



---

# POLICY AND PROCEDURE MANUAL

---

UPDATED: SEPTEMBER 2020

# INTRODUCTION

## ENABLING EXCELLENCE IN CARE AND EDUCATION

At Foundations Family Day Care Service, we aim to provide high quality care for children and their families. We are committed to developing and maintaining positive relationships with educators, families, Foundations FDCS staff and all other key stakeholders.

Our Policy and Procedure Manual has been developed to ensure all parties effectively understand their roles and responsibilities by providing clear and practical guidelines. Effective assessment and review of policies and procedures are part of our commitment to providing high quality education and care outcomes in family day care. Foundations FDCS welcomes and values your involvement and participation in developing and adhering to these policies. From time to time you may require clarification on a policy or procedure, when this occurs our staff will be happy to assist you.

These policies have been framed in accordance with the *Education and Care Services National Law Act (2010)*, the *Education and Care Services National Regulations (2010)*, the *Family Assistance Law (1999)*, and the National Quality Standard (NQS).

## CONTENTS

INTRODUCTION .....	2
Operational Details .....	4
National Quality Framework.....	4
Our Mission and Philosophy.....	5
1. Educational Programming and Practice Policy.....	6
1-A. Environmental Sustainability .....	8
2. Children's Health and Safety Policy .....	9
2-A. Visitor Policy .....	10
2-B. Rest periods and 24-Hour Overnight Care .....	11
2-C. Nutrition, Safe Food Handling & Oral Health.....	13
2-D. Sun Protection .....	15
2-E. Child Protection .....	16
2-F. Tobacco, Alcohol, and Drugs .....	18
2-G. Water Safety.....	19
2-H. First Aid (Accidents, Injury, Incidents, and Trauma) .....	20
2-I. Infectious Disease and Illnesses, Exclusion Criteria, and Pandemic Procedure .....	21
2-J. Medicines.....	23
2-K. Medical Conditions, Inclusion Support and Care .....	24
2-L. Toileting and Nappy Changing.....	26
2-M. Transport of Children .....	28
2-N. Authorised Persons and Duty of Care .....	30
2-O. Emergency And Evacuation.....	32
2-P. Child Ratio Limits .....	33

2-Q. Excursions.....	34
3. Educator’s Physical Environment Standards .....	35
4. Staffing Arrangements & Code of Conduct .....	36
4-A. Determining responsible person.....	39
4-B. Educator Engagement and Registration .....	40
4-C. Adults Residing at the Family Day Care Residence .....	41
4-D. Participation of Students and Volunteers.....	42
4-E. Educator’s Assistant Engagement and Registration .....	44
5. Relationships With Children.....	45
5-A. Behaviour Guidance .....	46
6. Partnerships With Families and Communities .....	47
6-A. Family Enrolment.....	48
6-B. Communication with Families .....	49
7. Governance and Management .....	50
7-A. The Acceptance and Refusal of Authorisations .....	53
7-B. Payment and Collection of Fees.....	54
7-C. Dealing with Complaints .....	57
7-D. Register of Educators, Staff and Volunteers .....	59
7-E. Monitoring, Supporting, and Supervision of Educators.....	60
7-F. Training and Professional Development.....	61
7-G. Priority of Access .....	62
7-H. Policy Review.....	63
7-I. Occupational Health and Safety .....	64
7-J. Media and Technology Policy .....	66
7-K. Hours of Operation .....	67
APPENDIX 1 – CODE OF ETHICS .....	68
APPENDIX 2 – DEFINITIONS .....	70
APPENDIX 3 – TIME OUT PERIODS .....	74
APPENDIX 4 – EDUCATOR PREMISES CONTRACT .....	76

## OPERATIONAL DETAILS

Approved Provider	Malaika Garden Family Day Care Pty Ltd		
Provider Approval Number	PR-40001525	ABN	85 167 367 277
Education & Care Service Name	Foundations Family Day Care Service		
Service Approval Number	SE-40003043		
Conditions on Approval	Must employ or engage at least one full time equivalent family day care coordinator for every 15 family day care educators engaged by or registers with the FDCS. Must not engage or register more than 12 family day care educators with the service		
NQS Rating	Meeting National Quality Framework		
Director/ Responsible Person	Tabisangwa Sango	Nominated Supervisor	Bintu Conteh
Coordinator(s)	Corianna Quak	Educational Leader	Corianna Quak
Office Administrators	Jess Meek and Kierstin Ham		
Office Address	Shop 1a/ 158 Church Road, Zillmere QLD 4034		
Office Phone	(07) 3150 9543	Outside of Hours Phone	0412 596 782
Office Hours	Monday to Thursday 9am – 5pm Friday 8am – 4pm Closed on weekends and public holidays		
Email	office@foundations.net.au		
Website	www.foundations.net.au		
Foundations FDCS is available to all parents and educators 24 hours, 7 days per week on: <b>0412 596 782</b>			

## NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) began on the 1<sup>st</sup> of January 2012. It is the result of an agreement between all Australian state governments to work together to provide better educational and developmental outcomes for children using education and care services.

The NQF is about:

- Ensuring services are of the highest possible quality for a child's optimum development.
- Providing families with the right information to help them make informed choices.

The legislative framework consists of the *Education and Care Services National Law Act (2010)* and the *Education and Care Services National Regulations (2011)*. The NQF introduces a new quality standard to improve education and care across long day care, family day care, kindergarten, and care outside of school hours. Quality education and care shapes every child's future and lays the foundation for development and learning. The early years are critical for establishing self-esteem, resilience, healthy growth, and capacity to learn.

Children need quality care and attention that meets their individual needs. The two main influences on the quality of care are: caregiver qualifications, and lower staff to child ratios. These factors are particularly beneficial for very young children and those from disadvantaged backgrounds. More information can be found at [www.acecqa.gov.au](http://www.acecqa.gov.au).



## **WHAT THE NATIONAL QUALITY FRAMEWORK MEANS FOR AUSTRALIAN FAMILIES**

The NQF is designed to give children the best possible start in life. It is a national system designed to provide transparency and accountability. The NQF is designed to provide better educational and developmental outcomes for all children wherever they live in Australia.

The NQF covers the critical areas of education, development, health and safety, and provides clear and comprehensive information for families about the quality of care services available. It focuses on better learning outcomes for children through improved educator to child ratios and new qualification requirements for educators. The National Registers of educators, providers and services give consistent and dependable information to help families assess individual education and care services across Australia.

## **THE NATIONAL QUALITY STANDARD**

The National Quality Standard (NQS) sets the benchmark for the quality of children's education and care services in Australia. The NQS highlights the importance of children's development and education, as well as relationships with families. Our service is assessed and rated against seven quality areas, 18 standards, and 58 elements that make up the NQS. We then receive an overall NQS rating, and a rating for each of the seven quality areas.

## **CODE OF ETHICS**

Foundations FDCS has adopted the Early Childhood Australia's (ECA) Code of Ethics. A copy of the Code of Ethics (Appendix 1) has been included at the back of this Policy and Procedure Manual.

## **OUR MISSION AND PHILOSOPHY**

### **OUR MISSION**

Our mission is for each child to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

### **PHILOSOPHY**

We support the belief that childhood is a unique and critical stage of life. We are dedicated to the care, nurturing and development of children, whilst providing support and respect for families.

We believe that children learn and develop in an environment where they feel happy and secure. By providing children with a warm, safe, inclusive, educational, and stimulating environment we will ensure all children have the best start in life. This will create a better future for them and will allow them to develop holistically and naturally at their own pace.

We believe that each child, family, educator and staff member is a unique individual and that their culture, customs, languages, values and beliefs should be respected.

We aspire to develop strong and respectful relationships between all children, families, educators and staff through open, honest and effective communication. We will work with families to support them in their parenting role and share information with them which is of benefit to their child's development and wellbeing.

We believe in providing children with an educational program that supports both group and individual needs, as experience has shown that children learn and develop best when exploring their world through stimulating and challenging play. We aim to provide programs that include a combination of adult-lead and child-initiated experiences as we believe children should have input into their learnings. We believe in fostering children to develop a love and curiosity for all aspects of our natural environment

# 1. EDUCATIONAL PROGRAMMING AND PRACTICE POLICY

Revised: April 2020

## POLICY STATEMENT

Foundations FDCS seeks to provide the best educational outcomes for every child in our service. We collaboratively work with children, families and the community using a play-based environment which considers sustainability, diversity, cultures, languages, traditions, child rearing practices and lifestyle choices of the families.

## OBJECTIVE

To ensure Educators are:

- Working with parents to nurture and support the individual development of each child in a welcoming, safe and purposeful home environment.
- Consistently demonstrating acceptable social behaviour, open communication, acceptance, encouragement and positive guidance to each child. This modelling provides an opportunity for each child to learn respect for themselves and for others, to share and communicate, to help and cooperate, to make positive choices, and to connect and care for the world around them.
- Meeting the program requirements, and providing education and care that follows the national approved learning frameworks: 'Belonging, Being, and Becoming' - The Early Years Learning Framework (EYLF) and 'My Time, Our Place' – Framework for School Age Care.
- Documenting each child's learning against the approved EYLF outcomes and continuing to plan effectively for future learning which promotes individual learning environments for each child.

## EDUCATIONAL PROGRAM PROCEDURE

Educators are to:

- Provide children with uninterrupted and extended play time, and resources and space for play.
- Have warm, consistent and positive interactions with children. This will foster positive relationships between educator and child in order to stimulate a sense of wellbeing and develop relationships.
- Provide an aesthetically pleasing environment containing natural, home-like resources in a variety of spaces.
- Provide access to a range of resources that are open-ended and culturally responsive which can be used to enrich and extend their play, incorporate their interests and further the learning focus
- Allow for the expression of personality and uniqueness while creating opportunities to pursue their interests, passions and ideas.
- Utilise different teaching strategies, for different children, in different contexts.
- Apply the principals and practices described in 'Belonging, Being, and Becoming' and 'My Time, Our Place' relative to their own personalised philosophy, context and environment.
- Demonstrate positive communication skills and promote appreciation and acceptance for all individuals by using inclusive phrasing and by observing differences or similarities in a respectful and positive manner.
- Talk openly with families and children regularly and support them in achieving effective learning outcomes.
- Provide opportunities, resources, and a culture of learning and enquiry to assist children in meeting their full potential in relation to the EYLF learning outcomes.
- Promote each child's sense of curiosity, wonder and capacity for learning by providing a range of experiences. This may include creative and verbal expression, inside and outside activities, achievable challenges, movement activities, and role play. Social enjoyment and confidence can be encouraged by eating as a group, and by free participation in group activities. Self-entertainment and reliance may be encouraged by offering opportunities for free choice play and quiet individual activities.

- Inspire the children to be capable, competent learners. This can be achieved by encouraging the children to:
  - Take acceptable risks
  - Recognise and respond to their own and others feelings
  - Include their views and input on daily decisions and learning activities
  - Create a sustainable environment
  - Become independent and achieve individual excellence
- Encourage children to actively construct their own learning by acknowledging each child's contribution to curriculum decisions. This allows them to lead play and assists them to construct their environment.
- Assess, monitor and record each child's learning and development in collaboration with children and families using the Child Observation Journals.
- Document learning via a range of methods including learning stories, photographs with written observations, anecdotal observations, artwork sampling, digital media, children's comments and conversations.
- Include in the documentation evidence of, and reflection on:
  - Individual children's interest
  - Collaboration with families
  - Self-reflection
  - Each child's developmental needs, including inclusion support
  - Each child's participation in the program
  - The families and the community's input to the program
- Ensure reflections of the curriculum from children, families, and themselves are discussed and evaluated throughout the year.
- Assess their practice in relation to the EYLF's learning outcomes.
- Complete the Weekly Programming Book by creating an educational program which takes into consideration children's interests and parent's input.
- Complete a minimum of two observations, per child, per month in their Child Observation Journals. One must be an individual, the other can be a group observation.
- Reflect on their program and practice using the Educator Monthly Reflection Journal. At the end of each month educators are to answer the two pages of questions and follow up on areas they decide to review.
- Complete their own Quality Improvement Plan (QIP). A framework for their own QIP has been included at the back of the Educator Monthly Reflection Journal.
- Attend all in-service programming training and Professional Development provided by Foundations FDCS.

**Coordinators are to:**

- Review and sign the Weekly Programming Book during each month's visit to ensure educators are completing programming as required by Foundations FDCS policy and procedure.
- Provide educators with additional support with programming, should they be found to not be competent in one or more areas. Support will include twice-monthly visits for three months by the Educational Leader or the Nominated Supervisor.

# 1-A. ENVIRONMENTAL SUSTAINABILITY

Revised: April 2019

## **POLICY STATEMENT**

Foundations FDCS is committed to developing environmental sustainability, integrating the use of natural resources, and encouraging children to be mindful and conscious of the impact they have on their world.

## **OBJECTIVES**

- To ensure educators develop knowledge and awareness of environmental education, and sustainable practices within their programming.
- To encourage educators to utilise environmentally aware practices in daily activities, in order to demonstrate to children how to respect the natural world, and relationships between people and animals.
- To promote the use of, and provide training in, environmentally sustainable practices within the office setting.

## **ENVIRONMENTAL SUSTAINABILITY PROCEDURE**

### **Educators are to:**

- Establish an environmentally considerate education and care setting through the use of:
  - Composting of organic waste
  - Recycling of paper, boxes, containers, packaging, bottles etc.
  - Being water wise
  - Energy efficient lighting and electrical use
- Provide opportunities for children to exercise environmentally sustainable practices.
- Provide children with garden to table experiences (e.g grow flowers, herbs, fruit or vegetables) and explore the origins and practices of food provision and preparation.
- Include planned and spontaneous opportunities to explore water conservation, water reuse, water recycling and composting in their programming.

### **Foundations FDCS will:**

- Provide educators with environmentally sustainable training, through newsletters, posters and in professional development training.
- Promote the use of environmentally sustainable practices within the office setting through the use of:
  - Recycling of paper, boxes, containers, packaging, bottles etc.
  - Being water wise
  - Energy efficient lighting and electrical use
  - Minimal use of paper where possible



## 2. CHILDREN'S HEALTH AND SAFETY POLICY

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to ensure children are cared for in a physically and psychologically safe environment. All children have the right to experience quality education and excellent care in a safe and healthy environment as they learn through play.

### **OBJECTIVES**

- To ensure that educators are aware of our Children's Health and Safety Policies (2-A to 2-Q)
- To develop strategies of implementation to create a child safe environment.

### **HEALTH AND SAFETY PROCEDURES**

#### **Educators are to:**

- Follow directions from Foundations FDCS in relation to health and safety of children at the educator's premises.
- Complete the Daily Safety Checklist which includes daily visual checks of the environment to ensure ongoing compliance with safety standards.
- Supervise all children at all times to ensure their safety and wellbeing.
- Use their professional judgment to ensure their environment and personal practices are safe.
- Manage and maintain all furniture, equipment and toys in accordance with the 'Kidsafe Family Day Care Safety Guidelines 2012' (e.g. to be in good working order, and age-appropriate for the children).
- Ensure all fences and gates are well secured to ensure children cannot go through, under, or over them.

#### **Coordinators are to:**

- Annually complete a Comprehensive Home Safety Check for each educator's premises to identify and reduce any hazards in and around the home, and ensure the service continues to meet legislative requirements.
- Monitor each educator's premises using the Home Monitoring and Support Form on a regular basis.
- Provide information and support through home visits to ensure that educators are providing a physically and psychologically safe environment for children in care.

#### **Foundations FDCS will:**

- Ensure the Home Risk Assessment is completed during the Comprehensive Home Safety check in compliance with the National Safety Standard.
- Ensure the Emergency Risk Assessment is done annually in compliance with the National Safety Standard.
- Ensure vehicles in which children are transported are safe and are fitted with appropriate safety restraints suitable for the age of the child. Children must never be left unattended in a vehicle.
- Ensure all regular and special excursion risk assessments are completed in compliance with the National Safety Standard. Should a regular excursion place (e.g. library) conduct renovations, Foundations FDCS must complete an updated risk assessment before the next excursion.
- Approve all regular and special excursions before the excursion takes place. This includes obtaining copies of accurately completed, signed and dated permission forms from all families.
- Provide annual professional development and training on health and safety for all educators.

## 2-A. VISITOR POLICY

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to ensure all visitors comply with the safety regulations (Regulation 165, 166) to maintain the safety of all children in care.

### OBJECTIVES

- To ensure the children's safety.
- To maintain the continuity of educator's care safety.
- To ensure no strangers enters the premise.

### VISITOR PROCEDURES

#### All visitors:

- Educators will ensure all visitors to the education's premises will sign in and out of the Visitors Logbook.
- The Visitors Logbook will be kept in an area visible to any visitors entering the premises.
- Regular visitors may be required to hold a Positive Notice Blue Card or Positive Police Check if requested to do so by Foundations FDCS.
- Families of children in care are not required to sign the Visitors Logbook unless they stay for longer than what could be expected as a reasonable time when collecting and delivering children.
- No child will be left alone with a visitor at any time.
- Any person who is disqualified from applying for a Positive Notice Blue Card (list of disqualifications can be found at <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/eligible>), is not permitted to enter the educator's premises while care is being provided.

#### Overnight Visitors

- Educators must notify Foundations FDCS two weeks before an overnight visitor is scheduled to arrive.
- Any overnight visitor who stays in the educator's residence for more than three weeks must apply for a Positive Notice Blue Card.
- Any overnight visitors who are unable to apply for a Positive Notice Blue Card (e.g. overseas resident) may stay for a maximum of three consecutive weeks at the educator's residence. The educator must inform Foundations FDCS two weeks before arrival of the visitor.
- Any person who is disqualified from applying for a Positive Notice Blue Card is not permitted to stay overnight at the educator's premises.

## 2-B. REST PERIODS AND 24-HOUR OVERNIGHT CARE

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to maintain excellent sleep, rest and bedding hygiene practices for all children to provide them with a balanced and healthy learning environment.

### OBJECTIVE

- To ensure safe and appropriate day-time sleeping and resting periods are provided to children in care.
- To implement strategies to ensure a safe environment for children staying overnight in care.
- To ensure educators are aware of the processes for sleeping arrangements, cots and bedding, and overnight care (non-standard hours).

### SLEEPING ARRANGEMENTS

Foundations FDCS will provide educators with up to date information from recognised safety authorities on the selection and use of cots, beds and bedding and safe sleeping practices.

#### Educators are to:

- Ensure the sleep and rest needs of the children being cared for are met taking into consideration the age, developmental stage, length of stay, family and cultural differences, and the individual needs of the children.
- Check sleeping babies, toddlers and children known to be at risk (i.e. children with epilepsy) every 10-20 minutes during the day in accordance with the current 'Red Nose Safe Sleeping Guidelines'.
- Observe the 'Red Nose Safe Sleeping Guidelines' at all times. Exceptions can only occur with specific, written authorisation from the child's parent or guardian who will provide alternate sleeping arrangements.
- Consult with parents as to their child's sleep and rest requirements and encourage children to sleep in order to meet their developmental needs.
- Not force a child to sleep during a period of rest. Children who do not wish to sleep will rest quietly or be offered alternative 'quiet activities' such as reading or puzzles.
- Maintain supervision and be accessible to children at all times.

### USE OF COTS

Cots (new and second-hand) used in family day care will comply with Australian and New Zealand Safety Standard (AS/NZS 2172 Cots for Household Use) and be maintained in a clean and safe condition, taking into consideration the following:

- Finger traps – there should be no spaces between 5mm and 12mm wide.
- Arm and leg traps – there should be no spaces between 30mm and 50mm.
- Railings – should be no less than 50mm and no more than 95mm wide.
- Head traps and "fall-through" hazards – there should be no spaces 95mm or wider.
- Protrusions – there should be no protrusions that jut out more than 5mm. Clothing can get snagged on knobs, decorative features, wing nuts, side catches, and cause distress or strangulation.
- Pillows, an extra mattress, or toys are not to be put in the cot as the child can become trapped and suffocate between these items or can use these items as a foothold to climb out of the cot.

- No cot bumpers, transfers, decorative wall stickers, string or ribbon will be used in, on, or near the cot.
- Wall heaters and any cords (i.e. blind cords, electrical cords) must be kept away from the cot.

### **USE OF PORTABLE COTS**

Portable cots will comply with Australian Safety Standard (AS 2195) and educators are to:

- Ensure the sides are fully locked into place and secure.
- Check mechanisms regularly for wear.
- Use the cot mattress provided. Ill-fitting mattresses may create spaces where a small baby may be trapped.
- Stop using the portable cot if the baby can undo latches.
- Stop using the portable cot when the child reaches one year old, or weighs more than 15 kg.
- Place the portable cot away from potential hazards.
- Check that latches are securely locked before use.
- Check regularly for tears in vinyl, loose fabric, or broken locks.

### **LINEN AND BEDDING**

- The area in which the children sleep must be an area approved by Foundations FDCS.
- No artificial heating will be used in the child's bed i.e. electric blankets, hot water bottles.
- Children will be provided with individual beds and bedding which is stored individually and hygienically.
- Children are never to be punished or negatively treated if they have soiled or wet their bed.
- Beds and mattresses not in use must be cleaned, aired and stored appropriately.
- Upper bunk beds will not be used for children under school age.
- Individual linen should be washed weekly or sooner if it is soiled.
- The sharing of linen between children is not permitted.

### **OVERNIGHT CARE**

Foundations FDCS will provide educators with training to ensure they are aware of their vulnerability to allegations of child abuse and its ramification to ensure that protective measures for themselves and their families are put into place. Overnight care can only be provided by an educator after their application has been approved by Foundations FDCS.

#### **Educators are to:**

- Seek approval from Foundations FDCS prior to providing overnight care.
- Provide specific details when applying to provide overnight care. Including if there will be any other children (including the educator's own children) staying in the house.
- Obtain written parental approval before a child shall sleep overnight in the same room with any other child or the educator.
- Provide the child with their own bed, linen and personal items for emotional comfort if overnight care is regularly provided.
- Maintain supervision and be accessible to children at all times.
- Educators must ensure that the children's sleeping area is free from smoke and tobacco, illicit drugs and alcohol at all times.
- Complete a well-being check every two hours (i.e. check on every child and monitor the room temperature) while children are sleeping.
- Use a baby monitor to allow continued supervision of the child while out of the room. Educators are to keep the portable receiver from the monitor with them at all times while the children are sleeping.
- Record children's daily sleep in the Infant/24 Hour Care Book as required by Foundations FDCS, the *Education and Care Service National Law (2012)*, and the *Education and Care Service National Regulations*.

## 2-C. NUTRITION, SAFE FOOD HANDLING & ORAL HEALTH

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to equip educators to provide and support healthy, nutritious, and age-appropriate food for each child.

### **OBJECTIVE**

- To ensure ample provision of nutritious food.
- To consider and respect the cultural, religious, and overall health needs of individual children.
- To promote good dental and oral health practices.
- To follow best practices to reduce risk of allergen exposure.

### **HEALTHY EATING PROCEDURES**

#### **Educators are to:**

- Ensure that safe drinking water is available to the children at all times.
- Ensure that food provided will exceed the recommended minimum food requirements for children in their care.
- Ensure that varied and include seasonally available food is provided.
- Ensure their weekly menu is displayed and accessible to parents.
- Encourage as required additional snacks of bread, fruit, and vegetables.
- Encourage the children to drink water on a regular basis throughout the day.
- Inform families if their child is not eating enough or consistently overeat.
- Sit with children at mealtimes as often as possible, making mealtimes an enjoyable and social experience.
- Never use food as a form of punishment or reward.

### **SAFE FOOD AND DRINK HANDLING**

#### **Educators are to:**

- Ensure that they and all children wash their hands before handling or food.
- Encourage children to avoid handling other children's food, drinks, and utensils.
- Ensure food is stored in a refrigerator which can maintain the temperature of food at or below five degrees.
- Ensure all foods which may cause choking (e.g. popcorn, corn chips) is not given to infants or young children.
- Ensure all food is correctly cooked and served at a safe eating temperature.
- Ensure all fruits and vegetables are washed prior to serving.
- Use a separate cutting board and utensils when preparing raw meat and/or chicken.

### **SPECIAL NUTRITION REQUIREMENTS PROCEDURE**

Children on special diets (e.g. allergy-restricted, coeliac gluten free, low sugar) will be asked to provide details compiled by a qualified doctor or dietician of any specific food needs which.



**Educators are to:**

- Ensure the food provided respects the cultural and religious beliefs of the families.
- Engage in food awareness activities from a variety of cultures, and celebrate special occasions with culturally appropriate foods (e.g. birthdays, cultural, and religious days).
- Avoid cross contamination when interacting with children with Coeliac Disease or food intolerances by using separate cooking and serving utensils, storing food in appropriately labelled containers, washing all food handling equipment between use and washing hands between handling food.

**MILK AND BOTTLES PROCEDURE**

During enrolment it is recommended that families discuss their child's routine with the educator. Bottle times and preferences (i.e. water/formula combinations) need to be given to the educator as a guideline for feeding the child.

**Parents are to:**

- Supply the bottles for their child's use throughout the day. These need to be empty, sterile and ready for use.
- Supply the appropriate formula, breast milk or cow's milk, clearly labelled with the child's name. If using breast milk, it must also be marked with the date expressed, and/or date frozen.

**Educator are to:**

- Ensure bottles are sealed and placed into the fridge on arrival each day.
- Make up bottles with formula with fresh, boiled water.
- Encourage children to be laying down or sitting when they have their bottle.
- Not allow children to walk or crawl with a bottle.
- Ensure bottles are kept in the fridge when the child is not drinking it. If the bottle has been left out for more than ten minutes the bottle must be emptied out and remade.
- Heat bottles by placing the bottle in a large jug of boiled water. Bottles must be shaken, and wrist tested to ensure a safe drinking temperature.

**DENTAL HYGIENE AND ORAL HEALTH PROCEDURE****Educators are to:**

- Ensure they promote good oral health and hygiene practices for children and families.
- Discuss and promote dental hygiene incidentally at meal, snack, and group times.
- Encourage drinking of milk or water, instead of soft drink, cordial, or juice throughout the day.
- Actively implement the sun protection policy for the prevention of lip cancer.
- Report to the family any signs noticed of tooth cavities, gum swelling, infection of the mouth, pain, or discomfort the child has with chewing, eating or swallowing.
- Appropriately report any accident, injury or suspected injury to teeth and gums.

## 2-D. SUN PROTECTION

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to ensure 'Sun Smart' practices and sun protection behaviours are implemented throughout the organisation of activities, use of outdoor environments and the education of children.

### **OBJECTIVE**

- To ensure ample education resources for educators to actively support Sun Smart practices.
- To protect children's skin and educate them about 'Sun Smart' behaviour through a collaborative approach with the educator and the child's family.

### **SUN PROTECTION PROCEDURE**

#### **Educators are to:**

- Ensure children are wearing hats outdoors, and are to adopt a 'No hat, play in the shade' policy
- Apply SPF 50+ broad spectrum sunscreen lotion at least 15 minutes before the children go outdoors.
- Re-apply sunscreen when required and before any other subsequent outdoor play sessions.
- Ensure any children under 12 months old, or any child whose parents have not given authorisation for educators to apply sunscreen, do not play in the sun or in water that is not shaded.
- Wear their own hat and apply sunscreen before the outdoor sessions and as required.
- Program outdoor activities before 10am and after 3pm.
- Ensure the children are not playing outside when the UV rating is above nine.
- Incorporate sun protection awareness activities in programs and display sun safety posters.
- Ensure children wash their hands before and after applying sunscreen.
- Ensure hats are worn during outdoor play at all times throughout the year. Educators are recommended to establish a "no hat, play in the shade" strategy.

#### **Parents are to:**

- Read the 'Sun Smart' policy upon enrolment as outlined in the Parent Handbook.
- Provide protective clothing for outdoor play, including a legionnaire or broad brimmed hat, shirts with sleeves, and long pants or shorts. If inappropriate clothing is worn children will be encouraged to play in the more shaded areas.

## 2-E. CHILD PROTECTION

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to protect children from physical, emotional, sexual neglect and/or abuse. We believe all children have right to feel protected, and deserve to be safe wherever they are.

### **OBJECTIVE**

- To ensure educators are able to identify children who are experiencing, or are suspected to be experiencing, neglect and/or abuse.
- To be able to document and report disclosures or suspected abuse appropriately and accurately.
- To maintain confidentiality for children who are experiencing, or are suspected to be experiencing, neglect and/or abuse.
- To ensure Child Protection training is conducted annually and when changes to the legislation occur.

### **ALLEGATIONS OF CHILD ABUSE OR NEGLECT PROCEDURE**

All educators are required to report any allegation of abuse, neglect or assault, including sexual assault, to the director and nominated supervisor of Foundations FDCS. Definitions related to Child Protection can be found in Appendix 2.

#### **Foundations FDCS will:**

- Ensure all mandatory annual training is completed by all staff and educators registered with Foundations FDCS.
- Ensure all adults in regular contact with children in care have a current Positive Notice Blue Card.
- Ensure all educators understand their role in reporting any harm or suspicion of harm.
- Ensure that all support provided is provided without bias and puts the child's safety above all else.

### **DOCUMENTING A SUSPICION AND/OR DISCLOSURES OF HARM**

#### **If a Foundations FDCS staff member or an educator has concerns about the safety of a child they will:**

- Record their concerns in an objective and accurate manner as soon as possible.
- Record their own observations, as well as precise details of any discussion, with a parent (e.g. a parent explains a noticeable mark on a child).
- Not endeavour to conduct their own investigation.
- Document as soon as possible so the details are accurately captured including:
  - Time, date and place of the disclosure.
  - What happened 'word for word' and what was said, including anything they said and any actions that have been taken.
  - Date of report and signature.

#### **If a Foundations FDCS staff member or an educator receives a disclosure from a child they will:**

- Remain calm and find a private place to talk
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter. The educator or staff member must not prompt or guide the answers a child provides.
- Not attempt to conduct their own investigation or mediate an outcome between the parties involved

- Document as soon as possible so the details are accurately captured including:
  - Time, date and place of the disclosure
  - What happened 'word for word' and what was said, including anything they said and any actions that have been taken
  - Date of report and signature.

## **REPORTING PROCEEDURE**

If an educator or parent has a reasonable suspicion of the neglect and/or abuse of a child, the following procedure will be followed:

- The educator or parent is to ensure the immediate safety of the child and notify Foundations FDCS.
- Foundations FDCS will notify the Dept. of Family and Community Services Helpline or the local community services office of any suspected child abuse as appropriate, and confidentiality will be maintained at all times.
- Foundations FDCS and educators will follow the direction of the relevant who will conduct the investigation and inform of what further steps are needed.

## 2-F. TOBACCO, ALCOHOL, AND DRUGS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to provide an environment which is free from the use of tobacco, alcohol, and illegal or illicit drugs.

### **OBJECTIVE**

- To ensure Foundations FDCS and educators are healthy and safe to perform their role within the organisation.
- To ensure those present at Foundations FDCS and the educator's premises are able to be in a smoke, drug, and alcohol-free environment

### **TOBACCO, ALCOHOL AND DRUGS PROCEDURE**

#### **Educators are to:**

- Notify Foundations FDCS if they are taking any medication which is likely to have side effects that could impair their performance.
- Disclose if there is a smoker in the household and demonstrate procedures to ensure children in the education and care setting are not exposed to secondary smoke.
- Ensure no person at the educator's premises, including themselves smokes, takes illicit drugs or drinks alcohol on the premises during care hours.
- Ensure children in care are not exposed at any time to tobacco smoke, alcohol or illicit drugs.
- Place all alcohol in a locked cupboard or storage unit out of the reach of the children.
- Inform all visitors to the educator's premises of the tobacco, drug, and alcohol-free environment.

#### **Foundations FDCS will:**

- Conduct inspections of the environment. If anyone is found to breach this policy Foundations FDCS will evaluate each situation on its merits and take appropriate action. This may include immediate suspension or dismissal.
- Ensure the safety of all people attending Foundations FDCS social events, either at an educator's premises or the service, by only providing non-alcoholic drinks and all those in attendance are acting responsibly.



## 2-G. WATER SAFETY

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to develop a clear and informed understanding of water safety practices by providing information to educators, children, and parents about water safety.

### OBJECTIVES

- To ensure ample education resources for educators to actively support water safety practices.
- To protect children and educate them about water safe behaviour, in collaboration with families and educators.
- To put into place clear procedures and systems which are designed to maintain water safety practices

### WATER SAFETY PROCEDURE

#### Educators are to:

- Teach children about water safety on a regular basis.
- Closely supervise children near water at all times and never leave children alone near any water.
- Strictly follow the adult: child ratios for all water activities both in and out of the water (e.g. beaches, lagoons, public and private swimming pools, dams):
  - one adult for one child (1:1) for under three years of age
  - one adult for every two children (1:2) for over three years
- Ensure wading pools are emptied after each use and stored correctly to avoid collection of rain or hose water.
- Ensure all water containers (e.g. ponds, spas, nappy buckets, bathtubs) are made inaccessible to children or covered when not in use.
- Ensure that all child play areas are safely fenced off from water hazards such as dams, creeks, lakes, irrigation channels and wells.
- Ensure children with diarrhoea, upset stomach, open sores or nasal infections do not use the pool or other water play equipment.
- Ensure all children wear the appropriate sun protection clothing for all water activities (e.g. broad brimmed hat, sun shirts).

### SWIMMING POOL SAFETY PROCEDURE

All pool fencing must comply with the Australian standards for pool fencing and gates if a pool is present at an educator's premises. A copy of the pool safety certificate must be provided to Foundations FDCS, and regular inspections will be performed thereafter.

#### Educators are to:

- Check pool fencing and gates daily, as well as ensuring no other hazards are present in the area.
- Keep a current cardiopulmonary resuscitation (CPR) guide near the pool.
- Ensure pool filters and chemicals are inaccessible to children.
- Ensure all children wear clean swim wear and go to the toilet before entering the pool.
- If a child passes a bowel motion while in the pool, remove all children from the pool immediately, empty the pool, and disinfect it.

## 2-H. FIRST AID (ACCIDENTS, INJURY, INCIDENTS, AND TRAUMA)

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to equip educators to ensure children receive appropriate first aid and care in the event of an accident, incident, injury, or trauma.

### **OBJECTIVES**

- To ensure educators are adequately trained and maintain annual certification requirements.
- To ensure children are supervised adequately to avoid and minimise any accidents, incidents, injuries, or trauma.
- To ensure appropriate measures are taken when an accident, incident, injury, or trauma occurs.

### **ACCIDENTS, INJURY, INCIDENTS AND TRAUMA PROCEDURE**

Definitions related to Accidents, Injury, Incidents and trauma can be found in Appendix 2.

#### **Educators are to:**

- Maintain an annual cardiopulmonary resuscitation (CPR) certification, and a three yearly first aid certification including asthma and anaphylaxis.
- Maintain a fully stocked first aid kit in their home, in their car, and on any excursions, and it is easily recognisable and readily accessible.

#### **If first aid is administered for an injury the educators must:**

- Document the injury in the Incidents Records Book.
- Inform parents.
- Send a copy of the incident report to Foundations FDCS on the day of the incident.

#### **If further medical attention is required:**

- Refer to individual child's emergency details and any relevant Management Plans.
- Call emergency services (e.g. ambulance or doctors) as required.
- Call parents and Foundations FDCS immediately.

#### **In the event significant trauma has occurred:**

- Foundations FDCS will report the incident to appropriate governing bodies and ensure adequate care is provided for all parties.
- Foundations FDCS will ensure all instructions and recommendations provided by authorities are implemented.
- All details are to be recorded appropriately in the Incident Record Book.

## 2-I. INFECTIOUS DISEASE AND ILLNESSES, EXCLUSION CRITERIA, AND PANDEMIC PROCEDURE

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to maintain excellent health and hygiene practices, minimise the risk of infection and cross infection, and to protect the health of children, families, educators and Foundations FDCS staff.

### OBJECTIVES

- To ensure educators and Foundations FDCS staff are in good health and do not have any illnesses which may affect their ability to safely provide care for children.
- To actively support educators in infectious disease and illness management through educational resources.
- To ensure there are clear procedures in place to prevent the spread of the infectious illnesses and diseases.
- To prevent cross infection with other children in care.
- To ensure educators follow the appropriate management procedures for infectious or communicable diseases (e.g. HIV, Hep B) to prevent cross infection with other children in care.

### INFECTIOUS DISEASE ILLNESSES PROCEDURE

- A child must not attend care if they have experienced vomiting or and/or diarrhoea within the last 48 hours.
- A child must not attend care if they have experienced any of the following within the last 24 hours: High temperature (37 degrees or more), conjunctivitis or any other contagious illness
- Children who have moist skin lesions or abrasions are required to have them covered and sealed with an appropriate dressing while attending care. Educators will use their discretion and can exclude any child who is obviously unwell, or is regarded as a health risk to other children.

#### Educators are to:

- Ensure they are in good health to provide care for children.
- Refrain from providing care when they are at risk of spreading illnesses (e.g. colds, flu).
- Incorporate infection control awareness activities in their programming.
- Display the appropriate infection control and hygiene posters as specified by Foundations FDCS.
- Regularly monitor the health and wellbeing of any child in care.
- Take all reasonable precautions to prevent the spread of infection if a child becomes ill while in care.

### IF A CHILD BECOMES ILL DURING CARE

#### Educators are to:

- Provide immediate first aid and administer paracetamol (if permission is granted on the child's enrolment form).
- Provide a resting place for the child which is separate from the other children in care, and maintain supervision of all children in care.
- Contact the child's parent to collect the child as soon as possible.
- Record and sign the Accidents, Incidents, Injuries, and Trauma Form, and ensure that it is signed by the parent.

## **IF AN EDUCATOR BECOMES ILL WHILE PROVIDING CARE**

### **Educators are to:**

- Notify Foundations FDCS immediately, who will determine if further assistance is needed to ensure the safety of the educator and the children in care.
- Contact parents to collect their children as soon as possible.

## **EXCLUSION CRITERIA PROCEDURE**

In addition to the aforementioned procedure, exclusion periods also apply for all communicable illnesses and diseases. Some medical conditions require exclusion from school or childcare to prevent the spread of infectious diseases among staff and children. The Time Out Chart (Appendix 3), provides information on the recommended minimum exclusion periods for infectious conditions and will assist families and educators to meet the requirements of the *Public Health Act (2005)*. Refer to this chart for all exclusion criteria.

It is the responsibility of parents to notify their child's educator within 24 hours if their child has been diagnosed with any communicable disease or infectious condition.

## **PANDEMIC SPECIFIC PROCEDURE**

In the case of a declared pandemic (e.g. COVID-19) additional measures will be put in place to ensure the safety of the children, families, educators and the wider community.

### **In the case of enforced 'social distancing', the following shall be implemented:**

- If a child, or any person living in their household, becomes ill for any reason they must not attend care. The child will require a medical certificate declaring that the child is healthy before they can return to care. Should a child be sent to care when they are ill or do not provide a medical certificate, the child will be immediately sent home and the child's care may be suspended.
- If an educator, or any person living in their household, becomes ill for any reason they must not work. The educator will require a medical certificate declaring that they are healthy before they can return to work. Should an educator be found to be working when they are ill, or do not provide a medical certificate before returning to work they may be suspended.
- Should a child or educator test positive for the pandemic-specific illness (e.g. COVID-19) then the child, educator, and all people who have had direct contact within the last 14 days (e.g. family members, any person living with the child or educator, other children in the educator's care) must self-isolate for a minimum of 14 days. All affected people must obtain a medical certificate before concluding self-isolation.
- No visitors may come to the educator's home while there are children in care. Educators are permitted to have visitors outside of care hours; however, they must maintain appropriate hygiene and social distancing as recommended by the Australian Government at the time.
- No regular or special excursions may occur. This includes excursions with the children to the library, park, or shops.
- Hand washing and hygiene must be followed at all times (i.e. before eating and drinking, and playing with toys inside and outside; and after going to the toilet/ nappy changing, and coughing or sneezing).
- Social distancing must be observed where possible i.e. maintaining 1.5 metre distance from each other at all times. It is recognised children and those with a disability may have reduced capacity to maintain distancing, therefore supportive measures (e.g. separate/spread out eating, sleeping and nappy changing areas) may be implemented.

### **In the case of enforced 'self-isolation' and/or 'community lock down' the following shall be implemented:**

- All non-essential travel, social interactions and events, and non-essential services are to be closed.
- In the event schools and childcares are closed, day care providers must also close and educators are to cease work immediately. No child is to be sent to care under any circumstances.

## 2-J. MEDICINES

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to ensure the safe storage and administration of medication and to provide additional support as needed to children who require medication to be administered during care hours.

### **OBJECTIVES**

- To ensure medication is only administered as per direction and is inaccessible at all other times.
- To ensure that medication is only administered with parental permission

### **APPROVED NON-PRESCRIBED MEDICATION PROCEDURE**

- Educators may administer one dose of paracetamol, ibuprofen, or teething gel per child, per day, as indicated by parents on the enrolment form, for the following situations:
  - A child under 12 months old has a temperature 37 degrees or more.
  - A child over 12 months old has a temperature 38 degrees or more.
  - Minor accidents and injuries, not requiring further or ongoing treatment (e.g. minor falls resulting in bruises and scrapes).
- Educators must complete a Medication Record Form, and obtain a parent signature for all medication dispensed.
- If a parent has administered any medication prior to coming to care, they must tell the educator of the time and dose of last administration.

### **PRESCRIBED MEDICATION PROCEDURE**

- All medications must be labelled by a pharmacist and include: child's name, prescribing doctor or pharmacist's name, dosage and frequency, and expiry date.
- All irregular prescribed medications (e.g. antibiotics) must be directly handed to the educator, with signed instructions from the prescribing doctor. A copy of these instructions must be submitted to Foundations FDCS immediately. No medication will be administered unless the Medication Record Form is signed by a parent.
- All regular prescribed medications (e.g. Ritalin) must be given directly to the educator. The educator is responsible for advising parents when the medication supply is running low.
- All medications must be stored in strict accordance to the product instructions, especially in regard to temperature. Storage should be secure and with clear labelling. Medicines required to be administered in an emergency must not be stored in a locked cabinet.
- Foundations FDCS permits children over the age of six to self-administer prescribed medication with supervision.
- If the child is given the wrong medication, dose, or takes the medication via the wrong route, the following steps should be taken:
  - Phone POISONS INFORMATION LINE 13 11 26.
  - Give details of the incident and child.
  - Act immediately upon their advice.
  - Notify the child's parents and Foundations FDCS immediately.
  - Complete a child injury and incident form, then inform the Foundations FDCS on the same day.



## 2-K. MEDICAL CONDITIONS, INCLUSION SUPPORT AND CARE

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to provide appropriate support and care for children with additional medical, physical, cognitive, and emotional needs.

### **OBJECTIVES**

- To ensure all children with additional needs are equally included in regular education and care activities.
- To ensure children with additional needs have a current Management Plan, developed in collaboration with relevant medical and allied health professionals, families, and inclusion support workers.
- To ensure all educators are aware of, and accurately complete, all relevant documentation for children with additional needs.

### **MANAGEMENT PLAN PROCEDURE**

- All parents of a child with additional needs (i.e. medical, physical, cognitive, and emotional) are required to provide a Management Plan from relevant medical allied health professionals, and inclusion support workers for their child, including a photo for identification purposes.
- A Risk Management Plan for the educator to follow for all children with additional needs will be developed in consultation with the parents and Foundations FDCS
- A copy of a child's current Management Plan and Risk Management Plan will be kept at the educator's premises and at Foundations FDCS, and must be followed according to all instructions. Foundations FDCS will check Management Plans during every monthly visit to help ensure the child's safety.
- If any changes occur a copy of a child's updated Management Plan and Risk Management Plan must be submitted to Foundations FDCS.
- All Foundations FDCS staff, including new staff members, will be made aware of any children in care with additional needs and our policies for care and management.

### **ADDITIONAL MEDICAL NEEDS PROCEDURE (E.G. ASTHMA, ANAPHYLAXIS RISK, DIABETES)**

- All children with additional medical needs require a current medical Management Plan as above.
- All medication related to any additional, ongoing medical needs will be administered as per the plan noted on the Medication Record Form, and confirmed by the parent on the same day. This includes administration of an EpiPen, insulin, and/or nebuliser and spacer.
- Reasonable precautions will be taken by the educator to ensure the safety of all children with an additional medical need (e.g. child does not come into contact with the known anaphylaxis trigger, monitor insulin levels).
- In the case of an emergency an ambulance will be called, and the parents and Foundations FDCS will be immediately notified.
- Educators may require additional training on specific medical conditions (e.g. diabetes management). Foundations FDCS will support educators to complete additional training for a child with a specific medical condition before the child commences care.

### **ADDITIONAL PHYSICAL NEEDS PROCEDURE**

- All children with additional physical needs require a current Management Plan as above.
- Foundations FDCS will assist educators to provide physical modifications to the educator's home to adequately support the child with additional physical needs, within reason.
- Reasonable precautions will be taken by the educator to ensure the safety of all children with an additional physical need (e.g. physical environment is adjusted; other children are aware of the additional physical needs a child may have).
- Educators may require additional training to support children with specific physical conditions (e.g. appropriate manual handling, non-restrictive practises). Foundations FDCS will support educators to complete additional training for a child with a specific physical condition before the child commences care.

### **ADDITIONAL COGNITIVE NEEDS PROCEDURE**

- All children with additional cognitive needs require a current Management Plan as above.
- Reasonable precautions will be taken by the educator to ensure the safety of all children with an additional cognitive need (e.g. visual aids/schedule, simplified instructions and routines, other children are aware of the additional cognitive needs a child may have).
- Educators may require additional training to support children with specific cognitive conditions (e.g. using alternative and augmentative communication aids, non-restrictive practises, behavioural support strategies). Foundations FDCS will support educators to complete additional training for a child with a specific cognitive condition before the child commences care.

### **ADDITIONAL EMOTIONAL NEEDS PROCEDURE**

- All children with additional emotional needs require a current Management Plan as above.
- Reasonable precautions will be taken by the educator to ensure the safety of all children with an additional emotional need (e.g. safe areas for sensory calming, other children are aware of the additional emotional needs a child may have).
- Educators may require additional training to support children with specific emotional needs (e.g. sensory processing, support animals, behavioural support strategies). Foundations FDCS will support educators to complete additional training for a child with a specific emotional need before the child commences care.

## 2-L. TOILETING AND NAPPY CHANGING

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to create positive nappy changing and toileting routines contribute to the whole health, development and self-perception of children.

### OBJECTIVES

- To ensure positive interaction occurs when changing and toileting children.
- To ensure hygienic measures are undertaken to limit the spread of infection and maintain high levels of hygiene.
- To ensure that each child's nappy and toilet requirements are met as frequently as necessary to maintain comfort, and hygiene.
- To ensure that on excursions children are provided with appropriate supervision and care while using facilities.

### TOILET & BATHROOM HYGIENE PROCEDURE

- Toilets must be inspected daily and cleaned as often as required.
- Toilets are preferable to potties if developmentally appropriate for the child. If a potty is being used it must be cleaned and disinfected after each use.
- Educators will discuss with children proper hand washing procedures, as this will assist children in understanding the spread and prevention of disease.
- Educators will ensure they always have a sufficient supply of hygiene materials including paper towelling, gloves, wipes, and soap. Disposable towels must be provided for hand drying.
- Foundations FDCS encourages the use of environmentally friendly materials and cleaning products.

### TOILETING AT HOME

- Children who are toilet trained will be encouraged to use the facilities responsibly and independently.
- Access will be monitored to ensure that only one child is in the toilet area at the time.

### TOILETING WHILE ON EXCURSIONS

- A child will never enter a public toilet alone.
- Toilets should be checked by the educator prior to use.
- In the case of a female educator with male children in care, or male educator with female children in care, it is advisable to use the parent's room or unisex single bathrooms where available.
- Primary school age children may take a same-gender buddy to the bathroom with permission from the educator.

### NAPPY CHANGING PROCEDURE

Consistent and diligent hygienic measures limit the spread of infection and diseases and provide physical comfort and a healthy environment for children. Positive interaction during these routines fosters a trusting connection between the child and the educator and contributes to the child's sense of identity and wellbeing.

To ensure this, educators are to follow a strict procedure when changing nappies:

### **PREPARATION**

1. Wash your hands.
2. Place paper on the change table.
3. Put disposable gloves on both hands.

### **CHANGING**

1. Remove the child's nappy and put in a hands-free bin with lid. Soiled clothes must be rinsed, placed in a waterproof bag, and the bag placed in a closed container out of reach of children until parents collect their child.
2. Clean the child's bottom.
3. Remove the paper and put it in a hands-free bin with lid.
4. Remove your gloves and put them in the bin.
5. Place a clean nappy on the child.
6. Dress the child.
7. Take the child away from the change table.
8. Wash your hands and the child's hands.

### **CLEANING**

1. Clean the change table with warm soapy water after each nappy change.
2. Wash your hands.

### **TOILET TRAINING PROCEDURE**

Educators in consultation with parents will assist in providing toilet training to children who are at an appropriate developmental stage. This process will only begin after parental consent and parents are advised to dress the child in accessible clothing and provide an additional set of clothes during the training period.

#### **Educators are to:**

- Respect the child's right to dignity and privacy when assisting a child on the toilet.
- Exercise patience and tolerance when assisting children with toileting and toilet training.
- Never leave a child unattended if they require assistance with toileting.
- Wear new gloves each occasion a when assisting children on the toilet. The hands of the educator and the child must be washed according to hand washing practices after each toileting occasion.
- Ensure that no child, regardless of age or circumstance, is humiliated in any way or by anyone in regards to toileting.
- Rinse soiled clothing, place the clothes in a sealed waterproof bag, and place the bag in a closed container away from children's reach until the parents collect their child.
- In the instance when a toileting accident occurs outside of the toilet the educator will use new gloves to clean up, and will follow safe hygiene and cleaning practices.

## 2-M. TRANSPORT OF CHILDREN

Revised: September 2020

### POLICY STATEMENT

Foundations FDCS seeks to ensure the safe delivery, collection, and transport of children to and from home, schools and excursions and adhere to regulatory procedures.

### OBJECTIVES

- To ensure accurate documentation of all transportation of children.
- To ensure the safety of children during transport between locations.
- To ensure that procedures are followed to minimise risks during transport and around other vehicles.
- To ensure drivers comply with all regulations and legal responsibilities regarding transport.

### MOTOR VEHICLE TRANSPORT PROCEDURE

#### Educators are to:

- Provide to Foundations FDCS a copy of their current driver's license, vehicle details, registration number, insurance certificate of currency, and road worthy certificate before transport can occur.
- Ensure their vehicles are properly maintained and kept clean.
- Ensure children are not transported without a parent signing the relevant Transport Permission Form.
- Ensure that Foundations FDCS details are displayed in the car at all times.
- Ensure all children are provided with suitable and weight/size appropriate restraints, and car seats that meet Australian standards AS/NZS 1754:2013, AS/NZS 1754:2010 or AS/NZS 1754:2004.
- Ensure all children aged between four and seven years of age do not sit in the front row of a vehicle that has more than one row of seats unless all the other seats are occupied by the children less than seven years of age.
- Ensure that they are not driving under the influence of any substances, or using their mobile phone while driving.
- Ensure they are the sole driver of children in their care. All other drivers, including learner drivers, are not permitted to drive the vehicle while transporting children in care.
- Ensure they carry a charged mobile phone, current emergency contact numbers, and a first aid kit.
- Ensure that all children are never left unattended in a vehicle for any period of time.

#### Foundations FDCS are to:

- Ensure that all Transport Permission Forms are current and complete.
- Ensure all relevant documentation regarding educator's vehicle details and registrations are obtained prior to transport of children.
- Ensure that risk assessments for transport are completed and reviewed annually.
- Ensure that coordinators complete regular vehicle checks during their monitoring visits.

### MOTOR VEHICLE AND ROAD SAFETY PROCEDURE

#### Educators are to:

- Ensure all children in care are securely in the vehicle before commencing travel.
- Ensure all children are appropriately supervised around all vehicles (e.g. driveways, car parks, footpaths and private properties) at all times (e.g. While placing children into the car, and moving around slow moving or parked cars).



**In the event of a vehicle breakdown, accident or emergency, educators are to:**

- Assess the situation for any risks and/or injuries and contact emergency services if required.
- Administer first aid in the event of minor injury (refer to Policy 2-H)
- Notify Foundations FDCS as soon as possible after the event, who will notify the parents as required.
- Follow all instructions from emergency services and/or Foundations FDCS.

**PUBLIC TRANSPORT PROCEDURE**

**Educators are to:**

- Ensure all relevant documentation has been completed prior to using public transport with children.
- Ensure all children are seated in close proximity to the educator and children requiring additional support have priority seating. In the event children are unable to sit next to the educator, children are required to sit in pairs within sight of the educator.

**Foundations FDCS are to:**

- Ensure that all Transport Permission Forms are current and complete.
- Ensure all relevant documentation regarding educator's vehicle details and registrations are obtained prior to transport of children.
- Ensure that risk assessments for transport are completed and reviewed annually.

## 2-N. AUTHORISED PERSONS AND DUTY OF CARE

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to ensure the safety of children when transitioning between locations whilst in the educator's care. Educators will provide safe transitions for all children in accordance with parent consent, government regulations and court orders.

### **OBJECTIVES**

- To ensure the safety of children is maintained throughout transitions between authorised persons.
- To ensure current records are maintained by Foundations FDCS for any custody arrangements or court orders.

### **TRANSITIONING OF CHILDREN PROCEDURE**

Educators are responsible for all children in their care from the time they are signed in by the parent to the moment they are transitioned to an authorised person and electronic sign out has been completed.

#### **Educators are to:**

- Ensure accurate records are kept of arrival and departures times in compliance with the regulatory and government guidelines.
- Be present when a child is entering or departing care in order to complete the sign in/out procedure.
- Ensure children are not released into the care of anyone under the age of 18 years old unless the person is the legal guardian of the child.
- Use their professional judgement when releasing a child to an authorised person. Educators are permitted to refuse transition of care if a person appears to be under the influence of alcohol or other substances.
- Maintain supervision of child in the event of an emergency when all authorised persons for the child are unable to be contacted.

#### **A child may only be transitioned to an authorised person when:**

- The person is listed on the child's enrolment form with relevant details (name, contact number, and address)
- The person has provided photo identification to Foundations FDCS during the child's enrolment process, and is able to show photo identification each time they are collecting a child.
- The person (if under the age of 16 years old) has completed additional documentation to confirm they are willing and able to provide adequate supervision of the child, and has express written consent from the child's parents has been provided to Foundations FDCS.

#### **A child may self-transition when:**

- Their parent has provided express written permission and a risk management plan has been completed.
- Conditions are appropriate (e.g in the event of severe weather events, a child may not self-transition and the educator must provide transport for the child).

## **LATE COLLECTION PROCEDURE**

**In the event an authorised person is late to collect their child:**

- 30 minutes after the booked session of care ends, the educator will contact an authorised person to arrange for the child to be collected from care.

**If after 35 minutes after the booked time ends contact has not been established the following steps are to take place:**

- The educator will continue to provide care for the child, and will complete an incident form and immediately send to Foundations FDCS.
- The educator will immediately notify Foundations FDCS of the incident and maintain regular contact while the issue is being resolved.
- Foundations FDCS will notify Regulatory Authority and police, and maintain contact with the relevant agencies until the situation resolves itself (e.g. the arrival of an authorised person to collect the child).
- Foundations FDCS and the educators will follow all instructions and directions provided by the relevant agencies.
- In the event an authorised person does not collect the child, the educator will either continue to provide care as suitable, or the relevant agencies will remove the child from the educator's care and provide appropriate care under the *Child Protection Act (1999)* guidelines.

## **LEGAL CUSTODY AND ACCESS PROCEDURE**

**In the event a court or custody order is in place for a child:**

- A copy of the current order must be provided to Foundations FDCS and the educator. Where a copy of the court order is not supplied, the educator must release the child to any authorised person listed on the enrolment form regardless of verbal instructions regarding custody and care.
- Access visits are not to be provided at an educator's premises.

## 2-O. EMERGENCY AND EVACUATION

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to provide children in care with a safe environment that allows for acceptable risks. In the event of an emergency or natural disaster Foundations FDCS will take appropriate actions to minimise trauma and distress to children.

### OBJECTIVES

- To ensure Foundations FDCS and educators are prepared for all evacuations, emergencies and natural disasters.
- To ensure Foundations FDCS and educators comply with the Fire Protection Association Australia (FPAA).
- To ensure Foundations FDCS and educators are familiar with action plans for evacuation, emergencies or natural disasters, and complete regular drills.

### EMERGENCY AND EVACUATION PROCEDURE

#### Educators are to:

- Prominently display and ensure children are familiar with emergency and evacuation plans.
- Conduct emergency evacuations drills every three months and additionally when a new child joins care.
- Ensure records of the emergency evacuation practice are accurately logged in the Emergency Drills Logbook.
- Ensure all emergency incidents are recorded and a copy is immediately provided to Foundations FDCS.

#### In the event of a fire, educators are to:

- Ensure all emergency supplies, including urgent medications, are gathered if safe to do so.
- Assist children to the emergency evacuation point, and ensure all children and persons inside the house are accounted for.
- Contact emergency services and follow their directions.
- Inform Foundations FDCS of the incident and immediately provide a copy of the Incident Report.

#### In the event of a lock down situation, educators are to:

- Ensure all emergency supplies, including urgent medications, are gathered if safe to do so.
- Identify and secure all windows and doors which can be safely locked.
- Determine and relocate all children and persons in the home to the safest room or area.
- Ensure all children and persons in the home remain seated, still and quiet for the duration of the threat.
- Contact emergency services and follow their directions.
- Inform Foundations FDCS of the incident and immediately provide a copy of the Incident Report.

#### In the event of severe weather events or natural disasters (e.g. storms, flood, bushfires, earthquake), educators are to:

- Inform Foundations FDCS if they are willing and able to continue to care for the children, should a severe weather event or natural disaster be forecasted. If the educator is unable or unwilling to continue care for the children at this time, parents are required to immediately collect their child.
- Ensure all emergency supplies, including urgent medications, are gathered if safe to do so.
- Follow the instructions and recommendations of the relevant emergency service (e.g. first responders, MET service, SES, defence force) in regards to evacuation advisement.
- Inform Foundations FDCS of all evacuations, and provide a copy of the Incident Report within 24 hours.

## 2-P. CHILD RATIO LIMITS

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS must ensure whenever children are being educated and cared for, the supervision of children by educators complies with the regulations at all times.

### OBJECTIVES

- To ensure educators adhere to the guidelines in regard to the limit on numbers for children in care.
- To ensure that Foundations FDCS is in compliance with the *Education and Care Services National Law Act (2010)*, and the *Education and Care Services National Regulations (2011)*.
- To ensure educators are aware of their responsibilities and public liability when caring for children not enrolled in the service.

### CHILD RATIO COMPLIANCE PROCEDURE

- The educator, in accordance with the *Education and Care National Laws and Regulation 124 (2) (b) (ii)*, may not provide education and care for more than seven children at any one time in an educator's premises. Of those children, no more than four can be under the age of five.
- Children who are under 13 years of age will count in the educator's child ratio number if there is no other adult present at the residence. This includes any children related to the educator, who are living at the premises.
- Foundations FDCS may need to limit the number of children to be cared for at any one time by an educator based on availability of safe play areas within the educator's premises.

#### The following exceptions may apply under Reg. 124 (2) (b) (ii) and (iii):

- Non enrolled children at the educator's premises, who are not being included in the educator's numbers, need to be directly supervised at all times by another adult. This adult must be a usual occupant of the premises.
- In the event of the elected supervising adult is unable to directly care for the non-enrolled children, these children must be counted in the educator's child ratio numbers. This may result in enrolled children being unable to attend care for the duration of the select supervising adult's absence. The educator must inform Foundations FDCS, in writing, before this change occurs.

#### Caring for children related to the educator

Educators are permitted to provide care for children related to them under the following circumstances:

- The educator to child relationship is a niece or nephew, cousin, grandchild (including great-grandchild).
- The above specifications include those of the educator's partner either by de facto or marriage.
- The ratio of **less than 50%** (e.g. 3:7) is applied to the number of children cared for by the educator.

#### Caring for children how are not FDC children:

Educators who do not have a full quota of family day care children may care for children who are not their own children and who are outside the service. This care needs to be discussed with Foundations FDCS prior to offering care to children outside the service. This care must comply with the limits on number of children. It is the educator's responsibility to discuss with parents that the Family Day Care public liability insurance does not cover the children not enrolled with the service.

## 2-Q. EXCURSIONS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to enable children the opportunity to gain educational and community experiences via excursions.

### **OBJECTIVES**

- To ensure all excursions are well planned and beneficial for the children.
- To ensure that risk assessments and permission forms are completed prior to any excursion.

### **EXCURSION RISK ASSESSMENTS**

Risk Assessments are completed by Foundations FDCS prior to an excursion being approved.

Risk assessments will consider:

- The proposed activity and capacity of each child in care.
- The proposed transport, route and destination.
- Water hazards and risk, and the benefits associated with water activities.
- The number of adults and children involved in excursion.
- The availability of shade, water, toilets, and other facilities.
- The mobile phone coverage in the area.
- The length of time of excursion.
- All required items to take on excursion.

Risk assessments and excursion permission forms for regular excursions are renewed annually, or when a significant change takes place (e.g. educator moves house). Risk assessments and excursion permission forms for special excursions are valid for three months.

### **EXCURSION APPROVAL PROCEDURE**

- Educators are to contact Foundations FDCS and discuss their proposed excursion.
- Foundations FDCS will visit the excursion location and prepare a risk assessment.
- If the location is approved, permission forms will be compiled to be signed by each parent. A child cannot participate in the excursion if a signed and dated permission form is not returned to the educator and Foundations FDCS.

### 3. EDUCATOR'S PHYSICAL ENVIRONMENT STANDARDS

Revised: April 2020

#### **POLICY STATEMENT**

Foundations FDCS seeks to ensure educators adhere to the conditions described in the Foundations Family Day Care Premises Contract at all times, to ensure a suitable and safe environment to promote children's learning and development.

#### **OBJECTIVE**

- To ensure each venue or residence where education and care is provided meets the criteria for protection of children, and is comprehensively assessed annually.

#### **ASSESSMENT AND APPROVAL PROCEDURE**

##### **Educator Premises Contract**

Educator Premises Contract contains a detailed overview of the responsibilities of educators to maintain a safe, clean, sustainable environment for children in care. This contract is reviewed annually, and is referred to on each monthly home visit to ensure educators are maintaining a high standard of cleanliness, care, and safety. Refer to Educator Premises Contract (Appendix 4) for detailed explanations of requirements.

##### **Comprehensive Home Safety Check**

The suitability of each residence/venue is considered annually using the Comprehensive Home Safety Check. This check must be passed in order to approve new educators and for educators to maintain ongoing registration with Foundations FDCS.

##### **Home Risk Assessment and Emergency Evacuation Risk Assessment**

All approved venues and residences must undergo an annual risk assessment of their premises and their emergency evacuation route. These assessments must be completed with full compliance in order to approve new educators and for educators to maintain ongoing registration with Foundations FDCS.

##### **Renovations and Modifications**

If there are any renovations or modifications made to the premises, care must not be provided until a new Comprehensive Home Safety Check, Home Risk Assessment and Emergency Evacuation Risk Assessment have been completed with full compliance.

#### **MONTHLY MONITORING**

During monthly home monitoring visits Foundations FDCS will complete a Monthly Home Monitoring Report to ensure educators are maintaining a high standard of cleanliness, care and safety. If breaches are noted during this monitoring educators will be given support and guidance in accordance with the timelines outlined in the Educator Premises Contract.

## 4. STAFFING ARRANGEMENTS & CODE OF CONDUCT

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS requires all staff and educators to adhere to the Code of Conduct outlined below to ensure a harmonious workplace environment for all staff, educators, parents and children.

### OBJECTIVES

- To ensure Foundations FDCS and educators uphold the expectations outline in the Code of Conduct, and are aware misconduct will lead to serious consequences.
- To ensure Foundations FDCS and educators receive adequate training and professional development in regards to the rights and responsibilities of the child, families, and educators.

### CODE OF CONDUCT

In order to ensure the provision of quality childcare, including compliance with the *Education and Care Services National Law Act (2010)*, and the *Education and Care Services National Regulations (2011)*, all Foundations FDCS staff and educators are expected to abide by the following principals as a part of their professional conduct.

#### Confidentiality:

- Maintain and respect each individual's right to privacy and confidentiality.
- Information regarding the families and children's needs will be shared between the educator and coordination team in the best interest of the child.
- Information regarding families' needs will be shared with community only with the family's permission, except in child protection matters.

#### Conflict of interest:

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

#### Fair and respectful behaviour:

- Communicate honestly and openly.
- All parties to 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 stimulating. In appreciation of the special vulnerability of the child, our practices will acknowledge the rights of each child which include the right to:

- A voice.
- Dignity and respect.
- Participate.
- 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.
- 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 scheme.
- 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 cooperative 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 openness, accountability, accessibility, flexibility, and professionalism.
- Support community education and advocacy for children.

**Breaches of the Code of Conduct:**

Breaches shall be dealt with in a manner according to the individual involved. We will utilise a restorative justice approach. Continued breaches will not be tolerated and may lead to termination of contract, or exclusion from service.

## **EDUCATOR MISCONDUCT AND TERMINATION PROCEDURE**

Educator's compliance with the policies and procedures of Foundations FDCS will be assessed based off the Educator's Premises Contract (Appendix 4) at each monthly home visit. This contract specifies the different consequences for educators who breach particular areas of conduct, and specifies the response from Foundations FDCS. Appropriate action will be taken by authorised Foundations FDCS staff to swiftly rectify any breach in regulation or failure to provide satisfactory level of care.

Educators with repeated breaches in a single area will be subject to the penalties outlined in the contract which include termination of their contract without notice.

Educators who are found to have received three written warnings for contract breaches across any of the areas will have their contract placed under one-month review by the Foundations FDCS Director. During this process the educator and the director will work together to resolve these issues. If no reasonable resolution can be found, or the educator has not made reasonable attempts to improve their compliance, the educator's contract will be terminated without notice.

Educators who are leaving the scheme must return Foundations FDCS properties, including all documents given by Foundations FDCS at induction and ongoing training or support. These items remain the property of Foundations FDCS and must be returned to the office and compliance with this request is outlined in the *Education and Care Services National Regulations*. Failure to return Foundations FDCS property by the requested date will result in withholding of any money owed to the educator. This is to ensure Foundations FDCS is compensated for loss of resources due to the failure of return of said documents on the part of the educator.

## 4-A. DETERMINING RESPONSIBLE PERSON

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to maintain governance and order by effectively determining a responsible person.

### **OBJECTIVES**

- To outline key responsibilities for the management of at Foundations FDCS.
- To ensure a suitable person is available to conduct the day to day operations of the service.
- To ensure each person associated with at Foundations FDCS is able to determine who is responsible and the appropriate person to report/refer to.

### **RESPONSIBLE PERSON POLICY**

A responsible person can be the approved provider or nominated supervisor. For a Family Day Care (FDC) Service, the nominated supervisor assumes the legal responsibilities of the day to day operations of the service. The nominated supervisor is available to provide assistance to educators at all times, including outside of care hours via telephone.

#### **Foundations FDCS will:**

- Ensure nominated supervisors 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 known each day.
- Arrange for the keeping of a “responsible person record”. This record will document the current responsible person.
- Ensure the name of the responsible person is displayed in the main entrance at the Foundations FDCS Office.

## 4-B. EDUCATOR ENGAGEMENT AND REGISTRATION

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS's goal is to provide a harmonious placement of children into a developmentally suitable, educational, stimulating, nurturing and safe environment. The educator recruitment and selection process will be fair, equitable, and transparent. Educators will be selected based only on their ability, desire, and suitability to contribute in a responsible and beneficial manner.

### OBJECTIVES

- To ensure the recruitment educators who are suitably qualified and/or experienced to meet the needs of families within the community
- To ensure that only educators who meet the selection criteria are engaged in the service.

### ENGAGEMENT AND REGISTRATION PROCEDURE

In order to apply to be an educator with Foundations FDCS an applicant must:

- Be over 18 years of age.
- Have either completed Diploma in Early Childhood Education or Cert III in Early Childhood Education from an ACECQA Approved provider, or be actively studying and able to provide:
  - Confirmation letter from the registered training organisation (RTO).
  - Progress report of completed units of competency.
  - Must regularly provide a progress report of completed units of competency from the RTO.
- Hold Positive Notice Blue Card (Paid).
- Have a current driver's licence.
- Be able to provide a copy of last car service report or a safety certificate.
- Have ownership of a working mobile phone.
- Hold a current approved first aid qualification including CPR, Asthma and Anaphylaxis
- Obtain a positive Police Check.
- Hold an ABN.
- Must independently complete, and pass, the Educator Literacy and Numeracy Assessment.
- Be of good health and free from any medical condition or dependency on medications that may inhibit their ability to provide care for children. Applicants requiring regular medication may need to present a doctor's certificate confirming their ability to provide care.

After the above criteria has been fulfilled the following must also occur:

- The prospective educator's premises where the prospective educator is proposing to provide care will be assessed using the Comprehensive Home Safety Check.
- If the educator's home will be the place of care all other residents over the age of 18 must have a Positive Notice Blue Card.

If these requirements are passed the educator may be offered a 12-month contract with Foundations FDCS and induction and training may begin. An application may be declined, at the discretion of Foundations FDCS, at any stage of the application and induction process. Renewal of the contract after 12 months will depend upon the educator meeting Foundations FDCS requirements, legislation and quality standards as well as continued commitment to Foundations FDCS's philosophy and practices.

## 4-C. ADULTS RESIDING AT THE FAMILY DAY CARE RESIDENCE

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to ensure our educators and all adults residing at the educator's premises are fit and proper persons to be in the company of children.

### **OBJECTIVES**

- To ensure that all educators and/or adults are deemed 'fit and proper' to be in the company of children.
- To ensure that a quality environment will be provided for all children using the educator's residence.
- To ensure all educators and adults residing at the educator's premises understand their role and responsibilities within the educator's service.

### **FOR ADULTS RESIDING AT THE FAMILY DAY CARE RESIDENCE.**

**All adults over 18 years of age residing at the educator's premises are to:**

- Hold a Positive Notice Blue Card.
- Support the educator by adhering to the policies and procedure of Foundations FDCS.

### **FAMILY DAY CARE EDUCATOR RESPONSIBILITIES**

**Educators operating at the educator's premises are to:**

- Notify the service of any children residing or intending to reside at the educator's premises who are turning 18 years of age within 30 days prior to them turning 18.
- Notify Foundations FDCS in writing within 24 hours of any change of circumstances to residents or persons intending to reside at the educator's premises who are over 18 years of age.
- Notify Foundations FDCS in writing of any person aged over 18 years of age intending to reside at the educator's premises on a temporary basis including a statement outlining the person's contact with children during the times the service is in operation.

Appropriate action will be taken in accordance with Foundations FDCS policy and procedure if conduct or behaviour negatively impacts the quality of care and education.

## 4-D. PARTICIPATION OF STUDENTS AND VOLUNTEERS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to encourage and facilitate student observations and work-experience when the situation is beneficial to the student, educator, and the children in care.

### **OBJECTIVES**

- To ensure the rights and dignity of each child is catered for within any Foundations FDCS environment.
- To ensure that only appropriate students or volunteers interact with educators, staff, parents, and children related to Foundations FDCS.

### **PARTICIPATION OF STUDENTS AND/OR VOLUNTEERS PROCEDURE**

Students and volunteers will only be accepted into the educator's premises provided an agreement has been reached between Foundations FDCS, the educator, and the student. In addition to this, all parents must give written consent prior to the student or volunteer's commencement.

#### **Foundations FDCS will:**

- Provide the educators and the student or volunteer with the appropriate paperwork to authorise the placement.  
This includes:
  - Guidelines which identify their responsibilities and limitations.
  - Foundations FDCS expectation of Code of Conduct.
  - Foundations FDCS Policy and Procedures.
- Ensure the student or volunteer has the appropriate public liability insurances before commencement of placement.
- Ensure all educators maintain a record of any students or volunteers attending the educator's premises.
- Visit the student or volunteer while on practicum to give a full experience of being a family day care educator.
- Encourage the student or volunteer to participate within their defined role and communicate in an open and honest manner.
- Give support and guidance to the student or volunteer where needed.

#### **Educators are to:**

- Provide the student or volunteer with the opportunity to learn and participate in a positive and encouraging environment.
- Ensure there is a record of any students or volunteers attending the educator's premises.
- Liaise with Foundations FDCS regarding the placement and give feedback as to performance and any issues of concern.
- Ensure the student or volunteer is not left alone with any child at any time during placement in the educator's premises.
- Ensure the student or volunteer will be fully supervised when providing any type of personal care to the children.
- Ensure the student or volunteer is not counted in the educator to child ratio for they are not registered as an educator.

**Student and Volunteers are to:**

- Understand and acknowledge the requirement for confidentiality of all information relating to educators and families within the service.
- Agree to abide by the requirements of Foundations FDCS Policy and Procedure Manual and the *Education and Care Services National Law Act (2010)*, and the *Education and Care Services National Regulations (2011)*.
- Take responsibility for the role which they are undertaking whilst on placement viewing it as part of their own professional development.
- Discuss the practicum requirements to be completed with the educator prior to commencement of placement.
- Work with the educator to timetable the practicum requirements.
- Sign and date the Visitors Register on arrival and departure.
- Understand they are not to be alone with any child at any time during placement in an educator's home.

**Families will:**

- Be aware of and have the opportunity to be involved with the student/volunteer practicum.
- Upon agreement to a student/volunteer placement will sign the Parental Permission Form for Students/Volunteers.
- Be given the right to refuse to have a student/volunteer perform their placement where there their child attends family day care.
- Have the opportunity to consult with the student or volunteer on their observations.

## 4-E. EDUCATOR'S ASSISTANT ENGAGEMENT AND REGISTRATION

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to ensure any educator assistant engaged is treated in a way that is fair, equitable and transparent and puts the safety and care of the children first.

### OBJECTIVES

- To provide the facility for an educator to engage an assistant educator to provide additional education and care
- To ensure that all educators assistants are engaged only with the approval of parents and Foundations FDCS.

### REGISTRATION PROCEDURE

An educator assistant is an adult deemed suitable to maintain the quality care offered to children when the educator is absent in limited circumstances, or requires additional help to provide care for children on a temporary basis. The registration and engagement of an educator assistant is not an employee/employer relationship nor is it undertaken for any financial reimbursement. An educator assistant is to be listed in the educator's documents and information about the educator assistant will be maintained within the educators file. A prospective educator assistant must undertake an interview, complete an application form, attend specific educator assistant training and sign an Educator Assistant Agreement prior to providing care to children.

#### **Educator assistants must:**

- Be over 18 years of age
- Hold a Positive Notice Blue Card
- Hold a current approved first aid qualification including CPR, Asthma and Anaphylaxis
- Have demonstrated skills and/or Experience
- Have a current driver's licence involved in transporting children
- Have a working mobile phone

### ENGAGEMENT PROCEDURE

#### **An educator assistant may only be used:**

- To assist an educator who is temporarily restricted due to physical injury (e.g. broken bones, sprains).
- To allow an educator to offer quality outcomes for all children present. e.g. providing education and care to multiple ages of children during school holidays or to better provide care for children with additional needs.
- To provide additional supervision for excursions.
- For no longer than four hours each instance.

#### **To engage an educator assistant, the following steps must be completed by the educator:**

- Discuss the situation and reasoning with their Foundations FDCS Coordinator.
- Provide Foundations FDCS with a completed Educator Assistant Nomination Form.
- Discuss the situation with each of the children's parents and complete the consent form

If Foundations FDCS does not approve the request or all parents do not provide written consent an educator assistant must not be used.



## 5. RELATIONSHIPS WITH CHILDREN

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to build positive, respectful and equitable relationships with children maintained in a way which encourages children to express themselves and their opinions, allows children to undertake experiences that develop self-reliance and self-esteem, and maintains at all times the dignity and rights of all children.

### OBJECTIVES

- To promote quality developmental care in the security and warmth of a family environment.
- To ensure educators and parents aware of children's social, emotional, intellectual, and physical growth so they can be actively involved in the provision of such care.
- To ensure the development and growth of the whole child is encouraged and stimulated in a variety of ways.

### RELATIONSHIPS WITH CHILDREN

#### Educators are to:

- Create an educational environment that is relaxed and happy.
- Engage with each child through open interactions to support the acquisition of skills for life and learning.
- Ensure routines such as mealtimes, toileting, nappy changing and rest times are relaxed, unhurried and are used for positive interactions with individual children.
- Participate in children's play and respectfully appreciate the children's efforts.
- Be warm, responsive and build trusting relationships through their interactions with child.
- Respond sensitively and appropriately to a child's efforts to express themselves and their opinions.
- Promote each child's self-esteem in a safe and friendly manner that caters to each child's individual needs.
- Support each child to work with, learn from, and help others through collaborative learning opportunities.
- Take into consideration each child's age, physical and intellectual development when planning programming.
- Support each child to manage their own behaviour, respond appropriately to the behaviour of others, and to communicate effectively to resolve conflict (Refer to the Behaviour Guidance Policy)
- Respond positively and respectfully to children's comments, questions, and requests for assistance.
- Ensure the dignity and rights of every child will be maintained at all times.
- Show respect and value to each family's cultural values and practices by, where possible, recognising and adopting their cultural customs and practices.
- Provide opportunities to interact and develop respectful and positive relationships with other children and with staff members, and student or volunteers from Foundations FDCS.
- Maintain correct educator to child ratios in order to provide opportunities for each child to interact and develop respectful and positive relationships with the other children and with staff members, and student or volunteers from Foundations FDCS.

## 5-A. BEHAVIOUR GUIDANCE

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to promote a positive approach to managing behaviour of all children. Behaviour guidance requires a broad approach for children to be physically and psychologically safe, gradually guiding them to communicate needs verbally, and developing independent skills without the use of aggressive or destructive behaviour to resolve conflict, and to meet their needs.

### OBJECTIVES

- To ensure educators create physical and emotional environment that facilitates personal and social growth and assists children to regulate their energy to be appropriate to the task being undertaken.
- To ensure educators are able help each child develop self-control, learn to respect the rights of others, learn to express emotions appropriately, build self-esteem, become self-reliant, to be able to handle situations, recognise consequences to behaviours, and explore alternative solutions and outcomes.
- To support educators in developing and implementing appropriate positive guidance techniques for children in their education and care service.

### BEHAVIOUR GUIDANCE PROCEDURE

Educators are encouraged to discuss any required behaviour guidance with each child's parents. Discussion should address concerns or differences in approach, and collaboratively agree on appropriate strategies to be implemented. This approach aids in providing consistent practices across the home and education environment.

#### Educators are to:

- Be firm, warm, calm, caring, and consistent.
- Adopt an approach to behavioural guidance that allows them to see the world from the child's viewpoint. This facilitates an understanding as to why the behaviour is present.
- Show respect and dignity to each child.
- Employ a range of strategies to cater for the variety of behaviour and learning styles. This includes prevention, redirection/distraction, and teacher's modelling appropriate behaviours, setting limits, problem solving and logical consequences (e.g. "if ... then ..." statements).
- Consider the cause of the behaviour (e.g. changes at home, tiredness, teething, becoming unwell).
- Clearly explain the behaviour expected of the child using age appropriate language
- Explain to each child the importance of verbalising how they feel rather than using physical responses.
- Offer reinforcement and praise of positive behaviours.
- Provide learning opportunities about positive behaviour that are age appropriate.
- Promote and encourage each child to become assertive and active decision makers.
- Attend professional development training which focuses on building their positive behaviour guidance knowledge.

If a child's behaviour is deemed to be unacceptable and every attempt has been made to redirect the unacceptable behaviour a child's enrolment may be cancelled after consultation with the coordination staff of Foundations FDCS.

## 6. PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to develop strong partnerships with families and ensure that all possible efforts will be made to adequately place children within an educator's home where the child's and parent's needs and values will be met and respected. Foundations FDCS embraces equity, inclusion, and diversity which underpin the framework of all of our services, education, and care.

### **OBJECTIVES**

- To ensure all staff, educators, families, and children from diverse backgrounds, cultures, and religious beliefs are treated equally.
- To promote a sense of unity and connection with the community by accepting enrolments for children from all diverse backgrounds, cultures, and religious beliefs.
- To acknowledge and value the uniqueness and diversity of families including cultural and religious beliefs and child rearing values.
- To ensure community connection is incorporated into educators programming and planning

### **PARTNERSHIP AND CONNECTION PROCEDURE**

#### **Foundations FDCS will:**

- Provide information which is translated into the main community languages, where possible, and utilise interpreters as appropriate.
- Welcome the enrolment of children from all diverse backgrounds, cultures, and religious beliefs.
- Welcome the engagement of suitable educators from diverse background, cultures, and religions.
- Require that all educators have adequate spoken and written English communication skills to be able to follow instruction from Foundations FDCS, fulfil National Regulation and Laws requirements, complete administrative tasks and call emergency services regardless of their diverse background, culture, or religious belief.
- Seek regular feedback from families about all aspects of the service.
- Assist educators to seek out connections and maintain regular community connections through play-groups, library programs, church-run programs or local school programs.

#### **Educators are to:**

- Work in a collaborative partnership with families by encouraging involvement in their child's education and care.
- Embrace a collaborative partnership with families as they contribute to decisions regarding the child's care.
- Ensure that all children in their care are offered the same opportunities for participation, acceptance and belonging within the education and care setting.
- Cater for individual needs, giving consideration to gender, culture, and religious background.
- Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- Seek regular feedback from families about their practice as educators.
- Establish connections within their local communities through play-groups, library programs, church-run programs, or local school programs.

## 6-A. FAMILY ENROLMENT

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to develop strong partnerships with families and ensure that all possible efforts will be made to adequately place children within an educator's home where the child/parent's needs and values will be met and respected.

### OBJECTIVES

- To outline the enrolment process for families and educator, including providing information regarding how children are placed in care and support a mutual understanding of the priority of access to care.
- To ensure that all efforts are made to place children in care where all their social, intellectual, emotional, and religious needs and wants are met.
- To explain the expectations and responsibilities of parents/guardians in order to maintain correct documentation while their child is in care.

### FAMILY ENROLMENT PROCEDURE

In order for a family to enrol their child with a Foundations FDCS educator the following steps must take place:

1. Parents make contact with a Foundations FDCS staff member to discuss the needs of their family and to discuss if there would be a suitable placement for them with current educators. If there are no suitable places available the family will be given the option to be placed on the waiting list until appropriate placement has been found.
2. Parents are given enrolment forms/online enrolment details, and a Foundations FDCS staff member explains CCS entitlements, fees, contractual responsibilities of parent and educator, and the Parents Information Handbook.
3. The educator meets with parent and child and assesses if they are comfortable with what the parents are seeking to achieve during care.
  - Topics often included in this discussion are the child's likes and dislikes, fears and concerns, cultural and religious requirements, allergies, medications, dietary requirements and preferences, any additional care needs, the educators programming and practice beliefs, brief summary of their daily routines etc.
  - If both parties are not comfortable continuing, feedback is gathered and shared with the educator and alternative options for the child are explored.
4. All required enrolment paperwork is returned to the Foundations FDCS Office for processing.
5. Once processed the family and educator are notified that the child may begin care.

### BOOKING AND CONTACT DETAILS UPDATE PROCEDURE

Parents are required to provide 14 days' notice when requesting a change to the booking hours lodged with Foundations FDCS. Copies of Change of Booking Hours form can be obtained either through the child's educator or through the Foundations FDCS Office.

It is the responsibility of the parents to ensure that all details provided to Foundations FDCS are correct. This includes medical information, emergency contact information, and any change of details that have occurred since the time of enrolment. Copies of appropriate forms can be obtained either through the child's educator or through the Foundations FDCS Office.

## 6-B. COMMUNICATION WITH FAMILIES

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to encourage all children, educators, families, and Foundations FDCS staff to contribute ideas, suggestions, interests and abilities. We believe that open and continued communication and the sharing of ideas and skills is the basis of a strong and healthy education and care community.

### **OBJECTIVES**

- To provide opportunities for families to be involved in the service and contribute to service decisions.
- To recognise the expertise of parents and encourage them to share in decision making about their child's learning and wellbeing.
- To ensure there is continuity of learning and transitions for each child by sharing relevant information and clarifying responsibilities.

### **COMMUNICATION WITH FAMILIES PROCEDURE**

At the enrolment interview, families are encouraged to regularly discuss their care arrangements with their educators and provided a copy of the Parent Information Handbook. This handbook includes the contact details of the coordinator should they wish to discuss any concerns or issues regarding their care arrangements.

#### **Foundations FDCS will:**

- Regularly distribute newsletters, with feedback prompts, and contact information.
- Provide a Parent Feedback Survey after a child has been in care for two months to gather written feedback.
- Provide an Exit Survey for families leaving the service to gain further feedback how Foundations FDCS could improve.

#### **Educators are to:**

- Be available for parents to provide feedback and communication at a mutually convenient time.
- Provide communication with families (e.g. talking with the family before or after care, contacting by telephone if not appropriate to talk in front of the child, or using a diary to exchange information).

#### **Parents are able to:**

- Visit the educator's premises or Foundations FDCS while their child is being cared for by the educator.
- Attend, where possible, any excursions.
- Offer their own expertise and collaborate with the educator in decision making about their child's learning and wellbeing.
- Arrange with the educator to share with unique talents, experiences and skills as a part of the education experiences for the children.
- Share relevant information with the educator about their child in care to ensure there is continuity of learning and transitions.
- Provide regular feedback with their educator (e.g. talking with the educator before or after care, contacting by telephone if not appropriate to talk in front of the child, using a diary to exchange information).

## 7. GOVERNANCE AND MANAGEMENT

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to ensure the service has in place policies and procedures in relation to governance and management of the service, including confidentiality of records. Regulatory, licensing, and funding bodies require the retention and maintenance of records in relation to service stakeholders and children for a specified time after which they will be appropriately destroyed.

### OBJECTIVES

- To ensure compliance with all policies and procedural requirements when engaging in activities relating to the operation of the service.
- To ensure all records are maintained in a confidential and private manner.
- To ensure compliance with the current National Regulations and Laws.
- To inform educators and families of any relevant changes to Policies and Procedures Manual, or National Regulations and Laws which directly impact them.

### GOVERNANCE PROCEDURE

#### Foundations FDCS will:

- Provide all staff and educators with a copy of this Policy and Procedures Manual, which includes the Code of Conduct.
- Ensure policies and practices are developed in line with the *Education and Care Services National Law Act (2010)*, the *Education and Care Services National Regulations (2011)*, and the NQS.
- Provide at least 14 days notice, and explanation if required, to all staff, families, and educators of changes to any policies and procedures, before implementing changes.

#### Educators are to:

- Ensure they have a good knowledge of the Foundations FDCS Policies and Procedures.
- Ensure the Policy and Procedure Manual is placed in a location that is readily accessible to parents and visitors.

## RECORDS MANAGEMENT PROCEDURE

### Maintenance of Records:

Foundations FDCS will ensure all records are recorded, properly maintained, updated and kept in the nominated secure place as per relevant legislation requirements. (Refer to National Regulations 183 Storage of records and other documents). All records are kept confidential and only made available to authorised persons. Foundations FDCS is to ensure the following records are kept as required by *Education and Care National Regulations (2012)*:

- National Regulations 158- Children's attendance records to be kept by approved provider.
- National Regulations 159- Children's attendance records to be kept by family day care educator.
- National Regulations 160- Child enrolment records to be kept by approved provider and family day care educator.
- National Regulations 161- Authorisations to be kept on enrolment record.
- National Regulations 162- Health information to be kept on enrolment form.
- National Regulations 177- Prescribed enrolment and other documents to be kept by approved provider.
- National Regulations 178- Prescribed enrolment and other documents to be kept by family day care educator.
- National Regulations 179- Family day care educator to provide documents on leaving service.
- National Regulations 180- Evidence of prescribed insurance.
- National Regulations 181- Confidentiality of records kept by approved provider.
- National Regulations 182- Confidentiality of records kept by family day care educator.
- National Regulations 183- Storage of records and other documents.
- National Regulations 184- Storage of records after service approval transferred.

### Record Storage and Destruction:

The follow outlines the type of records kept and required time to keep them:

- For records relating to, or following, an incident, illness, injury or trauma suffered by the child while being educated and cared for by the FDCS - until the child is 25 years of age.
- For records relating to the death of a child while being educated and cared for by an educator, or that may have occurred as a result of an incident while being educated and cared for - until 7 years following the death of a child.
- For records relating to a child enrolled with Foundations FDCS - until the end of 3 years after the last day on which the child was educated and cared for.
- For records relating to the approved provider – until the end of 3 years after the last date on which the approved provider operated the FDCS.
- For records relating to the nominated supervisor, Foundations FDCS staff member and educator providing education and care on behalf of the FDCS - until the end of 3 years after the last date on which the nominated supervisor or staff member provided education and care on behalf of the service.
- For all other records – until the end of 3 years after the date on which the record was made.

### Records of educators who have exited or have been terminated from the service:

When an educator leaves or is terminated from the service, all documentation referred to in Regulation 179 need to be submitted to the approved provider of the FDCS at their exit interview:

- National Regulations 74 -Documentation of child assessments or evaluations for delivery of the educational program
- National Regulations 87 - An incident, injury, trauma and illness record
- National Regulations 92 - A medication record
- National Regulations 159 - Children's attendance records
- National Regulations 160 - Child enrolment records
- National Regulations 165 - Record of visitors to the family day care residence and/or venue

## **CONFIDENTIALITY PROCEDURE**

- The educator will keep the affairs of each child in their care and of the child's family confidential, and shall not disclose any information to a third party other than Foundations FDCS Staff, or as legally required to do so.
- Confidential conversations will be conducted in a quiet area away from other children, parents, staff, or and educators. Conversations in relation to the health and wellbeing of the child should be noted in writing and stored in a confidential manner.
- Reports, notes, and observations in relation to Foundations FDCS, educators, and children must be objective, accurate and free from negative comments, including use of labels.
- Students, volunteers or visitors to the educator's premises will ensure that information in regard to Foundations FDCS, educators, children and families is not discussed outside of the context in which it was heard.
- Any information received or transmitted via mobile telephone, including SMS, or any other electronic communication (e.g. email, WhatsApp) shall be treated with the same confidentiality as any other written form of communication and must be stored accordingly.

## **PRIVACY PROCEDURE**

- Foundations FDCS staff and educators will not collect sensitive information unless the individual has consented, there is a legal requirement to do so, or in other special circumstances that have a bearing on the wellbeing of the child.
- Every reasonable step will be taken to ensure personal information collected, used, or disclosed is accurate, complete, and current.
- Every reasonable step will be taken to ensure personal information held within the service is protected from misuse, loss and from unauthorised access, modification, or disclosure.
- All personal information requested through Freedom of Information (FOI) will be managed by the approved provider.



## 7-A. THE ACCEPTANCE AND REFUSAL OF AUTHORISATIONS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to ensure appropriate authorisation occurs for all actions, including administration of medications, collection of children, excursions and providing access to personal records.

### **OBJECTIVES**

- To ensure the educators only act in accordance with the correct authorisation procedures to obtain:
  - National Regulations 160 - personal details
  - National Regulations 90 -administration of medication
  - National Regulations 99 - delivery and collection of children
  - National Regulations 102- excursions
- To ensure educators are aware of, and exercise the right of, refusal if written or verbal authorisation does not comply with National Regulations and the Foundations FDCS Policy and Procedures

### **ACCEPTANCE AND REFUSAL PROCEDURE**

Foundations FDCS staff will advise educators and parents upon induction of the *Education and Care National Regulation (2012)* requirements for correct authorisation of personal details, administration of medication, delivery, and collection of children and excursions.

Foundations FDCS educators will apply these authorisations to the collection of personal details, administration of medication, delivery and collection of children and excursions

The educators will exercise the right to refusal if written or verbal authorisations do not comply with the National Regulations, and the Foundations FDCS Policy and Procedures.

## 7-B. PAYMENT AND COLLECTION OF FEES

Revised: September 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to set the fees which will be applied to all families regardless of economic circumstances, race, religion, values, and beliefs.

### **OBJECTIVES**

- To ensure the fees and levies charged by Foundations FDCS provides families with high quality accessible and affordable Early Childhood Education and Care.
- To ensure educators and families receive accurate fortnightly statements of fees charged by Foundations FDCS.
- To ensure families receive receipts for payed invoices, and receive fortnightly payment summaries.

### **PAYMENT AND COLLECTION OF FEES PROCEDURE**

**Foundations FDCS will:**

- Provide information to families about the availability of Child Care Subsidy (CCS) and the procedure for application.
- Provide educators with 14 days' notice if any changes are to occur to set charges (e.g. hourly administration fee) An exception to the minimum four weeks' notice may occur in circumstance where government charges such as CCS are changed.
- Provide written information on fees to the educator at induction, and when all approved fee changes occur.
- Ensure all subsidy recommendations and requirements are undertaken in calculating and processing payments as prescribed in the Child Care Service Handbooks.
- Provide written information regarding fee structures and scheduling at the parent interview, and when any other approved fee changes occur.
- Issue receipts to parents when fees are paid

### **SUBSIDY AND PAYMENT PROCESS**

Educators are self-employed business operators who are contacted by Foundations FDCS and assessed throughout the year. They are required to ensure their obligations are meet in relation to any legislation, taxation requirements or regulations.

Educator payments are processed fortnightly through the following procedure:

1. CCS payments are collected on behalf of the parents by Foundations FDCS.
2. All Foundations FDCS levies for parents and the educator are deducted from this payment.
3. The remaining amount is transferred to the educator.
4. If parents have exceeded their CCS payment entitlements Foundations FDCS will send an invoice for the money owing to the parents to be paid with seven days from date of issue of invoice.
5. If applicable, this additional payment is then transferred to the educator.

## PARENT FEE INFORMATION

Parents will be given information on the fees, charges and accountability requirements at the time of parent interview and enrolment. During this process parents are given written and verbal explanations on how to read their statements. Parents will be informed of the need to check each statement and ensure the booked and actual hours are correct. Any anomalies discovered must be reported to Foundations FDCS for review.

### Parents are required to:

- Complete and sign attendance (i.e. sign-in/-out) recording the actual time of arrival and departure of their child in and out of care.
- Give the educator notice as per the educator's fee schedule, if they wish to change booked hours, or cease care.
- Parent must sign for an absence ONLY when their child has returned to care. Absences are not to be signed in advance.
- Parents are to complete all necessary documentation required in the processing of attendance records including 'care exit form' and 'school holiday booking form.'
- Parents must pay the fees recorded on the Attendance Record each fortnight to Foundations FDCS.
- Parents will receive a receipt from Foundations FDCS for any monies paid by the parent.

Hourly Fees (September 2020)	
Standard Hours (8am – 6pm)	\$ 10 including service hourly levy fee
Non-Standard Hours (before 8am and after 6pm)	\$ 10 including service hourly levy fee

### Child Absences

Each child is eligible for CCS for the first 42 absences from care across all approved childcare services during each financial year. These absences can be taken for any reason and do not require supporting documentation. All additional absences (i.e. absences beyond the first 42) will only be paid for "additional absences" if parents provide evidence that the absence has occurred under a permitted circumstance prior to the timesheet being processed. Permitted circumstances for additional absences include:

- An outbreak of infectious disease when the child is not immunised.
- Any other absences due to sickness of the child, a parent or sibling, supported by medical certificates.
- A temporary closure of a school or pupil free day.
- A period of local emergency.
- The event of a state- or nation-wide declared pandemic.
- Exceptional circumstances.

### Educator Absences

- If the educator is unable to provide care for the contracted hours and alternative care cannot be arranged, payment is not required to Foundations FDCS for those days and the educator will not receive payment for those days.
- Parents are requested to contact the Foundations FDCS if alternate care is required. Please note that alternate care cannot be guaranteed.
- Educators must inform Foundations FDCS when they are planning to go on leave and when they will be available to offer their service to families and children.
- Educators are to submit their travel itinerary with their request for leave to the nominated supervisor or the director when traveling out of the country.

### Non-Standard Hours

- Foundations FDCS is entitled to charge fees for public holidays if the child has a regular booking that falls on the public holiday. For the purposes of CCS, a public holiday means a declared non-working day in the area of the

educator's premises. Public holidays will be counted as an absent day for CCS if the child would normally have attended the service that day.

- CCS is payable for public holidays at the usual rate if an educator is unavailable to provide care on a public holiday. If a family accesses care with an alternate educator or service, then the regular educator is unable to charge a fee for this day.
- Foundations FDCS cannot charge fees for any educator annual leave, sick days, or other absences with the exception of public holidays.
- Educators are required to give families and Foundations FDCS two weeks' notice if they wish to stop providing care, change any booked hours, or are taking leave.
- Childcare used in excess of booked hours will be charged at either a casual or standard rate as set out in the educator to parent contract.
- Penalty fees may be applicable if care is accessed outside of booked hours without prior notification.

### **LATE PAYMENT OF FEES PROCEDURE**

- If Foundations FDCS has trouble obtaining outstanding fees and an expedient resolution for outstanding fees cannot be delivered, provision of care may be withdrawn. Outstanding monies may then be followed up by a debt collection agency.
- Transfer of care to another educator will not be provided if there are any outstanding fees owed by the parent to Foundations FDCS.

### **EDUCATOR FEE INFORMATION**

Foundations FDCS Charges a levies and registration fees outlined below. These are used to provide resources and support to the educators and the children in their care.

Foundations FDCS Educator Fee Schedule 2020	
Foundations FDCS – Levy per hour per child	\$ 2 per child per hour
Educator Initial Registration Fee	\$ 100.00
Educator Resourcing Fee	\$ 17.50 per week

### **TIMESHEET SUBMISSION PROCEDURE**

- Electronic sign-in/-out procedures are to be followed each day to ensure correct processing.
- Any timesheets submitted by the educator after 12 noon on Sundays will not be accepted.
- Exceptions to requirements around delivery of timesheets will be assessed at the management's discretion.
- Timesheets that are illegally sign by educator on behalf of parent is termed as fraud by Foundations FDCS, National Regulation and Laws, and will result in the immediate termination of the educator.
- Timesheets are legal documents; thus, the date and time of care must be recorded accurately. Intentional claiming beyond actual hours of care is fraud and will result in educator termination.

Timesheets may be withheld from submission by Foundations FDCS in the following situations:

- The educator does not have a current CPR, First Aid (including Asthma & Anaphylaxis) or Positive Blue Card
- The educator is transporting children without a valid driver's licence or vehicle registration
- The educator has not submitted their timesheet before the deadline
- The educator has been suspended due to a compliance breach as outlined in the Educator Premises Contract.

## 7-C. DEALING WITH COMPLAINTS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to encourage, and promptly respond to, comments, compliments, concerns, suggestions, and complaints in order to continually improve the quality of the service.

### **OBJECTIVES**

- To provide a service delivery which strive for excellence in all aspects of the Foundations FDCS.
- To develop and maintain a culture free from discrimination and harassment for all Foundations FDCS staff, educators, families, and the surrounding community.
- To ensure there is an effective complaints management system for staff, educators, parents and members of the community.
- To ensure all complaints are dealt with in a thorough and discreet manner.

### **GENERAL PROCEDURE FOR COMPLAINTS**

- All parties involved in any grievance, complaint, or dispute will respect and maintain confidentiality.
- Foundations FDCS will endeavour to professionally resolve the dispute in a timely manner.
- Anonymous suggestions or concerns may be placed in our suggestion box located on the reception desk at Foundations FDCS mailbox, or can be posted to our postal address.
- All complaints and their outcomes will be recorded to ensure accountability on individual complaints and to enable analysis of, and reporting on, complaint patterns and trends.
- The complaints management process will be regularly reviewed to ensure its effectiveness. Any information pertaining to a complaint procedure that is published on a social networking site may result in disciplinary proceedings against the educator or staff member.

### **Staff Complaint Procedure**

- All staff are encouraged to discuss concerns respectfully, and where possible, with the person directly involved with the concern.
- If this is not appropriate or does not resolve the issue staff members can bring the complaint to the director.
- If the issue remains unresolved an impartial mediator or contact officer may be contacted for further guidance.

### **Educator Complaint Procedure**

- Any concerns should be raised initially with the assigned coordinator or the nominated supervisor. Every effort will be made to resolve the issue as soon as possible.
- If the issue remains unresolved, the educator may contact the director to request further action or discussion. If the issue continues to be unresolved the parties may be referred to an impartial mediator. If the issue is believed to be one concerning regulations, the contact officer from the appropriate department may be contacted for further information.

### **Families Complaint Procedure**

- Parents are encouraged to discuss any concerns directly with their educator. If the family is not comfortable with discussing their concerns with the educator, parents may contact the Foundations FDCS where the appropriate personnel will discuss and action their complaint.
- The educator's coordinator will negotiate and develop an action plan to resolve the issue of complaint.
- If the issue remains unresolved, the family may contact the director to request further discussion. If the issue continues to be unresolved and is believed to be one concerning regulations, the contact officer from the appropriate department may be contacted for further information.

### **Members of the Community Complaints Procedure**

- Any complaints received from members of the public are investigated thoroughly, documented and kept on file.
- The identity of a person issuing a complaint will remain confidential if so requested, however the validity of a complaint may be called into scrutiny if no personal information is provided to Foundations FDCS by the person issuing the complaint.

### **Negotiation Procedure**

- Negotiate a mutually convenient time and venue to fully discuss the issue in a climate of tolerance and equality without continual interruption, and in accordance with the Code of Conduct Policy.
- In the instance a coordinator identifies an area for concern with an educator the appropriate action will be taken by coordinators to swiftly rectify any breach of regulation or failure to provide a satisfactory level of care.
- In the first instance of the breach a verbal notice will be given, and this will be documented on the Home Monitor Form.
- Educators are provided with adequate time to rectify the concern. Up to two verbal notices will be given. If no change is observed, a written warning will be issued. Adequate time to rectify the concern will be provided. Two written warnings may be given depending on the severity of the breach. If no change is observed the educator's agreement to provide care contract will be reviewed and possibly terminated.
- Consequence of breaches of policy or regulation involving the safety of children in care will be in accordance to the severity of the breach and the risk involved, and may include immediate formal warning or termination of the educator's contract.
- Foundations FDCS will follow up with the complainant to ensure that the complaint has been successfully resolved.

### **Documentation Procedure**

- All concerns and complaints, whether formal or informal, are recorded on the Complaints Form. All communication with parties regarding the complaint will be carefully recorded, particularly if communication takes place by telephone or in person.
- The outcome of each complaint will also be clearly recorded. All files concerning complaints are securely stored.

### **Review Procedure**

- To ensure that quality of assurance occurs our complaints management system will be reviewed annually, or whenever an incident occurs, to ensure the processes are clear and non-discriminatory.
- Educators and families will complete an exit questionnaire when they leave the service to ensure there are no outstanding issues which have led to their decision to leave our service. This collection of information will lead back to further improvements of our service.

## 7-D. REGISTER OF EDUCATORS, STAFF AND VOLUNTEERS

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to accurately and securely record information on FDCS staff, educators, volunteers and students in accordance with legislative requirements.

### OBJECTIVE

- To ensure a register containing information of FDCS staff, educators, volunteers and students is maintained by the FDCS in compliance with legislative requirements.

### REGISTER PROCEDURE

Foundations FDCS must maintain, at its principle office, a register of each educator which contains the prescribed information in for each educator, including:

- The educator's full name, address, contact details, date of birth, and days and times the educator is available to care for children.
- The date the educator was registered with Foundations FDCS.
- The educator's premises address, including a statement as to whether it is a residence or a venue. If the premises is a residence, the record must include the full names and dates of birth of all children and adults living at the residence. Additionally, adults over the age of 18 must provide a copy of their Positive Notice Blue Card.
- Details of each child under the care of the educator, including each child's name, date of birth, days and hours that the educator usually provides care for that child.
- Evidence of the educator's Positive Notice Blue Card.
- Evidence of the educator's relevant qualifications. If the educator is not already qualified, they must provide evidence from the TAFE of their enrolment and that they are actively working towards (i.e. consistently completing units over a reasonable amount of time) an approved qualification.
- Evidence of the educator's CPR and first aid training which includes asthma and anaphylaxis training.
- Evidence of any other training by the educator (e.g. any relevant professional development).
- If the educator is an Approved Provider, the number of the Provider Approval and the date the approval was granted must be included on the register.
- If the educator is a Certified Supervisor, the number of the certified certificate and the date it was granted must be included on the register.
- When applicable, the date the educator ceased to be registered with Foundations FDCS. Their record must be kept for the period of three years following that date.

## 7-E. MONITORING, SUPPORTING, AND SUPERVISION OF EDUCATORS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to support, monitor, and supervise educators to maintain compliance with the National Regulations and Standards, and empower them to continually improve their service.

### **OBJECTIVES**

- To ensure the delivery a quality educational program to all children by educators.
- To ensure the monitoring and support of educators to current practices and encourage improvement.
- To implement fair and transparent processes in supervising educators, using best endeavours to ensure the continuing improvement of the service.

### **MONITORING, SUPPORTING AND SUPERVISING EDUCATORS PROCEDURE**

Foundations FDCS will offer support to all educators by making available advice and assistance to ensure quality education and care is provided, including educators working in remote areas (i.e. outside of the typical range of the service centre). Monitoring and supervision of all educators includes a monthly face-to-face visit at the educator's premises. Visits can take place anytime during the educator's working hours including visits over school holidays. However, coordinators will take into consideration the educator's and children's daily routine. The purpose of the monthly visits is to ensure ongoing compliance and quality of care, and provide support and discuss further development in the areas of:

- Experiences and observations of children.
- Children's interests.
- The service and its facilities.
- Health and safety matters.
- Record keeping requirements.
- Insurance and other administrative requirements.
- Ensuring compliance with current policies and procedures and regulations.
- Reflective practice.
- Development and behaviour issues.
- Child vacancies.
- Educator annual leave, sick leave, and any other leave.

Coordinators will complete a Home Monitoring Form documenting the matters discussed and observed during the visit. Educators will have an opportunity to read the Home Monitoring Form before signing it with the coordinator at the time of the visit. A copy of the Home Monitoring Form will be provided to educator the same day. Any matters arising from a home visit which require attention for compliance must be addressed. A plan of action will be set in place to ensure the matter is attended to within a timely manner.

Educators will be provided additional monitoring, supervision and support via:

- Fortnightly contact from Foundations FDCS via video call, phone, or email.
- Provision for professional development and training opportunities.
- Linking with other educators within remote location to participate in professional conversations and for mutual support.



## 7-F. TRAINING AND PROFESSIONAL DEVELOPMENT

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to offer a quality service which continues to professionally develop educators and Foundations FDCS staff.

### OBJECTIVES

- To provide evidence-based early childhood education and care information and advice to enable educators to provide a professional service to the community.
- To ensure all staff and educators have access to training in forms of workshops, conferences, forums, and webinars.
- To inform all stakeholders associated with Foundations FDCS of any updated NQF or NQS developments in Early Childhood Education and Care, and of any updated National Regulations and Law changes.

### TRAINING AND PROFESSIONAL DEVELOPMENT PROCEDURE

Foundations FDCS will ensure that all educators and staff are given adequate access to support, development, and training opportunities in according to their individual needs and requirements. All staff and educators are expected to participate in professional development and self-improvement practices offered by, or recommended through, Foundations FDCS for a minimum of eight to ten hours per calendar year. When providing professional development and in-service training, Foundations FDCS will be mindful of the differing learning styles of adults, language barriers, cultural differences, and educational levels of the participants. This training does not include the compulsory CPR and first aid training. A register of evidence of any training completed by the educator related to Early Childhood Education and Care will be maintained and held in the Foundations FDCS office

Professional Development for educators can be delivered in many ways including:

- Face-to-face via coordinator visits, or specialist visits (e.g. speech therapist).
- Video call, web based, or through other electronic interactive applications.
- Online professional conversations via various social media and web-based learning.
- Prescribed readings.
- Conferences, in-service training, and regional meetings.

#### Educators are to:

- Attend any professional development training organised by Foundations FDCS. If an educator cannot attend alternative arrangements must be made with their coordinator.
- Arrive 30 minutes prior to training.
- Pay the relevant fee for professional development training organised by Foundations FDCS. This fee varies according to the topic of the professional development training.

## 7-G. PRIORITY OF ACCESS

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to respond to requests for care in a timely manner and in conjunction with the requirements of the Child Care Management System (CCMS) with regard to priority of access.

### **OBJECTIVE**

- To ensure childcare places are allocated in accordance with the priority access guidelines determined by the Australian government.

### **PRIORITY OF ACCESS PROCEDURE**

Foundations FDCS is required to follow the 'Priority of Access Guidelines (2020)' for allocating places as determined by the Australian Government. These guidelines set out the following three levels of priority:

- Priority 1 – a child at risk of serious abuse or neglect.
- Priority 2 – a child of a single parent or parents who both satisfy the work training/study test under Section 14 of the *Family Assistance Act (2017)*.
- Priority 3 – any other child.

Within these categories, priority is also given to the following children:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families on low incomes.
- Children in families from culturally and/or linguistically diverse backgrounds.
- Children in socially isolated families.
- Children of single parents.

There are some circumstances in which a child with greater needs for childcare support is recognised as having a higher priority of access. Negotiation may take place by the coordinator with the educator and other families accessing childcare in order to assist with making a vacancy available. Families will be given 14 days of notice if their child is required to leave the service. Foundations FDCS will endeavour to expediently find another placement for education and care within the Foundations FDCS. If this is not possible their child will go on the waiting list.

## 7-H. POLICY REVIEW

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to regularly review and assess our policies and procedures as part of our commitment to providing high quality education and care outcomes in family day care.

### OBJECTIVES

- To ensure Foundations FDCS policy and procedure is developed in accordance with, and any changes to, the *Education and Care Services National Regulations (2011)*, the *Education and Care Services National Law Act (2010)*, the *Family Assistance Law (1999)*, and the NQS.
- To ensure annual review of Foundations FDCS policy and procedures occurs in consultation with families, educators, staff, and the local community to consistently provide excellence in education and care.

### POLICY REVIEW PROCEDURE

Foundations FDCS will annually review the Policy and Procedure Manual. In addition to this, individual policies will be reviewed when legislation changes occur, when a serious incident occurs within the service, or when there is new external research released in relation to best practices. Foundations FDCS will identify any policy and procedures which require review. Policies identified for updating will be drafted and put forward for consultation with all associated persons from Foundations FDCS. All feedback will be reviewed and amended by Foundations FDCS with consideration given to best practice and legislative requirements.

Foundations FDCS will give 14 days notice to families enrolled in Foundations FDCS before finalising any changes to the policy and procedure which would:

- Have a significant impact on any child enrolled within Foundations FDCS.
- Impact the family's ability to use the service of Foundations FDCS.
- Affect the fees charged or the way the fees are collected.

There will be no minimum required notice given for changes to the policy and procedure if it impacts the health, safety and well-being of children in care.

Amended and new policies and procedures will be added to the Foundations FDCS Policy and Procedure Manual and a copy will be provided to educators and families via email, in the newsletter, on the website, and at the next professional development training.

## 7-I. OCCUPATIONAL HEALTH AND SAFETY

Revised: April 2020

### POLICY STATEMENT

Foundations FDCS seeks to provide a safe and healthy work environment for staff and members of the public, and is committed to supporting educators to provide a safe and healthy work environment for themselves, children in care, families, and visitors.

### OBJECTIVES

- To ensure all Foundations FDCS staff, educators, and other related associates are aware of required health and safety practices within their relevant workplace environments.
- To ensure all Foundations FDCS staff, educators, parents, and families foster a positive health and safety culture.
- To provide appropriate and adequate occupational health and safety, and accident prevention education and training to educators and Foundations FDCS staff.

### OCCUPATIONAL HEALTH AND SAFETY PROCEDURE

Foundations FDCS acknowledges their duty of care as set out in the *Workplace Health and Safety Act (2011)* and undertakes to comply with all requirements of the *Education and Care Services National Law Act (2010)*, and the *Education and Care Services National Regulations (2011)* by recognising that all people have the right to a safe work environment, and to know the hazards to which they may be exposed.

#### Foundations FDCS will:

- Provide adequate information, training, and supervision to all staff, volunteers, and others, to enable the identification and elimination of hazards.
- Foster a positive safety culture through effective health and safety leadership to advocate for zero harm at work.
- Not refuse any reasonable request to assist in giving aid or preventing a risk to health and safety.
- Follow health and safety directives, and safe work practices and procedures given for working and behaving in a safe and healthy manner.
- Report all injuries, incidents, and unsafe conditions or work practices to the director.
- Implement a preventative risk management approach to occupational health and safety which are systematically incorporated as part of the day-to-day business operations.

#### Educators are to:

- Ensure their own health and safety, and the health and safety of others at their premises under the *Workplace Health and Safety Act (2011)*, as self-employed workers.
- Ensure the safety and wellbeing of children in their care by anticipating potential risks or dangers, and to manage these in a proactive way.
- Consider alternate ways to move children in order to reduce potential strain or back injury, as lifting and carrying loads can be a major cause of these types of injuries.
- Perform a daily assessment of their premises to ensure a safe environment for conducting education and care of children.
- Keep their CPR and first aid, including asthma and anaphylaxis training, up to date at all times.

- Ensure all certified copies of the required documents are forwarded to Foundations FDCS before the expiry period occurs.
- Ensure contact between children and visitors at the premises are monitored closely (e.g. children at a safe distance from trades people carrying out work in the home).
- Record details of any serious injuries, dangerous incidents, serious illness, or deaths will be notified to relevant authorities (refer to Policy 2-A).
- Ensure recommended safety standards are followed when purchasing any equipment and toys. All equipment and toys will be checked regularly for wear and tear, maintained in good working order, and used in accordance with instructions for its intended purpose.
- Maintain current knowledge of occupational health and safety, food and nutrition, and hygiene practices.
- Use professional judgment to ensure the environment and personal practices are safe.
- Comply with directions from Foundations FDCS in relation to health and safety.

**Parents are to:**

- Ensure no dangerous items are in the children's bag (e.g. medications, batteries, cigarette lighters).
- Complete the required permission forms for medications, and hand any medications for their child directly to the educator.
- Discuss sensitive issues away from the children.
- Respect that the educator's premises must be smoke, alcohol and drug free when children are in attendance.
- Not leave personal items at the educator's home unless negotiated with the educator (e.g. a comforter, special toy for settling, or special items linking home and care).

## 7-J. MEDIA AND TECHNOLOGY POLICY

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to respect the privacy of children and families connected to our service. While providing care for children educators may take photographs of the children for documentation or promotional purposes.

### **OBJECTIVES**

- To manage the sharing of information with media organisations.
- To encourage transparency and professionalism in all communication involving media organizations when promoting Family Day Care and any issues relevant to the interests of children and families.

### **MEDIA AND PHOTOGRAPHY PROCEDURE**

#### **Parents are to:**

- Indicate whether they give consent for their child to be photographed during the enrolment process.
- Have the option to withdraw or modify their consent at any time.

#### **Foundations FDCS will:**

- Not disclose or publish any identifying information related to educators, children or families without written consent from that individual or their family.
- Respect the wishes of all families who do not desire their child to be photographed.
- Ensure all staff and educators respect the wishes of all families who do not desire their child to be photographed.

### **PRESS RELEASE PROCEDURE**

Educators must not make public statements to any press or radio personnel without prior approval from Foundations FDCS. All enquires must be directed to the Service Supervisor or the Nominated Supervisor. Any media release provided to external organisations is approved by the Approved Provider.

In situations where the media has sought a response from Foundations FDCS in relation to a sensitive issue the Service Supervisor, the Nominated Supervisor and the Approved Provider will discuss an appropriate response.

### **EDUCATOR SOCIAL MEDIA**

If an educator wishes to have a social media format for documenting the activities of children in care (i.e. Facebook, Website, Twitter) the Foundations FDCS staff must be notified of their intent to commence any Social Media communication with parents. Written parental permission must be sought prior to using social media and a copy of this document must be given to Foundations FDCS. Educators are to give a copy of the Social Media Permission Form to Foundations FDCS staff prior to any publication of information, photos, digital media or video footage being placed in a Facebook group, on websites or any other social media.

## 7-K. HOURS OF OPERATION

Revised: April 2020

### **POLICY STATEMENT**

Foundations FDCS seeks to provide hours of operation taking into consideration the needs of current and prospective families enrolled.

### **OBJECTIVES**

- To provide operational hours which take into consideration the needs of families who work outside standard work hours, including shift workers, weekend and public holiday employees.
- To support educators to manage working hours while offering a flexible service to families.
- To provide educators with support inside and outside of standard office hours.

### **EDUCATOR PROVISION OF HOURS PROCEDURE**

Educators are to elect the days and hours they wish to provide care during the registration process.

This election of hours must adhere to the following requirements:

An educator:

- May offer their services between 5:30am and 11pm on a single day.
- Must not work more than 10 hours per day.
- That offers before and after school care to school children may split their maximum 10 hours per day to include offering care prior to attending school and after school.
- Who provides care for children after 6pm must have suitable bedding available for children in care.
- Must not sleep while children are in care, with the exception of when providing overnight care.

### **FOUNDATIONS FDCS SUPPORT HOURS PROCEDURE**

- Foundations FDCS will offer support during hours of operation (Monday to Thursday 9am- 5pm, Friday 8-4pm) and is contactable on (07) 3150 9543 during this time.
- During weekend, public holidays, and after business hours the director will be available for support on
- 0412 596 782.

## APPENDIX 1 – CODE OF ETHICS

The following has been taken from the Early Childhood Australia’s website and was correct at the time of printing.

### VISION

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

### DEFINITIONS

- A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.
- CORE PRINCIPLES—fundamental and prized values of the profession.
- FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.
- CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.
- COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.
- COLLEAGUES—includes employers and those with whom you work directly or more broadly.
- STUDENT—a person undertaking study at a secondary or tertiary institution.

### PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children. This Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility. Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The Code of Ethics recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

### CORE PRINCIPLES

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

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



**IN RELATION TO CHILDREN, I WILL:**

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

**IN RELATION TO FAMILIES, I WILL:**

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

**IN RELATION TO COLLEAGUES, I WILL:**

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

### IN RELATION TO RELATION TO COMMUNITY AND SOCIETY, I WILL:

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

### IN RELATION TO RELATION TO THE PROFESSION, I WILL:

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

### ACKNOWLEDGEMENT

The first Code of Ethics for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the Code of Ethics began in 2003 with the second version launched in 2007. The second review of the Code of Ethics began in 2014 with the third (current) version approved by the ECA National Board in February 2016. ECA is grateful to everyone who has contributed to the development and ongoing review of the Code of Ethics including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.

## APPENDIX 2 – DEFINITIONS

### SECTION 1 – MEDICAL AND FIRST AID

**Emergency services:** Includes ambulance, fire brigade, police and state emergency services.

**First aid:** The provision of initial care in response to an illness or injury. It generally consists of a series of techniques to preserve life, protect a person (particularly if unconscious), prevent a condition worsening and promote recovery. First aid training should be delivered by approved first aid providers, and a list is published on the ACECQA website: [www.cecqa.gov.au/qualifications/approved-first-aid-qualifications](http://www.cecqa.gov.au/qualifications/approved-first-aid-qualifications)

**Hazard:** A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

**Incident:** Any unplanned event resulting in or having potential for injury, ill health, damage or other loss.

**Injury:** Any physical damage to the body caused by violence or an incident.

**Medication:** Any substance, as defined in the Therapeutic Goods Act 1989 (Cth), as amended 2016, that is administered for the treatment of an illness or medical condition.

**Medical management plan:** A document that has been prepared and signed by a doctor that describes symptoms, causes, clear instructions on action and treatment for the child's specific medical condition, and includes the child's

name and a photograph of the child. An example of this is the Australasian Society of Clinical Immunology and Allergy (ASCIA) Action Plan.

**Medical attention:** Includes a visit to a registered medical practitioner or attendance at a hospital.

**Medical emergency:** An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.

**Minor incident:** An incident that results in an injury that is small and does not require medical attention.

**Serious incident:** An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the regulations or is mistakenly locked in/out of the service premises (Regulation 12). A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (sample form available on the ACECQA website) as soon as possible and within 24 hours of the incident. The Regulatory Authority (DET) must be notified within 24 hours of a serious incident occurring at the service (Regulation 176(2)(a)). Records are required to be retained for the periods specified in Regulation 183.

**Trauma:** An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident.

## SECTION 2 - CHILD ABUSE

### WHAT IS ABUSE?

According to the Children and Young Persons (Care and Protection) Act 1998 mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- The child has been, or is at risk of being physically or sexually abused or ill-treated
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

### INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing, and may be intentional or unintentional.

### NEGLECT

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic things needed for their growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to the others

Indicators of neglect in children could include: Poor standard of hygiene, enhanced response to adult affection, delay in developmental milestones, untreated physical problems.

### **PHYSICAL ABUSE**

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- Make direct admissions from parents about fear of hurting their children
- Have a family history of violence
- Have a history of their own maltreatment as a child
- Make repeated visits for medical assistance

Indicators of physical abuse in children could include: unexplained bruising, cuts, or welts, sprains, dislocations, or bone fractures, inconsistent explanations of injuries, attempts to conceal injuries.

### **EMOTIONAL ABUSE**

Emotional abuse occurs when an adult harms a child's development by repetitively treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. This may include:

- Constant criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- Excessive or unreasonable demands
- Persistent hostility, severe verbal abuse, and rejection
- Belief that a specific child is bad or "evil"
- Using inappropriate physical or social isolation as punishment
- Exposure to domestic violence

Indicators of emotional abuse in children could include: feelings of self-worthlessness, lack of trust in people and expectations, extreme attention seeking behaviours or other behavioural disorders (disruptiveness, bullying)

### **SEXUAL ABUSE**

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or taking advantage of their trust. Children are often bribed or threatened physically and psychologically to make them partake in the activity. Educators will be predominantly conscious of looking for potential sexual abuse if parents or caregivers are suspected of or charged with child sexual abuse or display inappropriate jealousy regarding age appropriate development of independence from the family. Sexual abuse may include:

- Exposing the child to sexual behaviours of others
- Coercing the child to engage in sexual behaviour with other children
- Verbal threats of sexual abuse
- Exposing the child to pornography

Indicators of emotional abuse in children could include: non age-appropriate knowledge of sexual acts, direct or indirect disclosures, self-destructive behaviour, regression in development achievements, physical injury.

### **PSYCHOLOGICAL ABUSE**

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general, it is the frequency and duration of this behaviour that causes harm. Some examples are:

- Excessive criticism
- Withholding affection
- Exposure to domestic violence
- Intimidation or threatening behaviour.

Indicators of psychological abuse in children could include: feelings of worthlessness, lack of trust in people, lack of people skills necessary for daily functioning, eager to please or obey adults, takes extreme risks, is markedly disruptive, bullying or aggressive, hiding or running away.

### **DOMESTIC VIOLENCE**

Domestic violence, or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person. Domestic violence causes fear, physical and/or psychological harm. It is most often violent, abusive or intimidating behaviour by a man against a woman. Living with domestic violence has a profound effect upon children and young people and may constitute a form of child abuse. Indicators of Domestic Violence in children could include: aggressive behaviour, development of phobias & insomnia, diminished self-esteem, poor academic performance and problem-solving skills, diminished social skills and low levels of empathy

### **SIGNIFICANT RISK OF HARM**

Significant risk of harm is where the circumstances that are causing concern are present to a significant state and warrant a response by a statutory authority, such as the NSW Police Force or Community Services, regardless of a family's consent. According to Keep them Safe, Significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child's safety, welfare or wellbeing. The significance can be a result of a single act or omission or an accumulation of acts and omissions.

### **REASONABLE GROUNDS**

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

## **SECTION 3 - ADMINISTRATION**

Foundations FDCS defines the following in relation to the hours of care provided by an educator.

- **Standard** - This is defined as care between the hours of 8am and 6pm Monday to Friday.
- **Casual** - Care that is non-regular and can be accessed at short notice.
- **Non-Standard** - Care outside of standard hours that is hours before 8am and after 6pm and including weekends.
- **Roster** - Care that is determined by parent's work roster. These hours and days may change weekly.
- **Other** - As determined by the educator.
- **Complaint** - A complaint is any expression of dissatisfaction or concern about the service offered or provided by Foundations Family Day Care Service including its staff, educators, educators' families and related committees. A complaint may be general in nature or relate to particular personnel, a part of the service, a policy, a decision, or an aspect of service delivery. Complaints may be made by parents and families, school age children, members of the community, and service personnel.



## APPENDIX 3 – TIME OUT PERIODS

Queensland Health



**Time Out**  
Keeping your child and other kids healthy!

This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and childcare centres to meet the requirements of the *Public Health Act 2005*.<sup>1</sup>

Condition	Person with the infection	Those in contact with the infected person <sup>2</sup>
<b>Chickenpox (varicella)</b>	<b>EXCLUDE</b> until all blisters have dried. For non-immunised children, this is usually 5 days after the rash first appears, and less for immunised children.	<b>EXCLUSION MAY APPLY</b> <b>EXCLUDE</b> non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. <i>Contact your Public Health Unit for specialist advice.</i> Varicella can be reactivated in older children and adults as Shingles. See below.
<b>Cold sores (herpes simplex)</b>	<b>NOT EXCLUDED</b> if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	<b>NOT EXCLUDED</b>
<b>Conjunctivitis</b>	<b>EXCLUDE</b> until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	<b>NOT EXCLUDED</b>
<b>COVID-19<sup>4</sup></b>	<b>EXCLUDE</b> for at least 10 days after the onset of illness and until they have not had any symptoms for 3 days. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Cytomegalovirus (CMV)</b>	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
<b>Diarrhoea<sup>3</sup> and/or Vomiting including:</b> <ul style="list-style-type: none"> <li>• amoebiasis</li> <li>• campylobacter</li> <li>• cryptosporidium</li> <li>• giardia</li> <li>• rotavirus</li> <li>• salmonella</li> <li>• viral gastroenteritis</li> </ul> <b>but excluding:</b> <ul style="list-style-type: none"> <li>• norovirus</li> <li>• shigellosis</li> <li>• toxin-producing forms of E.coli (STEC)</li> </ul> <i>See specific information below</i>	Exclusion periods may vary depending on the cause. <b>EXCLUDE</b> a single case until 24 hours after the last loose bowel motion and the person is well. <b>EXCLUDE</b> all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	<b>NOT EXCLUDED</b>
<b>Enterovirus 71 (EV71 neurological disease)</b>	<b>EXCLUDE</b> until written medical clearance is received confirming the virus is no longer present in the person's bowel motions.	<b>NOT EXCLUDED</b>
<b>Fungal infections of the skin and nails (ringworm/tinea)</b>	<b>EXCLUDE</b> until the day after antifungal treatment has commenced. (No exclusion for thrush).	<b>NOT EXCLUDED</b>
<b>Glandular fever (mononucleosis, Epstein-Barr virus)</b>	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
<b>German measles (rubella)<sup>4</sup></b>	<b>EXCLUDE</b> for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women and female staff of childbearing age should check their immunity with their doctor. <i>Contact your Public Health Unit for specialist advice.</i>
<b>Haemophilus influenzae type b (Hib)</b>	<b>EXCLUDE</b> until the person has completed a course of appropriate antibiotic treatment. <sup>5</sup> <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Hand, foot and mouth disease (EV71)</b>	<b>EXCLUDE</b> until all blisters have dried.	<b>NOT EXCLUDED</b>
<b>Head lice</b>	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	<b>NOT EXCLUDED</b>
<b>Hepatitis A<sup>4</sup></b>	<b>EXCLUDE</b> until at least 7 days after the onset of jaundice or dark urine, or for 2 weeks after onset of first symptoms if no jaundice or dark urine.	<b>NOT EXCLUDED</b> <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

1. Observing the exclusion period meets the intent of the *Public Health Act 2005* for a person to be non-infectious.

2. The definition of 'contact' will vary between diseases and is sometimes complex. If unsure, contact your local Public Health Unit.

3. Diarrhoea definition is: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy.


4. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions.

5. Appropriate antibiotic treatment; this will vary between diseases. If unsure, contact your Public Health Unit.



Queensland Government

MAR 2020

Condition	Person with the infection	Those in contact with the infected person <sup>2</sup>
Hepatitis B and C	<b>NOT EXCLUDED</b> Cover open wounds with waterproof dressing.	<b>NOT EXCLUDED</b>
Hepatitis E	<b>EXCLUDE</b> until at least 2 weeks after the onset of jaundice.	<b>NOT EXCLUDED</b>
Human immunodeficiency virus (HIV/AIDS)	<b>NOT EXCLUDED</b> Cover open wounds with waterproof dressing.	<b>NOT EXCLUDED</b>
Influenza and influenza-like illness	<b>EXCLUDE</b> until symptoms have resolved, normally 5–7 days.	<b>NOT EXCLUDED</b>
Measles <sup>4</sup>	<b>EXCLUDE</b> for 4 days after the onset of the rash. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> Vaccinated or immune contacts <b>NOT EXCLUDED</b> . <b>EXCLUDE</b> immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. <b>EXCLUDE</b> non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	<b>EXCLUDE</b> until well and has received appropriate antibiotics.	<b>NOT EXCLUDED</b>
Meningitis (viral)	<b>EXCLUDE</b> until well.	<b>NOT EXCLUDED</b>
Meningococcal infection <sup>4</sup>	<b>EXCLUDE</b> until 24 hours of appropriate antibiotics have been completed. <i>Contact your Public Health Unit for specialist advice.</i>	<b>NOT EXCLUDED</b> <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
Mumps	<b>EXCLUDE</b> for 5 days after onset of swelling. Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
Norovirus	<b>EXCLUDE</b> until there has been no diarrhoea or vomiting for 48 hours.	<b>NOT EXCLUDED</b>
Roseola, sixth disease	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
Scabies	<b>EXCLUDE</b> until the day after treatment has commenced.	<b>NOT EXCLUDED</b>
School sores (impetigo)	<b>EXCLUDE</b> until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	<b>NOT EXCLUDED</b>
Shiga toxin-producing E.coli (STEC)	<b>EXCLUDE</b> until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
Shigellosis	<b>EXCLUDE</b> until there has been no diarrhoea or vomiting for 48 hours <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	<b>EXCLUSION MAY APPLY</b> If blisters can be covered with a waterproof dressing, until they have dried <b>NOT EXCLUDED</b> . <b>EXCLUDE</b> if blisters are unable to be covered and until no new blisters have appeared for 24 hours.	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	<b>EXCLUDE</b> until 24 hours of appropriate antibiotics have been completed.	<b>NOT EXCLUDED</b>
Tuberculosis (TB) <sup>4</sup>	<b>EXCLUDE</b> until written medical clearance is received from the relevant Tuberculosis Control Unit.	<b>NOT EXCLUDED</b>
Typhoid <sup>4</sup> and paratyphoid fever	<b>EXCLUDE</b> until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
Whooping cough (pertussis) <sup>4</sup>	<b>EXCLUDE</b> until 5 days after starting appropriate antibiotics or for 21 days from onset of cough. <sup>2</sup> <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> for those in contact with the infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms 	<b>EXCLUDE</b> until diarrhoea has stopped for 24 hours and treatment has occurred.	<b>NOT EXCLUDED</b>

Some medical conditions require exclusion from school, childcare centres and other settings to prevent the spread of infectious diseases among staff and children.

**For further information or advice about diseases or conditions not listed here:**

- Contact your nearest public health unit at: [www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units](http://www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units)
- National Health and Medical Research Council publication: infectious diseases in early childhood and education and care services, 5th edition [www.nhmrc.gov.au/guidelines-publications/ch55](http://www.nhmrc.gov.au/guidelines-publications/ch55)
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit [www.health.qld.gov.au/public-health/schools/prevention](http://www.health.qld.gov.au/public-health/schools/prevention)



Queensland  
Government

MAR 2020

## APPENDIX 4 – EDUCATOR PREMISES CONTRACT

### CONTRACT DESCRIPTION

This document details the Foundations Family Day Care Services (FFDCS) requirements for educators to keep each of the key safety areas safe, clean and in good repair. It explains what actions will be taken when a breach of these requirements is found. It is completed as a part of the Education Induction and will be kept on file for the duration of their time working for Foundations Family Day Care Services.

### CHILDREN'S PLAY AREA

**The environment must be clean at all times and be free of hazards or sharp objects.**

When coordinators check educator home if they find that the environment is not safe for children, the educator's work will be suspended until the concerns have been remedied. The scheme will call educator to the office for discussion and will issue a written warning. If the same issue is found by the coordinator on a second FFDCS will terminate educator's contract without two weeks' notice.

### CHEMICAL STORAGE

**Chemical must not be left in open place.**

If a breach is found the coordinator will remedy with the educator during the visit. If the breach is found a second time the scheme will call educator to the office for discussion and will issue a written warning. If the same issue is found by the coordinator a third time, FFDCS will terminate educator's contract without two weeks' notice.

### LAWN MOWER & LAWN MAINTENANCE EQUIPMENT

**Lawn mower & lawn maintenance equipment must be kept in a locked place where children cannot get access.**

If a breach is found the coordinator will immediately remedy with the educator during the visit. If the breach is found a second time the educator will be suspended for one (1) week. If the same issue is found by the coordinator a third time, FFDCS will terminate educator's contract without two weeks' notice.

### HOT WATER TANK

**Hot Water Tank must be barricaded off before an educator can commence work.**

If a breach is found the coordinator the educator will be suspended until it is resolved.

### BBQ BURNER

**BBQ Burners must be covered and stored in a place inaccessible to children.**

If the breach is found a written warning will be issued. If the same issue is found a second time, FFDCS will terminate educator's contract without two weeks' notice.

### BACKYARD

**Backyard must be kept safe for children to play in and should assist their physical development.**

If an educator's backyard is deemed to be unsafe, the coordinator will issue an unsafe backyard certificate, stating that children are not allowed to use the backyard and that any issues need to be remedied within two (2) days. When the second inspection is done, if the backyard is still unsafe the educator will be suspended until the issues are resolved.

### LAUNDRY AND HYGIENE FACILITIES

**Laundry must always be clean; no chemicals should be left out and unwashed clothes must be stored appropriately.**

Laundry cupboard must always be locked. If a breach is found a written warning will be issued to the educator. Due to the seriousness of this hazard, if the breach is found a second time, FFDCS will terminate the educator's contract without two weeks' notice.

### THE FAMILY DAY CARE ENVIRONMENT

**Must be clean as per children law and regulations**

No dirtiness is accepted in educator's houses who are working with foundations family day care service.



## **CARPET HYGIENE**

**Educator must make sure that carpet in the living room and children play area is very clean.**

If a breach is found the coordinator will discuss with educator of how to keep environment clean. If a breach is found a second time, educator will be invited to the office to have interview with director and nominated supervisor and hygiene training will be provided to educator by the professional organisation. If a breach is found a third time the educator's contract will be terminated without two weeks' notice.

## **INDOOR FURNITURE**

**Educators must ensure that furniture is installed and secured at an appropriate level for children to access and avoid accident.**

If furniture is discovered in an educator's house that is above children height in play areas his/her work will be suspended until remedied. E.g. TV is put high above child's level.

## **INSTALLING NEW ACTIVITIES IN CHILDREN PLAY AREAS/ EDUCATOR HOME**

**If an educator wishes to install any new activities such as play nets, swings, obstacle courses etc. A safety check must be completed by the coordinator before they are made accessible to children.**

If the coordinator finds during the visit that is not safe, the educator will be suspended until the breach has been removed or fixed. The educator cannot resume work until the safety check has been successfully completed.

## **SUN SAFETY**

**Educators must check the UV Rating daily before allowing children to play outside even in undercover areas. All children must be wearing a hat and sunscreen when playing outdoors and should not be playing outside between 9-3pm when the UV rating is above 9.**

If the coordinator finds the children playing outside in unsafe conditions the educator will be given a verbal warning. If educators continue to allow the children to be outside in unsafe conditions a written warning will be issued, and the educator will be required to attend training with the scheme. If this issue arises for a third time the educator's contract will be terminated.

## **EDUCATOR'S PHONE**

**It is a requirement of being a FFDCS Educator that educators always have their phone accessible.**

If an educator is uncontactable by either the scheme or a parent within a reasonable timeframe, they will be issued a written warning. If the same issue arises a second time, FFDCS will terminate the educator's contract.

## **FRONT YARD**

**Front yard must be free from rubbish and obstacles.**

If the coordinator deems the front yard is obstructed, Educators will be given until the next monthly visit to resolve the issues. If they are still found on the second visit, a written warning will be issued. If the issues are still present when the coordinator follows up, the educator's contract will be terminated.

## **BROKEN AND UNWANTED OBJECTS**

**Broken and unwanted objects/furniture are safety hazards and must not be stored in accessible spaces.**

If the coordinator finds safety hazards in accessible spaces in the educator's premises, the educator will be suspended, and immediate written warning will be issued. Once the coordinator has completed a successful safety check, the educator can resume work.

## **PETS**

**Pet items are inaccessible to children. Pet should have their separate areas away from the children play areas.**

If a pet is found to be in the children's play areas, a written warning will be issued to educator. If a second breach occurs the educator's contract will be terminated.

## **FENCE**

**All fences are to be of approved material and kept well maintained.**

If the coordinator deems a fence on the educator's premises to be unsafe, the educator will be immediately suspended and unable to continue work until the coordinator completes a successful safety check.

## **STAIRS**

**Educators who care for non-school age children must put a gate on any stairs to avoid unsupervised access.**

If the coordinator finds that the appropriate gates are not being used the educator will be immediately suspended and unable to continue work until the coordinator completes a successful safety check.

## **SWIMMING POOL**

**FFDCS policy and procedures allows educators to take children to swimming pool during educator working hours provided that the educator follows specified ratios.**

If the breach is found a written warning will be issued. If the same issue is found a second time, FFDCS will terminate educator's contract without two weeks' notice.

## **EXIT SIGN**

**Educators are required to have an exit sign clearly visible to all who are in the premises.**

If the coordinator finds that a sign is not displayed appropriately, they will issue additional signs on the spot where possible. This violation must be resolved in one working day.

## **SMOKING DURING WORK HOURS**

**Educators must not smoke during working hours.**

If an educator is found smoking while providing care to children, their contract will be terminated without two weeks' notice.

## **CPR**

**Educators must have a valid CPR Certificate before providing care to children.**

If an educator does not have a valid CPR Certificate they will be suspended until a new certificate is provided to the FFDC Office.

## **FIRST AID**

**Educators must have a valid First Aid Certificate before providing care to children.**

If an educator does not have a valid First Aid Certificate they will be suspended until a new certificate is provided to the FFDC Office.

## **PROFESSIONAL DEVELOPMENT**

**Professional Development training is scheduled once a month and is compulsory**

If the educator fails to attend for two months consecutively, they will be issued a written warning.

## **OBSERVATION BOOK**

**Educator must do each child observation book weekly as required by the service.**

If the educator fails to complete their weekly observation books for two months consecutively, they will be issued a written warning.

If the same issue is found by the coordinator for a third time, FFDCS will terminate educator's contract without two weeks' notice.

## **WEEKLY DISPLAY PROGRAMING**

**Educator must do weekly programing as required by the service.**

If the educator fails to complete their weekly programming books for two months consecutively, they will be issued a written warning. If the same issue is found by the coordinator for a third time, FFDCS will terminate educator's contract without two weeks' notice.

## **MONTHLY PROGRAMMING AND REFLECTION**

**Educator must do monthly reflection programing as required by the service.**

If the educator fails to complete their weekly programming books for two months consecutively, they will be issued a written warning. If the same issue is found by the coordinator for a third time, FFDCS will terminate educator's contract without two weeks' notice.

## **FIRE DRILL**

**Educator must do fire drill practice with children every three months and each time a new child starts in their care.**

If an educator is found to not be completing the fire drills as required, they will be issued with a written warning. Failure to complete the fire drill in a reasonable time frame will result in FFDCS will terminate educator's contract without two weeks' notice.

## **DOCUMENTATION AREAS**

**Educator must keep all documents in documentations area at all time.**

If an educator is found to not be storing their documentation correctly, they will be issued with a written warning. Repeated breaches of this will result in a 3-day suspension without pay.

## **INSURANCE**

**Educator must have valid public liability insurance.**

Educators must not provide care to children if they do not have current public liability insurance, timesheets will not be processed until proof of insurance is provided to the office.

## **FIRE EVACUATION PLAN DIAGRAM**

**Each educator must have fire evacuation plan diagram and display this at each exit.**

If an educator is found to not be displaying their fire evacuation plan diagram correctly, they will be given two (2) days to rectify the issue. Failure to resolve this issue will result in the educator being suspended.

## **POSTERS**

**All posters give to educators from the FFDCS Office must be displayed in the educators residence.**

If the coordinator finds that an educator is not displaying their posters correctly, they will receive a written warning. If this breach is found a second time the educator contract will be terminated without two weeks' notice.

## **EXCURSION**

**Educators must not take children for excursions without permission from the parent and completion of excursion form.**

This form must be submitted to the office before excursion takes place and educator must have a copy. If an educator is found to be taking the children for excursions without completing the required forms, they will be issued with a written warning. Failure to complete this paperwork on two occasions will result in FFDCS terminating the educator's contract without two weeks' notice.

## **VISITORS RECORD**

**All visitors to the Educator's residence during care hours must sign the visitor record book.**

If an educator is found to have visitors who are not being recorded in the record book they will be issued with a written warning. Failure to complete this paperwork on two occasions will result in FFDCS terminating the educator's contract without two weeks' notice.

## **ADULT OCCUPANT**

**All occupants of the educator's residence must hold a current blue card and this must be recorded by the FFDCS Office.**

If an occupant is found to be living at the residence without notifying the FFDCS Office, the educator will be issued a written warning. If the same issue is found by the coordinator for a second time, FFDCS will terminate educator's contract without two weeks' notice.