CCS can be claimed
4. All details entered and Confirmed, and attendances can begin

STAFF ARRANGEMENTS

Closing and Opening an Existing Family Day Care Service

Effective Date: December 2014
November 2018

Review Date: December 2015, September 2018

Policy Rationale

To ensure the Co-ordination Unit is aware of the operation of Approved Educators.

Principles and Procedures

It is important that the Approved Provider of the childcare service is aware of the operations of Approved Educators. This allows the service to ensure Educators are operating within the legislative and policy requirements at all times and to ensure families are aware of changes to care requirements. The requirements for short term closure of business will be less than for those Educators closing their business for extended periods of time.

For closures less than a 2-week period:

- Educators are to notify the Co-ordination Unit, one month prior, by phone or in writing, to when they intend to close their business and when they intend to re-open their business.
- Educators are to notify the Co-ordination Unit if these dates change prior to reopening their childcare business.

For closures more than a 2-week period:

- Educators are to notify the Co-ordination Unit in writing (Closure of Business Form provided by the service) at least one month prior to closure (if possible), advising of closure and reopening dates.
- For any occurrence of closure where the health status of the Educator has changed e.g. illness, medical procedure or birth of a child, a doctor's certificate may be requested by the Co-ordination Unit before the Educator can reopen their business.
- Closures of more than 12 months will result in the Educator's name being removed from the Family Day Care Register.
- In all cases of an Educator being unavailable to provide childcare, Educators will notify families by phone or in writing of their closure period (dates) and refer them to the Co-ordination Unit for alternative care.
- In all cases when an Educator closes their service for any period of time the Educator must ensure that the Workplace Health Safety Audit will be reviewed and the premises will be compliant to this document before the Educator reopens their business
- When the closure is for more than a 2 week period Co-ordination Unit staff will review the HSI with the Educator.

Code Conduct

Effective Date: December 2014

Review Date: December 2015, October 2016, September 2017, October 2018

Legislation & Law:

Children (Education and Care Services National Law Application) Bill 2010
Education and Care Services National Regulations 2011.
Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
National Quality Standards

Source:

ECA Code of Conduct
Un Convention on the Rights of the Child (1992).
Retrieved October 2nd
<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Policy Rationale

To ensure all stakeholders are clear about their responsibilities in relation to one another and to the families and children using the service

Principles and Procedures

This Code of Conduct applies to Approved Provided, Coordination Unit Staff, Educators, Parents and Children members and staff.

We will abide by the following principles as part of our professional conduct:

Confidentiality

- Maintain and respect each individual's right to privacy and confidentiality.
- Information regarding families and children's needs will be shared between the educator and coordination team in the best interest of the child.
- Permission to share information will be sought from parents except in child protection matters.

Conflict of Interest

- Individuals must maintain their professional integrity by recognising and reporting potential conflicts of interest, for example:
 - financial gain,
 - personal knowledge that may compromise the integrity of either party, and
 - relationship gain.

Fair and respectful behaviour

- Communicate honestly and openly.
- Have access to a grievance procedure.
- Value each person's point of view.
- Welcome diversity and engage in inclusive practice.

In relation to children

Above all else, our first responsibility is to children in providing a healthy, nurturing and responsive setting which is both safe and challenging.

Rights of the Child

In appreciation of the special vulnerability of the child our practices will acknowledge the rights of each child and will include the child's rights to:

- A voice
- Dignity and respect
- Participation
- Quality experiences whilst in care
- Be a child
- Learn through play.

We are committed to respecting and supporting:

- all children as individuals with their own individual cultural, social and family backgrounds;
- the development of the whole child across all areas; and
- the competence of each child.

In relation to families

- Acknowledge and value the uniqueness and diversity of families including cultural and religious beliefs and child rearing values.
- Acknowledge the rights of each family to confidentiality, privacy, information and participation.
- Assist families to exercise freedom of choice in accessing quality family day care.
- Inform families of policies and procedures that relate to all aspects of their participation with the Service.
- Be accountable to families by adhering to legislative requirements regulating children's services.
- Be conscious of the key relationships that exist in the work environment and ensure that professional boundaries are maintained.

In relation to colleagues

- Recognise and respect the dignity and rights of the individual and conduct myself in a professional manner.
- Practice open and effective communication.
- Be fair and consistent in decision making within a co-operative framework.
- Recognise and observe boundaries that support professional relationships.
- Be accountable in my work relationships and value each individual and their contribution.

In relation to self as a professional

- Be committed to the principles of honesty, respect, trust and integrity that underpin all of my professional practice.
- Demonstrate and be committed to reflective practices that encompass an awareness of my strengths, limitations and well-being.
- Demonstrate a commitment to my professional development, knowledge and skills.
- Own and promote a vision that is child focused and congruent with current best practices.

In relation to community

- Acknowledge the role of community in setting community standards and articulating community needs.
- Be responsible to the community by:
 - liaison and with cooperation with agencies and professions

- which support children and families,
 - engaging in culturally appropriate and non-discriminatory practices,
 - actively promote the service in the wider community, and
 - work within the legislative framework and quality assurance process to promote the wellbeing of children.
 - Develop and sustain services which are characterised by:
- Support community education and advocacy for children.
 - Breaches of the Code of Conduct
 - These shall be dealt with in a manner according to the individual involved.

Roles & Expectations of Staff

Effective Date: December 2014 **Review Date:** December 2015, May 2016, February 2017, and November 2018

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards

Source:

Providing a Child Safe Environment Policy.

Interactions with Children Policy.

Governance and Management Policy

Confidentiality Policy.

Policy Rationale

KBCC PTY LTD encourages the building of cohesive, qualified and motivated staff, who are provided with adequate training and knowledge to enable them to discharge their crucial role as the support staff for Educators attached to the We Belong Family Day Care Scheme.

Principles and Procedures

KBCC Pty Ltd shall require that all persons employed (whether for gain or as volunteers) are fit and proper to undertake the work for which they are engaged in the Service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be a fit and proper person for any reason.

A person is considered fit and proper if, in the reasonable opinion of the Approved Provider (or other appropriate delegate) they:-

- Are capable of providing an adequate standard of support to Educators in the Family Day Care setting;
- The person is of good character and suitable to be entrusted with the care and protection of children and guidance to Educators associated with the We Belong Family Day Care Service; and
- The person has obtained and given to the Approved Provider, as appropriate, a current positive Working with Children Check.
- The Approved Provider shall ensure that staff are fully informed of the Policies and Procedures of the Scheme, including all changes to them, by providing a Staff Resource pack and appropriate forums for staff to provide feedback and ideas to the Approved Provider for the ongoing improvement of the Service.
- The Approved Provider shall hold regular meetings (both formal and informal) with all staff to keep them informed of all matters of concern relating to KBCC Pty Ltd as operators of We Belong Family Day Care Scheme which is relevant or necessary for staff to know in order to better do their job.
- Staff will not be permitted to consume alcohol or be affected by it during the hours children are in their care.

- Staff who require regular medication will hold a medical certificate that confirms their ability to work in the vicinity of children.
- As per NQS (Q.A. 7.1.4) Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
- A suitably qualified and experience Field Officer will be approached to act as the Lead Educator for We Belong Family Day Care. The Lead Educator will be supplied with an offer of invitation and, if accepted, will be provided with a letter of acceptance, as per KBCC Pty Ltd procedures.

Volunteers and students (When applicable)

Volunteers and students are a valued part of the program and will be welcomed at We Belong Family Day Care Service. They will be managed in a consistent and professional manner, in accordance with the other policies of We Belong Family Day Care Service that apply to employed staff, modified only as necessary to reflect the voluntary nature of the role. (See Volunteer and Student Policy).

Determining the Responsible Person

As determined by the Education and Care Services National Law, a responsible person will be on the premises at all times and available via an emergency contact number after hours when any educator is caring for children. The details of the responsible person will be documented and clearly displayed for educators, staff and families. The process for determining the responsible person will be clear to all educators and staff and followed at all times

The responsible person is one that has either an individual supervisor certificate or is employed as a Field Officer (coordinator) with We Belong Family Day Care as per Supervisor Certificate: CS-00076125 under the Education and Care Services national Law (section 115). The Responsible person does not have any statutory responsibilities under the Nation Law and Regulations in the absence of the Nominated Supervisor.

The Service Supervisor Certificate is issued to an approved education and care service by the Department of Education and Training. The Service Certificate may apply to any person working at the service who is identified by the Approved provider or Nominated Supervisor (Reg: 238A) and agrees to be:

- (i) Responsible for the day to day management of the service, or
- (ii) Exercising supervisory and leadership responsibilities for part of the service (e.g. administration).

Responsible person

- The service must have a responsible person on the premises at all times. A responsible person can be:

- The approved provider
- The nominated supervisor or
- A staff member who is a Responsible Person and has agreed to exercise supervisory and leadership responsibilities in the absence of the Nominated Supervisor.
- Supervisor – the nominated supervisor’s role must be accepted in writing.
- The designation must be made by the Approved Provider or the Nominated Supervisor and accepted in writing by the Responsible Person.
- A Responsible Person placed in day-to-day charge of an Approved Service **does not** have any statutory responsibilities under the National Law and Regulations. Although they are responsible for ensuring the service continues to follow the law and regulations as well as the service’s own policy and procedures, they are not the equivalent of a Nominated Supervisor and the Nominated Supervisors’ responsibilities do not pass to them in the Nominated Supervisor’s absence

Duty of Approved Provider is to:

- Ensure Nominated Supervisors and Responsible Persons have a clear understanding of the role of the Responsible Person
- Ensure the Responsible Person is appropriately skilled and qualified
- Ensure a Responsible Person is physically present at the centre.

Duty of Nominated Supervisor is to:

- Arrange for the keeping of a “Responsible Person record”. This record will document the current day to day Responsible person
- Develop rosters in accordance with the availability of Responsible persons, Field Officer visit schedules and the day to day operation of the We Belong Office so that a Responsible Person is physically present at the office at all times and this is documented and displayed along with a photo of the daily Responsible Person.
- Only one Field officer can be appointed to the position of Responsible person at any one time.

Participation of Students and Volunteers

Effective Date: December 2014 **Review Date:** December 2015, December 2016, December 2017, November 2018

Legislation and Law:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Queensland Department of Communities, Office for Early Childhood Education and Care.

Policy Rationale:

The participation of students and volunteers within the service may occur from time to time. Students may wish to observe and experience the provision of family day care and this will be encouraged and facilitated when possible. The participation of volunteers from within the community will be facilitated where appropriate.

Principles and Procedures

The following procedures will be followed:

- Prior to any participation in the service, a student or volunteer must be in possession of a Blue Card (Working with Children Check Queensland) issued by the Commissioner for Children and Young People and Child Guardian.
- A student or volunteer must understand and acknowledge the requirement for confidentiality of all information relating to educators and families within the service.
- If the student or volunteer cannot provide the Service with an accredited copy of completion of Child Protection training they will be provided a child protection kit to complete and must agree to abide by the requirements of We Belong Family Day Care Service. The student or volunteer will also be provided with a copy of the service policy and procedures.
- In the event that an educator accepts the placement of a student or a volunteer, parents/guardians of all children in care with that educator must be informed in advance of the fact and requested to sign specific written permission for this placement. Should any parent/guardian decline to sign such permission, the placement will not proceed.
- Students and volunteers will not be permitted to provide any type of personal care to children in care and are not to be left alone with any child at any time during placement in an educator's home.

Specific Procedures:

1. Family day care educators will ensure a record is kept which records all visitors, students and volunteers to a family day care residence and/or venue during the service's hours of operation. This record must include the following information:
 - (i) date;
 - (ii) name and company details (if applicable);
 - (iii) time in/out;
 - (iv) signature.
2. A family day care educator must not leave a child being educated and cared for by the educator at a family day care residence and/or venue alone with a visitor, student or volunteer.
3. Written records are to be kept for 3 years after the record was made.
4. Family day care educators will make visitors, students and volunteers aware of appropriate dress standards and behavior when around children in care.

Employment of Staff

Effective Date: December 2014

Review Date: December 2015, May 2016, and January 2017

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards

Source:

- Providing a Child Safe Environment Policy.
- Interactions with Children Policy.
- Governance and Management Policy
- Confidentiality Policy.

Policy Rationale

KBCC Pty Ltd strives to follow its transparent processes to employ staff who are qualified and appropriate for the job. KBCC Pty Ltd also strives to be an equal opportunity employer.

Principles and Procedures

Staff will only be employed (including as volunteers) if, after reasonable enquiries by the Approved Provider they are appropriate for the role, as contemplated by the Role and Expectations of Staff Policy

The 'reasonable enquiries' required for employing staff include:

- ❖ requesting an appropriate resume from the candidate, including two character referees
- ❖ the Approved Provider and one other staff member interviewing the candidate
- ❖ contacting at least two referees to check the person's character
- ❖ obtaining Working with Children Check and any other relevant clearances, and,
- ❖ determining, and obtaining a copy of the appropriate qualifications of the person for the relevant role,
- ❖ prior to being selected for a role, for example, Field Officer or Administration Staff, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees) prepared or approved by the Approved Provider and a full copy of these Policies and Procedures via an electronic copy.

The successful candidate will be required to sign a declaration that they have received and agree to accept the identified role on the basis of the materials given to the candidate, and agree to observe strictly the Policies and Procedures of the Scheme, as modified at identified intervals.

All new staff (including volunteers) will be given an induction session, of at least 1 hour duration, Approved Provider to ensure that the new staff member is aware of (and where relevant) obtains copies of:

Induction of workplace and procedures checklist completed and signed

- ❖ their terms of employment or engagement (including role description)
- ❖ all Policies and Procedures (including grievance procedures)
- ❖ information about the philosophy and goals of the Scheme
- ❖ ECA Code of Ethics
- ❖ the basic operation of The Early Years Learning Framework, Education and Care National Regulations (2011) and National Quality Standards.
- ❖ the physical facilities of the Scheme;
- ❖ the other staff in the We Belong Family Day Care Service and their roles;
- ❖ the Duty of Care owed by staff to children and others; and
- ❖ any other matters which are necessary to enable the staff member to properly carry out their identified role within the Scheme, or which the new staff member reasonably wishes to know.

The Approved Provider shall, in conjunction with all staff, review their job description and any other requirements relating to the job (e.g. job performance indicators which have been agreed with the staff member), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Approved Provider shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

As a part of this Performance Review all staff will be involved in an ongoing Self-Assessment process attached to the Quality Improvement Plan for We Belong Family Day Care Scheme.

LEADERSHIP AND MANAGEMENT



Acceptance & Refusal of Authorisation

Effective Date: December 2014 **Review Date:** December 2015, December 2016, December 2017, November 2018

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2011 r168 (2) (n)

Source:

National Quality Standard: Quality Area 7.3

Policy Rationale

Our policy on the acceptance and refusal of authorisations sets out the circumstances in which We Belong Family Day Care will require authorisation (permission) from parents. Authorisation from parents is required to ensure the safety of the children and staff may refuse a parent/guardian's request unless the authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given; this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances verbal authorisation may be accepted at the discretion of staff.

The Education and Care Services National Regulations 2011 require services to ensure that an authorisation (permission) is obtained from parents in certain circumstances. For example, the

Regulations stipulate an authorisation must be obtained for:

- Administering medication to children (Regulation 93)
- Children leaving the premises of Educator registered with We Belong Family Day Care with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)

Authorisation from parents may also be required if:

- A child is leaving the premises of an Educator registered with We Belong Family Day Care to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than We Belong We Family Day Care.
- Children are leaving We Belong Family Day Care to make their own way home.



The Responsible Person or the person in day-to-day charge of We Belong Family Day Care Service will:

1. Ensure documentation relating to authorisation (permission) from parents/guardian contains:
 - the name of the child enrolled in the service;
 - the date;
 - signature of the child's parent / guardian or nominated person who is on the enrolment form;
 - the approximate time the child will return to We Belong Family Day Care if the child is leaving We Belong Family Day Care to attend an extra-curricular activity and the time they will return to We Belong Family Day Care (if applicable);
 - the original form/letter provided by the Service;
2. Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
3. Keep these authorisations in the child's enrolment record at the Service with a copy held at the place of care.
4. Ensure the child will not be permitted to leave We Belong Family Day Care to attend any other activity until authorisation is obtained from the parent/guardian.
5. Ensure that children are not permitted to sign themselves out or leave We Belong Family Day Care without an authorised adult, unless written authorisation from the parent/guardian has been given.
6. Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
7. In certain circumstances verbal authorisation, may be accepted at the discretion of the Responsible person. In these instances, the Educator will record in the diary: the time of the telephone call with the parent/guardian and name of the person who will be collecting the child. Identity of the person collecting the child should be confirmed by sighting ID – preferably photographic ID, for example, current driver's license.
8. Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
9. Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. We Belong Family Day Care can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.



Governance and Management

Effective Date: December 2014

Review Date: December 2015, October 2016, October 2017, November 2018

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

National Quality Standards

Work, Health and Safety Act (2011)

Child Care Benefit legislation

Source:

KBCC Pty Ltd Philosophy Statement

Quality Improvement Plan

Family Handbook

Fee Policy

Confidentiality Policy

Policy Rationale

KBCC Pty Ltd aims to provide a quality education and care program and will operate according to all legal requirements and recognised best practice. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be all the policy and procedures, National Law and Regulations and KBCC PTY LTD ATF The Learning Centre Trust Company Constitution that deals with the key legal requirements for operating the business.

For the purpose of Regulations KBCC PTY LTD ATF The Learning Centre Trust is the Approved Provider.

KBCC as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the We Belong Family Day Care Service Philosophy Statement.

KBCC Pty Ltd, as Approved Provider, will ensure that a copy of the current policies and procedures required under Regulation 168 is available for inspection at the We Belong Family Day Care Service main office at all times (as per Regulation 171).



Principles and Procedures

The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:

- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution;
- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them;
- Strategic planning – reviewing and approving strategic direction and initiatives;
- Regulatory monitoring – ensuring that We Belong Family Day Care complies with all relevant laws, regulations and regulatory requirements;
- Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service's budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service;
- Financial reporting – considering and approving annual financial statements and required reports to government;
- Organisational structure – setting and maintaining a framework of delegation and internal control;
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff;
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise;
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between staff members, or volunteers;
- Making recommendations for the appointment of Field Officers and Administration Officers determining terms of appointment as per job descriptions, evaluating performance, and developing and maintaining succession plans;

The **Nominated Supervisor and/ or the Responsible person** is responsible for the day-to-day management of We Belong Family Day Care and to address operational issues under the direction of, and the policies laid down by the Approved Provider, including:



- Advising the Approved Provider on matters relating to equipment needs and managing day-to-day operations within the budget;
- Maintaining an effective risk management framework;
- Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance.

This policy will encompass the following:

- Philosophy and policies
- Financial management
- Facilities and environment
- Equipment and maintenance
- Review and evaluation of service
- Records management
- Work Health and Safety

(a) Philosophy and policies

- The development and review of the Philosophy and policies will be an ongoing process.
- The philosophy statement and relationship model will underpin all other documentation and the practices within We Belong Family Day Care Service and will reflect the principles of the approved national frameworks for early childhood education and care "*Belonging, Being and Becoming*" and "*My Time, Our Place*". There will be a collaborative and consultative process to support the development of the philosophy that will include:
 - The Community Support Group;
 - The Coordination Unit;
 - The Educator Network Group;
 - Children and Families
- The statement of Philosophy will be included in the Quality Improvement Plan for the Service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- KBCC Pty Ltd, as the Approved Provider, will ratify the Philosophy and the policies. Policies can only be altered by the Approved Provider and the changes shown via version control.
- All documents will be dated and include nominated review dates.
- We Belong Family Day Care Service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and educator handbooks and general We Belong Family Day Care information if applicable.



- The Approved Provider will be responsible for developing and overseeing the budget of We Belong Family Day Care Service and for ensuring that We Belong Family Day Care Service operates within a responsible, sustainable financial framework.
- In line with this responsibility KBCC Pty Ltd will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- KBCC Pty Ltd will appoint a registered accountant and bookkeeper to provide assistance with financial monitoring.

(c) Facilities and environment

- KBCC Pty Ltd will ensure Regulations 103–115 relating to the physical environment required for a Family Day Care Service are maintained at all times.

(d) Equipment and maintenance

- Appropriate equipment and furniture, to meet the needs of all staff who are employed or any volunteers who are working in the main office of the Service, will be well maintained and safe.
- Processes will be in place for routine cleaning of toys and equipment, which are stored in the Main Office for borrowing purposes.

(e) Review and evaluation of the Service

- Ongoing review and evaluation will underpin the continuing development of the Service. KBCC Pty Ltd will ensure that the evaluation involves all stakeholders.
- The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of We Belong Family Day Care need further development will be included in the QIP and discussed at meetings between the Approved Providers and the Field Officers, Community Support and Educator Networks.

(f) Confidentiality

- KBCC Pty Ltd will maintain confidentiality. This is addressed in the Confidentiality Policy.

(g) Records Management

- Regulation 177 outlines requirements and includes references to records that Services must keep. Regulations 183–184 detail storage of records.
- We Belong Family Day Care has a duty to keep adequate records about Staff, Educators, Families and Children in order to operate responsibly and legally. We Belong Family Day Care will protect the interests of the children and their families, educators and staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to Staff, Educators and families.
- Clear guidelines on who will have access to which particular records will be given to Staff, Educators and families. These will be available at all times at the service.
- The Approved Provider will ensure that the record retention process meets the requirements



of the following government departments:

- Australian Tax Office (ATO)
- Family Assistance Office (FAO)
- Department of Education (DEC)
- In the event of ceasing to operate, KBCC Pty Ltd will identify where the records will be kept and seek professional advice on the winding up of the Service.
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available by KBCC Pty Ltd. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

Assessment of family day care residences and approved family day care venues	Approved Provider	Until the end of 3 years after the record was made	Regulation 116
Record of family day care staff (including educators, co-ordinators and assistants)	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 154
Record of visitors to family day care residence or approved family day care venue	Family Day Care Educator	Until the end of 3 years after the record was made	Regulation 165

(h) Work, Health and Safety

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any We Belong Family Day Care specific requirements, including grievance/complaints procedures.
- The Nominated Supervisor/ Field Officer will report back to the Approved Provider on any Work, Health and Safety issues as they arise.
- KBCC Pty Ltd will maintain any information to assist them in meeting their obligations under the legislation.



Records and documents required to be kept

Records and documents required to be kept at the service (National Regulations 183)			
Type of record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance Note: Does not apply if the insurance is provided by a state or territory government.	Approved Provider Family day care educator	Available for inspection at service premises or family day care office	Regulations 29, 30, 180
Quality Improvement Plan	Approved Provider	Current plan is to be kept	Regulations 31, 55
Child assessments	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183
Incident, injury, trauma and illness record	Approved Provider Family day care educator	Until the child is 25 years old	Regulations 87, 183
Medication record	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider Family day care educator	Until the end of 3 years after the record was made	Regulations 158–159, 183
Child enrolment	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183
Death of a child while being educated and cared for by the service	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183
Record of service's compliance history	Approved Provider	Until the end of 3 years after the Approved Provider operated the service	Regulation 167



Confidentiality of records

Effective Date: December 2014
November 2018

Review Date: December 2015, December 2016, December 2017,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011
National Quality Standards

Source:

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

Policy Rationale

To ensure the Approved Provider, Co-ordination Unit staff and Educators are clear about the requirements in relation to confidentiality of records of the service, or information obtained concerning:

- The children in care
- Staff and their families
- Educators and their families
- Families of the children in care or registered with the service

Family Day Care staff and Educators, through their normal work situations, are privy to personal information about each other, the children and families in care. It is of utmost importance that this information is handled with respect and kept confidential where necessary. Privacy laws legislate for the protection of individuals regarding their personal information.

Principles and Procedures

Co-ordination Unit Staff and Responsible Persons will:

- Exercise confidentiality as a standard approach when developing and implementing Policies and Procedures; and
- Be sensitive to the rights of Co-ordination Unit staff, families and Educators to have



information of a personal nature handled in a tactful, secure and discreet manner.

- Ensure any information is not divulged or communicated, directly or indirectly to another person unless: -
- Educators require the information for the education and care of the child
- Medical personnel require the information for medical treatment of the child
- The parent of the child requests the information
- A regulatory officer requests the information
- Verbal Information
- Any information obtained by Educators or staff in relation to the Educators, staff or the families of children enrolled for the service must be treated confidentially.
- Only information which is relevant to providing quality care for a child needs to be discussed between the Educator and Co-ordination Unit.
- Staff and Educators need to be aware it is not appropriate for them to discuss children in care with people other than the child/ren's families, Co-ordination Unit or Educator.
- It is important Educators do not refer to a child by name when discussing an incident, which has occurred as part of their Family Day Care business, with another Educator, family or member of the public.

Records

- *Personal information in written records will be kept securely by storing records confidentially in a safe and secure area.*
- Thorough destruction or secure disposal of records after the elapse of the mandatory period of retention will also be practised.
- Educators must not be performing other duties while supervising children. This includes social networking sites and internet usage not directly related to the care and supervision of children in attendance at the service.
- The Co-ordination Unit will ensure no information or images are used on the service website without written permission from families to use that piece of information or image.
- The Co-ordination Unit will maintain a current website with information to promote the service and Educators in a positive, professional manner at all times.

Families are encouraged to:

- Respect the private and confidential relationship between themselves and the Educator.
- Refrain from discussing grievances with an Educator in the public arena.
- Use the Grievance Handling Policy when issues arise.
- Promote the service positively at all times.



Dealing with Complaints /Grievance Policy

Effective Date: December 2014
September 2018

Review Date: December 2015, September 2016, March 2017

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 clause 168
National Quality Standards
Occupational Health and Safety Act 2012

Source:

Raising Concerns with your child care service (NCAC Info Sheet)
How to manage issues with your child care service Retrieved from www.careforKids.com.au

Policy Rationale

KBCC Pty Ltd will maintain a complaints and grievance management system to ensure that all staff, educators, volunteers families and community members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the staff and parent handbooks. We will identify complaints and grievances as opportunities to improve the quality of our service.

Principles and Procedures

KBCC Pty Ltd will support an individual's right to complain and will help them to make their complaints clear and try to resolve them. A complaint can be informal or formal. It can be anything which an individual thinks is unfair or which makes them unhappy with the service.

- Every family will be provided with clear written guidelines, detailing the complaint procedure in the parent handbook. A flow chart has been devised to demonstrate our grievance procedure options for stakeholders.
- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other parents or staff not involved.
- If an individual has a complaint or comment about the service, they will be encouraged to talk to the Nominated Supervisor who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint they should discuss the issue with the Approved Provider either in writing or verbally.
- The Approved Provider will discuss the issue with the Nominated Supervisor and develop a strategy for resolving the problem. This would be discussed further



with the individual or if necessary a meeting will be organised with the Nominated Supervisor and individual to resolve the problem.

- All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have lead to amendments to policies and procedures where required.
- The Nominated Supervisor and or the Approved Providers will inform the person making the complaint of what has been decided regarding the issue. Staff and/or educators will be informed of any relevant issues that they need to address or be aware of.
- This could be done verbally or if the issue has been dealt with on a more formal basis then the Nominated Supervisor or Approved Providers will write personally to the individual making the complaint.
- If any complaint cannot be resolved internally to the persons satisfaction, external options will be offered such as an unbiased third party. Costs will be shared by all parties.
- Please Note that ANY Complaint that refers to the *safety, health and wellbeing of all children or the potential to be, or is being compromised must notify the Regulatory Authority (Office for Early Childhood Education and Care*

Website: <http://deta.qld.gov.au/earlychildhood/> as per

The Education and Care Services National Law 2010 (Section 174) states:

An approved Provider must notify the Regulatory Authority of the following information in relation to an approved Education and Care Service operated by the approved provider –

a) Any serious incident at the approved Education and Care Service;

b) Complaints alleging-

i) that the safety, health and wellbeing of all children or the potential to be, or is being compromised to be reported to the Regulatory Authority while that child or children is or are being educated and cared for by the approved Education and Care Service; or

ii) that the Law has been contravened

Step 1

It is expected the grievance should initially be discussed with the person concerned. Every effort should be made to resolve the grievance at this level before moving on to the following steps.

BETWEEN FAMILY AND EDUCATOR/STAFF

Step 2

If the grievance is not resolved satisfactorily either party can bring the matter to the attention of the Nominated Supervisor to assist in the resolution of the matter.



Step 3

Any grievance, which has been fully discussed between the Nominated Supervisor and the parties involved and is still unresolved, can be referred for further mediation to the Approved Provider.

BETWEEN THE EDUCATOR AND CO-ORDINATION UNIT STAFF

Step 1

The Educator has the right to approach the staff member concerned and to expect to have the grievance addressed in an understanding and sensitive manner.

Step 2

If unresolved the Educator can contact the Nominated Supervisor or Approved Provider who will attempt to find a resolution or an acceptable compromise by both parties.

Step 3

If still unresolved the Educator may refer the matter to the Approved Provider for further mediation.

BETWEEN THE SERVICE AND EDUCATOR

- i. In the event the service is dissatisfied with an Educator, or if a complaint is made by a family, staff member or community member, the complaint must be notified to the Educator verbally by the Nominated Supervisor or a delegated representative.
- ii. If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Approved Provider, Nominated Supervisor or delegated representative will investigate the circumstances and organise the issue to be discussed with the Educator.
- iii. A Quality Improvement Plan will be developed with the Educator to offer training to ensure future compliance.
- iv. The Educator will be warned of future non-compliance with the Law and /or Regulations and/or conditions of the service, may result in de-registration proceedings.
- v. The Approved provider has the right to de-register an Educator without further warning.
- vi. If the Educator contravenes the Law or Regulations or conditions again, the Nominated Supervisor, or delegated representative of the service will report to the Approved Provider and de-registration may be recommended.
- vii. The Approved Provider will advise the Educator if s/he has been removed from the Family Day Care register and the reasons for this course of action.
- viii. The Approved Provider will advise both the Queensland and Federal Regulatory Authorities in writing the date from which the Educator is no longer registered with the service.

D BETWEEN EDUCATOR AND EDUCATOR

Step 1

Discuss with the person concerned and attempt to resolve the grievance.



Step 2

If unresolved the Educator can contact the Nominated Supervisor or another Co-ordinator who will attempt to find a resolution or an acceptable compromise by both parties.

Step 3

If still unresolved the Educator may refer the matter to the Approved Provider or Family Queensland Family Day Care Association.

E BETWEEN CO-ORDINATION UNIT STAFF

Step 1

In the first instance the employees shall attempt to resolve the grievance between them.

Step 2

If the grievance is still unresolved the complaint can be referred to the Nominated Supervisor or Approved Provider for mediation.

Step 3

If still unresolved, the Nominated Supervisor or Approved provider in consultation with the parties involved will determine the next course of action. This may necessitate the involvement of external options will be offered such as an unbiased third party.

Notification

- Document the grievance or complaint.
- Notify regulatory or licensing bodies if required. Should any regulatory or licensing bodies need to be contacted their details are as follows:

Office for Early Childhood Education and Care

Website: <http://deta.qld.gov.au/earlychildhood/>

Anti-Discrimination Commission Queensland

Ph.: 1300 130 670

Website: www.adcq.qld.gov.au

Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

Ph: 1300 653 227

Website: <http://www.fahcsia.gov.au>

Child Safety Service

Ph: 3380 6200 (Logan Central Office)

Website: www.childsafety.qld.gov.au



OPERATIONAL MANDATORY FAMILY DAY CARE POLICY & PROCEDURES



Assessment & Approval of FDC Residence/Venue Policy

Effective Date: September 2014
2018

Review Date: February 2016, March 2017, October

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 – Regulation 116
National Quality Standards – Quality Area 2; 3

Source:

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

Policy Rationale

To ensure the health, safety and wellbeing of children being educated and cared for the service will undertake a Safety Assessment of each educator's residence/venue before care commences and at least annually thereafter. Risk Assessments of known hazards in the care setting will be undertaken by each educator in conjunction with the coordination unit before care commences and at least annually thereafter.

Principles and Procedures

The We Belong FDC Service will:

- Undertake a Safety Assessment (Schedule A) of each FDC residence/venue before approval is given for educators to commence care, this will include but is not limited to:
 - The existence of any water hazards eg: swimming pool/spa, water features, storm easements etc
 - Risks posed by animals
 - Glass in the care setting that is 75cm or less from the floor
 - Glass under 75cm must be safety filmed, safety glass or guarded by a barrier that prevents glass from shattering if broken and/or prevents a child from striking or falling against
 - Appropriate fencing and gates
 - Suitability of each residence or venue in relation to the number, ages and abilities of children likely to attend
 - The suitability of toileting and nappy change area and facilities
 - Any safety issues and /or hazards identified will be recorded on the Safety Audit (Schedule A) with a date to be addressed by and the date sighted by a Field Officer (this could be photo evidence) before registration of new educators and/or reregistration of existing educators.
- This safety assessment will be undertaken at least annually thereafter
- To enable appropriate Risk Management to be in place the educator must advise the scheme of any proposed changes to the FDC residence/venue that may affect the education and care provided to children at their service, including but not limited to;
 - Renovations
 - Obtaining a new pet
 - Visitors
 - Obtaining major equipment for safe placement and suitability to age of children in care
 - Any other changes that may affect the education and care of children at the service



**The Approved Provider may request the educator to close their business for a period of time if a sufficient Risk Management strategy is unable to be put into place. Once the strategy is in place an audit will be completed and the business can be re-opened.*



Assessment & Approval of Family Day Care Educators

Effective Date: September 2014
2018, July 2019

Review Date: February 2016, March 2017, October

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – Regulation 127; 136 (3); 169 (2) (b) (e)

National Quality Standards – Quality Area 4.1.1; 7.1.2

Source:

- QLD Government – Blue Card Services www.bluecard.qld.gov.au/
- ECA – Code of Ethics www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood

Policy Rationale

The We Belong Family Day Care Service will recruit, assess and engage suitably qualified educators over the age of 18 as the need arises in a fair and transparent manner.

Principles and Procedures

The following recruitment procedure will be taken for educators:

- Initial information will be sent out to all prospective educators, who will be asked to complete an application and return to the service. The service will assess the applicant's application for suitability.
- At any time throughout the applying and/or assessing process of prospective educators where the educator is unable to meet the policies and procedures of the service the service may reject an application. The unsuccessful applicant will be notified in writing.
- As part of the assessment process, applicants will be interviewed by the coordination unit and participate in Induction Training
- The approval of the applicant will not proceed without the agreement of all parties, including adult occupants of the residence/venue
- On approval educators will be placed on a three-month probation period

Educators will need to meet the following requirements:

- Meet mandatory requirements as stated under the Education and Care Services National Law Act 2010, Education and Care Services Regulations 2011 and Education & Care National Standards. Including:
 - Providing a safe environment,
 - Hold a current
 - first aid, CPR, anaphylaxis and asthma management certificate,
 - positive (blue) card for self, all adult occupants and regular visitors,
 - Certificate 111 in Children's Services (or equivalent) or be actively working towards this qualification
 - Public Liability Insurance with a minimum coverage of \$10 000 000 and provide proof of currency to the service prior to registration then annually as requested by the service.
- Have good knowledge of early childhood development and ability to demonstrate a genuine interest in and enthusiasm for helping children grow, learn and develop according to their individual needs



- Have the ability to communicate effectively, respectfully and warmly with children and adults
- Be willing to meet best practice standards and to continue their own ongoing professional development
- Have small business management skills, or the ability to acquire them, including being able to manage financial and record keeping requirements, tax compliance and maintenance of insurances
- Be physically and mentally able to manage stressful situations and have the flexibility to respond to the changing demands of the role as they occur
- Provide a Medical Clearance from a Medical Practitioner annually or as requested by the service
- Provide a Criminal History Check as requested by the service for CCS purposes



Family Day Care Educator Register Policy

Effective Date: September 2014
November 2018

Review Date: February 2016, March 2017,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 – Regulation 153
National Quality Standards – Quality Area 7.1.4; 7.1.5; 7.3

Source:

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

Policy Rationale

The We Belong FDC Service will retain an up to date register of FDC educators registered with the service

Principles and Procedures

In accordance to Education and Care Services Regulations 2011, Regulation 153 the following information must be included in the register of FDC educators in relation to each educator engaged by or registered with the service:

- (a) the full name, address and date of birth of the educator;
- (b) the contact details of the educator;
- (c) the address of the residence or approved family day care venue where the educator will be providing education and care to children as part of the service, including a statement as to whether it is a residence or venue;
- (d) the date that the educator was engaged by, or registered with, the service;
- (e) when applicable, the date that the educator ceased to be engaged by or registered with the service, for the period of 3 years following that date;
- (f) the days and hours when the educator will usually be providing education and care to children as part of the service;
- (g) if the educator is an approved provider, the number of the provider approval and the date the approval was granted;
- (h) if the educator is a certified supervisor, the number of the supervisor certificate and the date it was granted;
- (i) evidence -
 - (i) of any relevant qualifications held by the educator; or
 - (ii) if applicable, that the educator is actively working towards that qualification as provided under regulation 10;
- (j) evidence that the educator has completed—
 - (i) current approved first aid training; and
 - (ii) current approved anaphylaxis management training; and
 - (iii) current approved emergency asthma management training;
- (k) evidence of any other training completed by the educator;
- (l) if the educator will be providing education and care to children in a jurisdiction with a working with children law or a working with vulnerable people law, a record



- of the identifying number of the check conducted or card issued under that law and the expiry date of that check or card (if applicable);
- (m) for each child educated and cared for by the educator as part of the family day care service -
 - (i) the child's name and date of birth; and
 - (ii) the days and hours that the educator usually provides education and care to that child;
- (n) if the education and care is provided in a residence -
 - (i) the full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence;
 - (ii) the full names and dates of birth of all children aged under 18 years who normally reside at the family day care residence;
- (o) a record of—
 - (i) the identifying number of the working with children check, working with children card, working with vulnerable people check or criminal history record check or teacher registration of each person referred to in paragraph (n) who is required to provide the check, card, record or registration under regulation 163 and the date of expiry of that check, card or registration, if applicable; and
 - (ii) the date that the check, card, record or registration was sighted by the approved provider or nominated supervisor of the service.

*Note: (m) recorded on service software program

In complying with Regulation 153 the following procedure will be in place:

1. Information is recorded on Educator Application of the registration Process (Schedule B)
2. Schedule B of the Registration Process will be used to record a through o of the above policy into the services software system
3. Print copy from system and place in Educator file
4. Educator will inform Coordination Support Unit of any proposed or likely changes immediately. E.G Qualification Update, Change of Address, Adult occupant moving in etc.
5. Educator information updated by Administration staff in the software system
6. Print updated copy and place in Educator file
7. Coordination Staff will audit information on each visit and
8. Information and process will be reviewed during annual registration process. information



Monitoring, Support & Supervision of FDC Educators Policy

Effective Date: September 2014
November 2018

Review Date: February 2016, March 2017,

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 – 169 (2) (d)
National Quality Standards – Quality Area 4

Source:

Education and Care Services Regulations 2011
National Quality Framework Resource Kit www.acecqa.gov.au

Policy Rationale

The aim of the We Belong Family Day Care Service is to support educators in all aspects of their role whilst ensuring the safety and wellbeing of children in care.

Principles and Procedures

The Coordination Unit will:

- Visit new educators weekly for at least 4 x weeks or for a period of time as determined by the coordination unit and the educator
- Visit educators on a regular basis and negotiate additional visits as the need arises to support individual educators
- Visits maybe a combination of unannounced and announced and take place at differing times to gain a better understanding of the routines, activities and service the educator provides (this includes weekend visits) as deemed appropriate for quality outcomes
- Visits may be incorporated during Play Sessions or during other planned excursions where educators may come together but are not included as a regular visit.
- Where educators provide education and care for children who require extra support, will visit as often as necessary.
- When a new child commences care, shall endeavour to visit within the first month of care commencing.
- Visits will incorporate:
 - Supporting the educator in all areas of their role
 - Monitor the safety and wellbeing of children in care (Refer to Children's health Policies, Children's Safety Policies)
 - Support children's learning and development (Refer to Educational Program and practice Policies)
 - Monitor records kept by the educator are up to date, stored to enable access as needed in a confidential manner. For example: Child assessments are kept in an inaccessible cupboard/file cabinet.
 - Monitor and keep record of Educators progress (i.e. "actively working towards") an approved Certificate III qualification. (Refer ACEQA Qualification List : <http://www.acecqa.gov.au/qualifications.aspx>)



- When budget permits, provide Play Sessions weekly for educators to network with other educators and qualified Field Officers
- Provide additional support to educators if they request, this could be:
 - Phone, e-mail, fax or Skype
 - Additional field visits
 - After hours appointments either at the office or educators residence/venue
- Encourage visits with other educators to support networking
- Provide training to support educator's knowledge and skills (refer to Support & Training Policy)

The Educational Leader/s will:

- Provide team meetings with Field Officers to assist with face to face support during regular field visits to include the educational program and discuss individual needs of each educator
- Provide support to individual educators where required via phone conversations, e-mail and/or face to face visits
- Have high input into planned training to support educators educational program needs
- Provide tools to assist educators with their educational program eg: EYLF, MYTOP and other resources
- Provide information in the monthly newsletter informing educators of training, support resources (e.g. appropriate weblinks), policy updates etc.

In the event that educators are remotely registered with the service support will be given to these educators by:

- Regular phone and e-mail contact
- Skype meeting at least once a month at a time that suits the educator and children in care
- Contact records will be written and filed in the educators file
- Face to Face visit on a needs basis



Suitability of Persons Residing at Family Day Care Residences Policy

Effective Date: September 2014
November 2018

Review Date: February 2016, March 2017, and

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – Regulation 163; 164

National Quality Standards – Quality Area 2.3

Source:

QLD Government – Blue Card Services www.bluecard.qld.gov.au/

ECA – Code of Ethics www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood

Education and Care Services Regulations 2011

Policy Rationale

The We Belong Family Day Care Service recognises that the family unit is an important part of the education and care service provided by educators to children. Family members and other occupants of the family day care residence/venue can influence the quality of care provided to children in care. To ensure the safety and wellbeing of children in care is maintained at all times the educator and coordination unit will ensure all persons around children behaviour supports the professional quality standards of the service. (For guidance on the assessment of family day care educators refer to Assessment & Approval of FDC Educators policy.

For guidance on the assessment of family day care educator assistants refer to Assessment & Approval of FDC Educator Assistant Policy)

Principles and Procedures

The We Belong FDC Service will ensure that all residents of the FDC residence/venue over the age of 18 years are fit and proper by:

- Providing all residents an application for current Blue Card or if already obtained linking to the service and checking currency before the educator commences care (Refer to Blue Card Policy)
- Meet with all family members and/or residents to discuss their role in maintaining a high quality service at the FDC residence/venue

The educator will:

- Discuss with all family members and/or residence of the FDC residence/venue
 - The requirements outlined in service Policies & Procedures to ensure the safety and wellbeing of children in care
 - The importance of addressing parents/carers, coordination staff and visitors to the home in a professional manner (face to face and over the phone)
- Ensure all persons behaviour and language is appropriate and portrays a high quality standard
- Ensure confidentiality is maintained in relation to all aspects of the care provided
- Inform the coordination unit of any changes planned in regards to persons residing at their FDC residence/venue



- Ensure families/carers and children in care are aware of areas on the residence/venue that are for private use only

Family members and/or residents will:

- Respect the dignity and rights of all children in care and not subject children to any form of physical, verbal or emotional harm
- Respect the confidentiality of children and their families
- Treat all members of the child's family with dignity and respect
- Not consume alcohol, cigarettes or any drugs that diminishes their behaviour in a professional manner when children are in care
- Ensure that duty of care is followed when undertaking activities with children
- Take responsibility for ensuring personal items that may pose a risk are not accessible to children and their families



Visitors to FDC Residence/Venue Policy

Effective Date: September 2014
November 2018

Review Date: February 2016, March 2017, and

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – Regulation 165; 166; 169 (2) (f)

National Quality Standards – Quality Area 2.3.1

Source:

QLD Government – Blue Card Services www.bluecard.qld.gov.au/

Policy Rationale

We Belong Family Day Care Service considers the safety and wellbeing of children within the service as being the utmost importance. Family Day Care Educators will ensure that all visitors to their residence/venue will portray appropriate behaviour and language whilst children are in care.

Principles and Procedures

Procedures for Educators to follow to ensure the safety and wellbeing of children whilst visitors are attending the FDC residence/venue include:

In accordance with Regulation 165 of the Education and Care Services Regulations 2011, a record of visitors is to be kept at each family day care residence/venue.

Educators will:

Ensure that all visitors to their residence/venue will sign the Visitor's Record Book whilst children are in care. Visitors must record:

- Date, time of arrival and departure
- Name and signature of the visitor
- Ensure that all visitors to the FDC residence/venue are made aware of the working environment they are visiting via verbal notification
- Ensure that appropriate behaviour and language is maintained at all times when children are in care (Refer to Code of Conduct/Code of Ethics).
- Ensure Regular visitors to the residence/venue have current Blue Cards which the educator will record on their Blue Card Register
- Inform the Coordination Unit of any visitors staying at the residence or venue and complete a Risk Assessment Worksheet if required
- Ensure that smoking will be prohibited in the care environment whilst children are in care (Refer to Tobacco, Drugs & Alcohol Free Environment Policy)
- Ensure that Visitors/Contractors/Maintenance/Repair Workers are not left alone with children whilst at the FDC residence/venue
 - If a child needs changing/toileting etc. all children will accompany the educator to the bathroom
 - If the educator needs to access the bathroom then all children will accompany the educator to the bathroom area when such persons are present
 - Unless the educator has an educator assistant available during this time



- Risk Assessment will be completed by each educator detailing their own circumstances (Refer to Supervision Policy)
- Risk Assessment Training will be provided by the service for all educators to assist in detailing all risks identified in the care setting, including Visitors to the residence/venue

*In accordance with Regulation 166 of the Education and Care Services Regulations 2011, children are NOT to be left alone with a visitor to the residence or venue.

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply



Support & Training Policy

Effective Date: September 2014

Review Date: February 2016, March 2017, October 2018, and February 2019

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – 168 (2) (g)

National Quality Standards – Quality Area 4.2

Source:

National Quality Framework Resource Kit – www.acecqa.gov.au

Policy Rationale

The We Belong Family Day Care Service strives to improve the care delivered through education, training and support. The coordination unit will provide a number of opportunities for educators and staff to participate in professional development at no cost and provide information on relevant training from organisations within the region.

Principles and Procedures

Educators are:

Required to participate in four mandatory face to face training sessions and three online training sessions/webinars per registration year which may encompass service provided training or sourced elsewhere. (This does not include compulsory training such as First Aid, CPR, Asthma & Anaphylaxis, Food Safety or Child Protection)

The service will:

- Provide one on one training and support to educators during field visits, this will include information and support in relation to the National Quality framework, My Time Our Place and Early Years Learning Frameworks.
- Provide support for educators who are studying, need support with documentation or on topics related to educator's role as required
- Conferences, seminars and other training applicable to the education and care industry will be published in the quarterly newsletter or e-mailed direct to educators
- Support educators to network with other educators through events, excursions and meetings
- Provide links to resources and professional development to new educators including but not limited to:
 - EYLF & MYTOP Documents
 - Forms required for business purposes (Enrolment Forms, Transport Forms, Medical Forms etc on the service website)
- Assist educators who are studying towards their qualifications by completing supervisor reports and sharing their knowledge and experience in the industry
- Provide information, if requested, to educators on training organisations that can provide training for mandatory qualifications
 - Certificate III in Children's Services
 - First Aid, CPR, Asthma & Anaphylaxis Training
 - Child Protection Training
 - Food Safety Training



Educational Leader/s role in relation to the provision of professional development will:

- Provide support to educators as outlined in the Monitoring, Support & Supervision of FDC Educators Policy
- Encompass the delivery of varied topics that will enable educators and staff to build on current skills and knowledge to support their role educating and caring for children.
- Give educators the opportunity to discuss and suggest training opportunities to suit their individual needs, through regular collaboration and mentoring.



Assessment & Approval of FDC Educator Assistant Policy

Effective Date: September 2014
November 2018

Review Date: December 2015, October 2016, March 2017

Legislation & Law:

Education and Care Services National Law Act 2010
Education and Care Services Regulations 2011 – Regulation 144; 169 (2) (e,h)
National Quality Standards – Quality Area 4.1.1; 7.3.5

Source:

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

Policy Rationale

An educator assistant is an adult deemed suitable to maintain the quality care offered to children within the family day care residence/venue. An educator may engage an educator assistant in order to provide assistance whilst the educator is educating and caring for children and when the educator is absent in limited circumstances. The registration and engagement of an educator assistant does not constitute an employee/employer relationship nor is it undertaken for any financial reimbursement.

Principles and Procedures

Assessment & Approval of Educator Assistant:

- After the educator has been approved they may nominate a person over the age of 18 as an educator assistant
- The nominated person must complete the 'Educator Assistant Application', provide 2 recent referees and be interviewed by a Field Officer
- The applicant will be assessed by the coordination unit and notified accordingly
- Applicants must familiarise themselves with and be willing to follow all policies and procedures of the We Belong FDC Service, including safety requirements set out in the Educator's Hygiene and Safety Audit (Schedule A)
- Applicant must provide a current Positive Working With Children Notice (Blue Card), First Aid Certificate, CPR Certificate & Asthma & Anaphylaxis Certificate & Medical Clearance Statement
- The educator assistant must agree to the conditions outlined in the Educator's Safety Audit and Risk Assessments
- Educator assistant must have a working knowledge of positive behaviour guidance, emergency evacuation and lockdown procedure and undertake training in at least:
 - Food Safety & Food Handling
 - Child Protection
 - Fire Safety Training

Procedure for Use of Educator Assistant:

The educator assistant is registered to provide care for children when the regular educator:

- Is absent for appointments which cannot be arranged outside care hours eg: specialist appointments
- To assist with the pickup and drop off of children from their home/venue or other education and care service



- Is absent from the FDC Service due to an emergency (including if the educator requires emergency medical treatment)
- Parents are to be advised at the time of their initial interview if an educator has a registered educator assistant or when an educator assistant is appointed.
- Parents and the Family Day Care office are to be advised at least 24 hours prior to the use of an educator assistant (unless in an emergency)
- Parents must sign the educator assistant Consent Form prior to the use of the educator assistant, this must then be attached to relevant attendance record and forwarded to the office (unless in an emergency)
- Parents have the right to make alternative arrangements for care and not be charged by the regular educator when the educator is unavailable
- In the event of educator assistant providing non regular transport, the educator must provide prior notice to the parents.

Reassessment of an Educator Assistant:

- Educator Assistants will be reassessed each year in conjunction with the registered educator's reassessment
- Educator Assistants must provide annual Medical Clearance, updated qualifications and relevant Professional Development completed (First Aid, CPR, Asthma & Anaphylaxis, Food Safety, Fire Safety & Child Protection)
- Suspension or non-renewal of Educator Assistants Agreement will be immediate if:
 - a. Their registered educator has resigned, is suspended, or not reregistered with the service
 - b. The educator assistant or educator fails to comply with scheme policies and procedures or Education and Care Services National Law Act 2010 and Education, Care Services National Regulations 2011 and/or Education & Care National Quality Standards

In accordance with regulation 154 (e) the service will record and keep up to date files on the services software system for each educator assistant:

- (i) the full name, address and date of birth of the educator assistant;
- (ii) the contact details of the educator assistant;
- (iii) the name of the family day care educator to be assisted by the educator assistant;
- (iv) the date that the educator assistant was approved by the service;
- (v) when applicable, the date that the educator assistant ceased to be approved by the service, for the period of 3 years following that date;
- (vi) evidence that the educator assistant has completed first aid qualifications in accordance with regulation 136(3);
- (vii) the identifying number of the current working with children check, working with children card or working with vulnerable people check or record of criminal history or teacher registration of the educator assistant and the date of expiry of that check, card or registration, if applicable;
- (viii) the date that the check, card, record or registration was sighted by the approved provider or nominated supervisor of the family day care service.



Water Safety Policy

Effective Date: December 2014
October 2018

Review Date: December 2015, October 2016, and March 2017

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011 – Regulation 168 (2) (a) (iii)

National Quality Standards – Quality Area 2.3

Source:

Kidsafe Queensland 2011, Factsheet – ‘Childhood Drowning’ & ‘Backyard Safety’ www.kidsafe.com.au

Policy Rationale

Ensuring children’s safety in and around the water is of the highest priority, this includes water play, excursions in and around the water. Supervision while children participate in water activities and are on excursions near any water bodies will be managed effectively by staff and educators to ensure children’s safety.

Principles and Procedures

Educators and staff will:

- Ensure active supervision for children’s activities in and around water and complete effective Risk Assessments
- Empty buckets/receptacles that are used for cleaning or that gather rain water are emptied immediately after use or before children access the area
- Make sure all containers/water troughs used for water play are emptied immediately after use or if contaminated with body fluids
- Conduct Risk Assessments for all excursions and include appropriate ways to manage the risk of any water hazards in relation to the age and abilities of the children attending, gain written permission from parents/carers prior to the excursion
- Ensure water for pets is changed regularly and only accessible to children when an adult is present
- Educators with a swimming pool or a spa must provide the coordination unit with a copy of their current Pool/Spa Certification and ensure all fencing gates prevent children accessing whilst in care
- Ensure any water hazards such as: Ponds, storm water easements, dams etc do not pose a risk to children in care and detailed risk assessment must be completed
- Wading pools may be used by educators when:
 - Written permission has been obtained from parent/carer annually and copy forwarded to the office
 - Detailed Risk Assessment has been completed and approved by the coordination unit
 - Strict and constant supervision at all times when the wading pool is used or filled, details documented on educator’s risk assessment how phone calls and visitors will be attended to while children are participating in water play
 - The wading pool is emptied immediately after use or if contaminated by body fluids
 - Water depth is no more than below the knee of the smallest child participating
 - Size of the wading pool is such that can be emptied quickly as required and stored safely
 - Placement of the wading pool will take into account the safety of children eg; not on concrete and utilising shade from trees



- ❖ *Children in care are not allowed to swim, other than in a wading pool, whilst in care. Educators with swimming pools, spas and/or other water bodies must complete detailed Risk Assessment for their own children to swim which will include how their own children will be supervised while the educator is educating and caring for children and be approved by the coordination unit.*

Any breach of these procedures will result in termination of the FDC Educator's registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply



Relative Care Policy

Effective Date: November 2018

Review Date:

Legislation & Law:

Education and Care Services National Law Act 2010

Education and Care Services Regulations 2011

Childcare Provider Handbook June 2018

Acecqa website at www.acecqa.gov.au

Source:

Childcare Provider Handbook June 2018 page 11

Policy Rationale

Under the Family Assistance Law, children who are niece /nephew, cousins or grand/great grandchildren of a family day care educator must make up fewer than half of the children to whom they the educator is providing care within the fortnight.

Principles and Procedures

The minister rules set out a number of circumstances whereby there is no eligibility for Child Care subsidy (ccs) which are already covered under current Family Assistance Law mechanisms, however, there is a new rule relating to conditions for continued approval which relates specially to the provision of care by a family day care educator to relatives .

The rule states:

It is a condition for continued approval in relation to an FDC service that the provider ensures that less than 50% of the children to whom any FDC educator is providing care within any ccs fortnight at the service are related to the FDC educator as:

- ❖ A NEICE OR NEPHEW OR
- ❖ A COUSIN
- ❖ A GRANDCHILD (INCLUDING A GREAT GRAND CHILD)

It is important to note that the ratio is applied across the whole fortnight and not one particular sessions of care. For a child to be counted in the ratio they would need to undertake one session in that fortnight.

If an educator cares for two of their nephews during the fortnight reporting period, they must also at some point throughout that fortnight care for a least three non-relative children.



Or

If an educator cares for one of their gran children during the fortnight reporting period, they must also at some point throughout that fortnight care for a least two non-relative children.

The service provider must ensure that attendance is checked and reports weekly of children they have in care and ensure that they have correct attendance and ratio weekly.

Where this conditions are not met, any care provided to a child or a near relative will be regard as a private arrangement between the educator and the parents and no Child care subsidy will apply. All policies and documentation requirements are expected to occur.



Relief Educator Policy

Effective Date: 17th February 2018
November 2018

Review Date:

Legislation & Law:

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 81
National Quality Standards – 2.1.2

Source:

National Quality Standards 2018 (ACECQA) quality area 6.2.1
Guide to the National Quality Standard 2018 (ACECQA)

Policy Rationale

The We Belong Family Day Care service is committed to supporting families to find alternate care for children when their regular educator is unavailable.

Principles and Procedures

RELIEF CARE

Relief Care is an arrangement whereby a Relief Educator provides childcare from the Family Day Care Educator's (Primary Educator) home. Reasons for Relief Care may include: Illness (personal or family member), holiday or extended leave, rostered day off, unforeseen emergencies or other unavoidable reasons necessitating absence.

Relief Care may be used for emergency situations or pre-planned absences. Primary Educators who are considering using a Relief Educator **MUST** discuss the matter with all the parents. Parents should be provided information about Relief Care, and encouraged to ask any questions they have with the Primary Educator and the FDC Office.

Parents are not obligated to accept a Relief Care arrangement. They may choose to find private alternative Care, in which case they are not liable to pay FDC fees. Parents may also ask the FDC office to find an alternative FDC Educator for Back up care during this time, in which case fees would be paid to that educator.

Educators should gauge the likely level of support from parents for Relief Care, both for emergencies and longer-term absences. Knowing this will help in times of an emergency when a Relief Educator will want to know how many children will be requiring Care before accepting the work.

Relief Care is not a means by which FDC can be provided on a regular basis. It cannot be conducted in a home other than a FDC Educator's residence. No more than 7 children, 4 of whom are below school age, can be educated and cared for, irrespective of whether the Primary and Relief Educators are both present in the home.

Relief Educators are registered by the FDC Scheme. They receive training and on-going support. Home visits are conducted as usual. All regulatory, policy, procedural and Quality Assurance requirements apply equally to Relief Educators. Relief Educators carry their own Public Liability Insurance (unless



the Primary Educator's insurance covers Relief Care), and must hold a current First Aid Certificate, CPR Certificate, Positive Blue Card Notice, appropriate qualifications and have an ABN, Proda registration with the scheme .

All the Relief Care arrangements are made between two self-employed Educators. While FDC staff will help to resolve any disputes, the Scheme takes no responsibility for any monies owed by one Educator to the other.

DEFINITIONS

Primary Care Provider (Educator)

The Educator who normally provides Family Day Care from her/his place of residence.

Relief Educator

"A person who is directly involved, at a Primary Educator's home, in educating, supervising or caring for children for a Family Day Care education and care service so as to relieve the Primary Educator." A Relief Educator may also be registered as a FDC Educator or IHC Educator.

Block Relief Care

Care provided for one or more whole weeks that the Primary Educator usually works. For example; if an Educator only works 4 days pw, then the block period is for the same four days.

Short Term Relief Care

Care provided for part of a Primary Educator's work week. Short term care also relates to a portion of the Primary Educator's normal daily work hours. It is a matter for the parties to agree on a minimum number of hours.

Emergency Relief Care

This is relief care that is not expected and has not been planned. For example, The Primary Educator needs to respond to a family emergency as soon as possible, or suddenly falls ill. Fdc scheme coordinators can assist with caring for the children if or when an emergency arises while children families are notified and collected.

Back up care

Care provided by a Family Day Educator in her/his home for another FDC Educator who is unable to work.

BLOCK RELIEF CARE

Primary Educator responsibilities

- All parents must be notified as soon as possible of the Primary Educator's intention to use a Relief Educator. This allows the parent/s time to consent, or make alternative care arrangements (private or FDC).
- Primary Educators can record the care needs of any parents preferring an alternative FDC Educator (i.e. Back up care) on the relevant form and forward to the FDC Office for action ASAP.
- It is the Primary Educator's responsibility to contact ~~positive~~ Relief Educators. Anticipated hours and numbers of children should be discussed at this time.



- Details about Relief Care is provided to parents who consent, including the Relief Educator details such as name, days and hours to be worked.
- Parents must provide written consent on the "Relief Care Parent Authorisation" form.
- Primary and Relief Educators must complete and sign the Relief Care Agreement & advise the FDC Office. Before Relief Care commences the Primary Educator must ensure that the Relief Educator knows;
 - Locations of First aid kits (home and excursion), Evacuation Plan/Emergency Procedures such as where Fire Extinguisher, Fire Blanket are located if applicable.
 - Location of Children's records, including parent contact details, emergency contacts etc
 - Any children with special requirements (diet, medication, Health Management Plans etc).
 - Emergency numbers, including the Primary Educator's, and next of kin or emergency contacts.
 - Where attendance records are signed, children's belongings are stored, notice board, keys etc.
 - Where all other equipment and materials needed for the running of the service are kept.
 - About any daily Health & Safety, maintenance, cleaning and security checklists.
 - About daily children's program and routines.
 - Sign all forms of relief care and send to office for approval before care proceeds
- The Primary Educator must ensure that there is sufficient supply of required forms and equipment which may be needed during the period of the relief care. For example; Attendance records, medication forms, accident/incident forms, paper towels, toilet paper, soap etc.
- If possible, the Primary Educator should arrange for the children and parents to meet the Relief Educator before relief care is required.
- If the Primary Educator is charging a premises/equipment fee then they should provide a receipt to the Relief Educator. Parents must be provided with receipts detailing the period of care, the children's and Educator's names, and fee paid for each child.
- If the Relief Educator is unable to meet the commitment after accepting a booking (but before the Relief care commences) they must immediately advise the Primary Educator. Then the Primary Educator will either;
 - attempt to find a replacement Relief Educator if required or,
 - Contact the families to advise that Care is not available and advise parents to contact the office to arrange Back up Care with another Family Day Care Educator if needed.

Relief Educator Responsibilities

- The Relief Educator must ensure she/he has signed a Relief Care Registration agreement with Services Inc.
- A Contract for Relief Care must be completed with the Primary Educator, and confirm that all parents using the Relief Care have formally agreed and completed the "Relief Care Parent Authorisation" form.
- The Relief Educator must inform the office of the commencement of a Relief Care Contract.



- Relief Educators must ensure that they have been oriented by the Primary Educator as detailed above.
- The Relief Educator's current Certificate of Registration must be displayed for parents to sight.
- Where possible, the normal routine and practices of the Primary Educator should be followed to provide continuity and security for children and families.
- Completion of attendance records for the duration of the BLOCK relief care period is the responsibility of the Relief Educator. Parents must sign the children in and out of care on the Relief Educator's attendance record in accordance with normal FDC policy and be submitted to the office by the due date.
- The Relief Educator must charge fees for booked care at the agreed rate and issue receipts accordingly (unless the Primary Educator has arranged to undertake this).
- The Relief Educator must ensure that their Public Liability Insurance for relief care registration is current. Where the Primary Educator's insurance covers Relief Care, this must be confirmed by the Relief Educator.
- The Relief Educator must ensure that their First Aid Certificate is current.
 - If the Relief Educator finds they are unable to meet the commitment after accepting a booking (but before the Relief care commences) they must immediately advise the Primary Educator.
- If during a placement the Relief Educator becomes ill or incapacitated and cannot provide booked relief care then the Relief Educator must immediately either;
 - Advise the Primary Educator (if possible) and attempt to find a replacement Relief Educator if required,
 - Contact parents and advise them to call the office to arrange backup Care with another Family Day Care Educator if needed.
- The Relief Educator may take on "Backup care" whilst conducting relief care as long as this is agreed to by the Primary Educator and the service and child numbers remain within the regulatory requirements.

Parent Responsibilities

- A parent must read, complete, agree to and sign the "Relief Care Parent Authorisation" form.
- A parent must sign the Relief Educator attendance records in accordance with normal FDC policy.
- Once a parent has agreed to relief care and completed the "Relief Care Parent Authorisation" form the normal notice periods for change of care contract apply, or fees in lieu thereof are payable. Any absences are also charged as per normal FDC policy.
- If child does not attend care for the agreed booked days/hrs the usual FDC Absence rules apply. Parents provide for their child's care needs as usual (ie sufficient nappies, food, change of clothes, hats etc). Parents agree to abide by the conditions and agreements as set out by We Belong FDC Services and the signed agreements contained in enrolment forms and Educator contracts (with the Primary Educator).



SHORT TERM RELIEF CARE (FULL DAY CARE)

Family Day Care Educators and Relief Educators are self-employed and are therefore responsible for the method of payments between them.

- The Primary Educator pays the Relief Educator at a set hourly or daily fee (as agreed to prior to relief care commencing) and the Primary Educator receives parent CCS and parent portion of fee as usual. In this instance, the top section (relief care) of the attendance record must be completed to indicate and confirm the relief care took place. A receipt **MUST** be issued for payments made by the Primary Educator to the Relief Educator.

NOTE: The calculation used to arrive at the "Parent portion" is no different to the calculation used when a child attends a FDC Educator for Back up care. If in doubt, the Office can provide assistance.

- The care is processed under the relief educator details (fee schedule etc.) Relief educator must provide invoice to families and to collect monies owing for care. If the primary educator premise is used to conduct the relief care they can charge an agreed amount to the relief educator a receipt must be issued for any payments made by the relief educator to the primary educator.

EMERGENCY CARE

The following requirements are dependent on the nature of the emergency and time available.

- If an Educator requires relief care in an emergency ~~then~~ the Educator must contact the parents or authorised emergency contacts first. Some parents may prefer to collect their children immediately.
- The relief care section of the attendance record must be completed to indicate and confirm the relief care that has taken place. This way parents are made aware that relief care has taken place and when.
- If parents agree verbally to Relief Care then it is recommended that the Primary Educator gain written permission after the fact.
- The Primary Educator should contact the FDC office to advise of any emergency relief care arranged.