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# POLICY AND PROCEDURE MANUAL

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UPDATED: AUGUST 2024

# 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).

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## OPERATIONAL DETAILS

<b>Approved Provider</b>	Malaika Garden Family Day Care Pty Ltd		
<b>Provider Approval Number</b>	PR-40001525	<b>ABN</b>	85 167 367 277
<b>Education &amp; Care Service Name</b>	Foundations Family Day Care Service		
<b>Service Approval Number</b>	SE-40003043		
<b>Conditions on Approval</b>	Must employ or engage at least one full time equivalent family day care with coordinator for every 25 family day care educators engaged by or registers with the FDCS. Must not engage or register more than 25 family day care educators with the service		
<b>NQS Rating</b>	Meeting National Quality Framework		
<b>Director/ Responsible Person</b>	Tabisengwa Sango		
<b>Office Address</b>	Shop 1a/ 158 Church Road, Zillmere QLD 4034		
<b>Office Landline</b>	(07) 3633 0813	<b>Phone</b>	0478680479
<b>Office Hours</b>	Monday to Friday 9am – 5pm Closed on weekends and public holidays.		
<b>Email</b>	office@foundations.net.au		
<b>Website</b>	www.foundations.net.au		
Foundations FDCS is available to all parents and educators 24 hours, 7 days per week on: <b>0478680479.</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.cecqa.gov.au](http://www.cecqa.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: October 2023

## 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.

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for educational program and practice. Foundations FDCS is required to deliver an educational program under sections 186 of the Law to a child being educated and cared for by an education and care service.

The Approved provider will 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.

## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 73	Educational Program
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	Information about educational program to be kept available
Regulation 76	Information about educational program to be given to parents
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available

Regulation 172	Notification of change to policies or procedures
Regulation 298A	Programs for children over preschool age

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children’s Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person’s history in the following ways: For Queensland: -Current working with children checks or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator’s FDC residence.	National Regulations (regulation 164)
<b>Working with children check. (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS

Programming and reflection book



Educational Program Plan for: 5 <sup>th</sup> to 10 <sup>th</sup> July 2021					
This Week's Program					
Day	Before School (9:00-10:00)	Morning (10:15 - 11:15 AM)	Afternoon (11:30 - 2:30 PM)	After School (2:30 - 4:30 PM)	Child's Interests/ Spontaneous Play
Mon					<ul style="list-style-type: none"> <li>C1 - Series of identity</li> <li>C2 - Connected to world</li> <li>C3 - Well-being</li> <li>E1 - Communication</li> <li>E2 - Conflict resolution</li> </ul>
Tue					<ul style="list-style-type: none"> <li>C1 - Series of identity</li> <li>C2 - Connected to world</li> <li>C3 - Well-being</li> <li>E1 - Communication</li> <li>E2 - Conflict resolution</li> </ul>
Wed					<ul style="list-style-type: none"> <li>C1 - Series of identity</li> <li>C2 - Connected to world</li> <li>C3 - Well-being</li> <li>E1 - Communication</li> <li>E2 - Conflict resolution</li> </ul>
Thu					<ul style="list-style-type: none"> <li>C1 - Series of identity</li> <li>C2 - Connected to world</li> <li>C3 - Well-being</li> <li>E1 - Communication</li> <li>E2 - Conflict resolution</li> </ul>
Fri					<ul style="list-style-type: none"> <li>C1 - Series of identity</li> <li>C2 - Connected to world</li> <li>C3 - Well-being</li> <li>E1 - Communication</li> <li>E2 - Conflict resolution</li> </ul>
Sat					<ul style="list-style-type: none"> <li>C1 - Series of identity</li> <li>C2 - Connected to world</li> <li>C3 - Well-being</li> <li>E1 - Communication</li> <li>E2 - Conflict resolution</li> </ul>

Children's Postcard for this Week		Send the Message									
<p><u>The activities were:</u></p> <table border="0"> <tr> <td><input type="checkbox"/> Fun</td> <td><input type="checkbox"/> Too hard</td> <td><input type="checkbox"/> Almost the same</td> </tr> <tr> <td><input type="checkbox"/> Bore and exciting</td> <td><input type="checkbox"/> Too easy</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Interesting</td> <td><input type="checkbox"/> Boring</td> <td></td> </tr> </table>			<input type="checkbox"/> Fun	<input type="checkbox"/> Too hard	<input type="checkbox"/> Almost the same	<input type="checkbox"/> Bore and exciting	<input type="checkbox"/> Too easy	<input type="checkbox"/> Other _____	<input type="checkbox"/> Interesting	<input type="checkbox"/> Boring	
<input type="checkbox"/> Fun	<input type="checkbox"/> Too hard	<input type="checkbox"/> Almost the same									
<input type="checkbox"/> Bore and exciting	<input type="checkbox"/> Too easy	<input type="checkbox"/> Other _____									
<input type="checkbox"/> Interesting	<input type="checkbox"/> Boring										
<p><u>How much did you like:</u></p> <p><input type="checkbox"/> Very interesting</p> <p><input type="checkbox"/> Not very fun</p>											
<p><u>Family Feedback for this Week</u></p> <p><input type="checkbox"/> The activities are exciting and different each week.</p> <p><input type="checkbox"/> The organization is fair and educational.</p> <p><input type="checkbox"/> There is good communication between the education and families.</p> <p><input type="checkbox"/> The activities are boring or almost the same each week.</p> <p><input type="checkbox"/> There is/ed is struggling to learn from the educational programs.</p> <p><input type="checkbox"/> There is poor communication between the education and families.</p> <p><input type="checkbox"/> Other _____</p>											
<p><u>Idea to Expand the Children's Learning for Next Week</u></p>											

# Child Observation Journals



### January Learning Story

DATE \_\_\_\_\_

Take photos of the child doing an activity

Here I am

I showed that I ...

- ☐ Have a strong sense of identity (LO1)
- ☐ Am connected with, and contribute to, my world (LO2)
- ☐ Have a strong sense of wellbeing (LO3)
- ☐ Am a confident and motivated learner (LO4)
- ☐ Am an effective communicator (LO5)

I showed that I ...

- ☐ Have a strong sense of identity (LO1)
- ☐ Am connected with, and contribute to, my world (LO2)
- ☐ Have a strong sense of wellbeing (LO3)
- ☐ Am a confident and motivated learner (LO4)
- ☐ Am an effective communicator (LO5)

### January Reflection

DATE \_\_\_\_\_

Analysis of learning  
From this experience, I learnt ...

Expanding the learning  
Next time my educator will try ...

Linking the learning  
After this experience I got to ...

### February Learning Story

DATE \_\_\_\_\_

Take photos of the child doing an activity

Here I am

I showed that I ...

- ☐ Have a strong sense of identity (LO1)
- ☐ Am connected with, and contribute to, my world (LO2)
- ☐ Have a strong sense of wellbeing (LO3)
- ☐ Am a confident and motivated learner (LO4)
- ☐ Am an effective communicator (LO5)

I showed that I ...

- ☐ Have a strong sense of identity (LO1)
- ☐ Am connected with, and contribute to, my world (LO2)
- ☐ Have a strong sense of wellbeing (LO3)
- ☐ Am a confident and motivated learner (LO4)
- ☐ Am an effective communicator (LO5)

### February Reflection

DATE \_\_\_\_\_

Analysis of learning  
From this experience, I learnt ...

Expanding the learning  
Next time my educator will try ...

Linking the learning  
After this experience I got to ...

## Developmental Milestones Checklist and Red Flag Chart


## DEVELOPMENTAL CHECKLIST (2-3 YEAR OLD)

**Progress of the Checklist:**

- To provide children with a checklist, we refer to: (a) child's progress in various play, drawing, literacy, and social activities; (b) child's progress in gross and fine motor skills; (c) child's progress in cognitive and language skills; (d) child's progress in social and emotional skills; (e) child's progress in self-care skills; (f) child's progress in safety skills; (g) child's progress in health and hygiene skills; (h) child's progress in environmental awareness skills; (i) child's progress in cultural and religious skills; (j) child's progress in other skills.

**Basic Areas:**

- Gross motor skills: walking, running, jumping, climbing, etc.
- Fine motor skills: holding a pencil, cutting, etc.
- Cognitive skills: counting, sorting, etc.
- Language skills: speaking, listening, etc.
- Social and emotional skills: sharing, playing with others, etc.
- Self-care skills: dressing, eating, etc.
- Safety skills: following rules, etc.
- Health and hygiene skills: washing hands, etc.
- Environmental awareness skills: recognizing colors, shapes, etc.
- Cultural and religious skills: knowing the names of religious figures, etc.



DEPARTMENT OF EDUCATION  
REPUBLIC OF THE PHILIPPINES

**CHILD'S NAME:** \_\_\_\_\_

**DATE OF BIRTH:** \_\_\_\_\_

**AGE:** \_\_\_\_\_

**SEX:** \_\_\_\_\_

**RELIGION:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**TELEPHONE:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Barikod (2-3 Years)**

1. Can walk independently (2-3 years)

2. Can run independently (2-3 years)

3. Can jump independently (2-3 years)

4. Can climb independently (2-3 years)

5. Can balance independently (2-3 years)

6. Can throw independently (2-3 years)

7. Can catch independently (2-3 years)

8. Can kick independently (2-3 years)

9. Can swing independently (2-3 years)

10. Can play independently (2-3 years)

11. Can play with others (2-3 years)

12. Can play with toys (2-3 years)

13. Can play with blocks (2-3 years)

14. Can play with beads (2-3 years)

15. Can play with clay (2-3 years)

16. Can play with paper (2-3 years)

17. Can play with glue (2-3 years)

18. Can play with paint (2-3 years)

19. Can play with markers (2-3 years)

20. Can play with crayons (2-3 years)

21. Can play with pencils (2-3 years)

22. Can play with pens (2-3 years)

23. Can play with markers (2-3 years)

24. Can play with crayons (2-3 years)

25. Can play with pencils (2-3 years)

26. Can play with pens (2-3 years)

27. Can play with markers (2-3 years)

28. Can play with crayons (2-3 years)

29. Can play with pencils (2-3 years)

30. Can play with pens (2-3 years)

31. Can play with markers (2-3 years)

32. Can play with crayons (2-3 years)

33. Can play with pencils (2-3 years)

34. Can play with pens (2-3 years)

35. Can play with markers (2-3 years)

36. Can play with crayons (2-3 years)

37. Can play with pencils (2-3 years)

38. Can play with pens (2-3 years)

39. Can play with markers (2-3 years)

40. Can play with crayons (2-3 years)

41. Can play with pencils (2-3 years)

42. Can play with pens (2-3 years)

43. Can play with markers (2-3 years)

44. Can play with crayons (2-3 years)

45. Can play with pencils (2-3 years)

46. Can play with pens (2-3 years)

47. Can play with markers (2-3 years)

48. Can play with crayons (2-3 years)

49. Can play with pencils (2-3 years)

50. Can play with pens (2-3 years)

51. Can play with markers (2-3 years)

52. Can play with crayons (2-3 years)

53. Can play with pencils (2-3 years)

54. Can play with pens (2-3 years)

55. Can play with markers (2-3 years)

56. Can play with crayons (2-3 years)

57. Can play with pencils (2-3 years)

58. Can play with pens (2-3 years)

59. Can play with markers (2-3 years)

60. Can play with crayons (2-3 years)

61. Can play with pencils (2-3 years)

62. Can play with pens (2-3 years)

63. Can play with markers (2-3 years)

64. Can play with crayons (2-3 years)

65. Can play with pencils (2-3 years)

66. Can play with pens (2-3 years)

67. Can play with markers (2-3 years)

68. Can play with crayons (2-3 years)

69. Can play with pencils (2-3 years)

70. Can play with pens (2-3 years)

71. Can play with markers (2-3 years)

72. Can play with crayons (2-3 years)

73. Can play with pencils (2-3 years)

74. Can play with pens (2-3 years)

75. Can play with markers (2-3 years)

76. Can play with crayons (2-3 years)

77. Can play with pencils (2-3 years)

78. Can play with pens (2-3 years)

79. Can play with markers (2-3 years)

80. Can play with crayons (2-3 years)

81. Can play with pencils (2-3 years)

82. Can play with pens (2-3 years)

83. Can play with markers (2-3 years)

84. Can play with crayons (2-3 years)

85. Can play with pencils (2-3 years)

86. Can play with pens (2-3 years)

87. Can play with markers (2-3 years)

88. Can play with crayons (2-3 years)

89. Can play with pencils (2-3 years)

90. Can play with pens (2-3 years)

91. Can play with markers (2-3 years)

92. Can play with crayons (2-3 years)

93. Can play with pencils (2-3 years)

94. Can play with pens (2-3 years)

95. Can play with markers (2-3 years)

96. Can play with crayons (2-3 years)

97. Can play with pencils (2-3 years)

98. Can play with pens (2-3 years)

99. Can play with markers (2-3 years)

100. Can play with crayons (2-3 years)

**YES**

**NO**

[illegible]

## EDUCATIONAL PROGRAM AND PRACTICE PROCEDURE

The Foundations FDCS educational program is to contribute to the flowing outcomes for each child:

- (a) the child will have a strong sense of identity.
- (b) the child will be connected with and contribute their world.
- (c) the child will have a strong sense of wellbeing.
- (d) the child will be a confident and involved learner.
- (e) the child will be an effective communicator.

As such, roles and responsibilities are broken down into individual areas to ensure quality outcomes.



## **ROLES AND RESPONSIBILITIES**

### **Approved Provider is to:**

- Ensure an educational program is prepared and practiced in each FDC educators setting.
- Ensure that, for the purposes of the educational program, the educational program is documented by educators and available upon request for inspection at each FDC residence or venue.
- Ensure an Educational Leader is provided to support to educators and families.
- Ensure children's developmental needs, interests, experiences, and participation in the educational program are documented and made accessible to parents of the child.
- Provide educators with suitable resources to document children's learning using the NQF.
- Provide parents with information about the content and operation of the educational program.
- Ensure the Educational Leader provides educational support to FDC educators as required.

### **Educational Leader is to:**

- Provide educators with suitable resources to document children's learning using the NQF.
- Shape program documentation resources to educators' skills and knowledge.
- Ensure educators are planning their program each week for the following week.
- Ensure educators are, at minimum, documenting learning of each child with one learning story and one intentional teaching observation in the child observation journals per month.
- Develop and support educators understanding of supplied documentation and planning resources.
- Support educators as need (ideally monthly) in their programming, documentation, and practice.
- Plan and provide additional training and experiences to further develop educator skill and practice.
- Update the educator register with notes on visits pertaining to educational program and practice.
- Develop and provide educators with a monthly curriculum framework for educators to base their intentional teach upon.
  - Assist educators in assessing each child's developmental progress once per year using the age specific developmental checklist. This information can assist in identifying developmental red flags and adjusting the program accordingly then be given to parents.

### **Nominated Supervisor/FDC coordinators are to:**

- Inform the educational leader of educators needing additional support.
- Support educators in their documentation of program and learning when needed or educational leader unavailable.
- Assist in providing in-service training as required.
  - 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 may include twice-monthly visits for three months by the Educational Leader, coordinators, or the Nominated Supervisor.

### **Educators are to:**

- Ensure an educational program is prepared weekly and practiced daily in their FDC setting.
- Ensure that, for the purposes of the educational program, the educational program is documented and available upon request for inspection at each FDC residence or venue. This documentation can be found, but not limited within, the weekly programming book and child observation journals.
- At minimum, document learning of each child with one learning story and one intentional learning observation in the child observation journals per month.

- Post a minimum of 2 photos per working day on our Foundations Programming WhatsApp group to assist the Educational Leader in daily observation of program and practice. For educators with children not allowed to share photos beyond Foundation FDCS staff, they must send photos directly to the Educational Leader and the Director via WhatsApp.
- Provide opportunities, resources, and a culture of learning and enquiry to assist children in meeting their full potential in relation to the EYLF/MTOP learning outcomes.
- 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.
- 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.
- Allow for the expression of personality and uniqueness while creating opportunities for children to pursue their interests, passions, and ideas.
- Utilise different teaching strategies, for different children, in different contexts.
- Apply the principles 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.
- 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.
- Promote social enjoyment and confidence by opportunities for children to eat as a group, and by free participation in group activities.
- Encourage child agency and resilience by offering opportunities for free choice play and quiet individual activities.
- Provide parents with access to the weekly program and their child's observation journals.
- Assess each child's developmental progress once per year using the age specific developmental checklist. This information guides educators to identify developmental red flags, refer parents on and adjust the program accordingly.
- 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 other feelings.
  - Include their views and input on daily decisions and learning activities.
  - Create a sustainable environment.
  - Become independent and achieve individual excellence.
- Assess, monitor, and record each child's learning and development in collaboration with children and families using the Child Observation Journals.
- 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.
- 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.
  - 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.

### LINKS TO OTHER POLICIES

- 1A. Environmental sustainability
- 3. Educators physical environment standards
- 5. Relationships with children
- 5.A Behaviour guidance
- 6. Partnerships with families & communities
- 6.B Communication with families
- 7.E Monitoring, support & supervision of educators
- 7.F Training and development
- 7.H Policy review
- 7.J Media and Technology
- 

### INDUCTION AND ONGOING TRAINING

This Educational Program and Practice Policy and Procedure forms part of the educator induction process. In addition, each month, educators, and coordination staff are to attend either an in-service training event conducted by Foundations FDCS, or an external Professional Development training coordinated by Foundations FDCS. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

### MONITORING, EVALUATION AND REVIEW

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
QA 1.1	The educational program enhances each child's learning and development.

QA 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators
QA 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
QA 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
QA 1.2	Educators facilitate and extend each child's learning and development.
QA 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions
QA 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.

QA 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QA 1.3	Educators and coordinator's take a planned and reflective approach to implementing the program for each child.
QA 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.
QA 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

# 1-A. ENVIRONMENTAL SUSTAINABILITY

Revised: October 2023

## POLICY STATEMENT

We encourage awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Sustainability is often thought about in terms of environmental sustainability—reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

## BACKGROUND

We believe in educating children about the environment which is promoted through daily practices, resource, and interactions. Sustainable practice will be encouraged within the service assisting children and families to become advocates for a sustainable future. We aim to:

- Ensure the environment is safe, clean, and sustainable.
- To ensure educators develop knowledge and awareness of environmental education, and sustainable practices within their programming.
- Encourage educators to embed environmentally aware practices in daily activities, in order to demonstrate to children how to respect the natural world, and relationships between people and animals.
- Promote the use of, and provide training in, environmentally sustainable practices within the office setting.

## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 73	Educational Program
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures



## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence	National Law (Definitions)
	or at an approved FDC venue.	
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: -Current working with children checks or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check. (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS

### Programming and reflection book- Sustainability section



## ENVIRONMENTAL SUSTAINABILITY PROCEDURE

Learning about sustainability starts with everyday practice. We believe environmentally sustainable practices should be embedded into the operations of the Service. Our service is committed to protecting our environment to ensure a sustainable future for our children. This involves educators, children and families working together to protect our environment to ensure a sustainable future for our children through continuous improvement we strive to improve every day.

## ROLES AND RESPONSIBILITIES

### Approved Provider/ Nominated Supervisor and FDC Coordinators are to:

- Network with the local community to keep up to date with current practices and ideas for sustainability. This may include promoting the use of water tanks, grey water system, converting toilet cisterns to dual flush and converting water saving taps in educator settings.
- Encourage educators, families, and children to engage in innovative practices and appreciate the natural environment.
- Where relevant, review policies and procedures within the Service to find more sustainable outcomes.
- Encourage staff to use electronic communication where possible to reduce paper use within the office this may include the printing of newsletters, billing, and other communication.
- Source resources and materials from Reverse Garbage or second-hand stores to use within the Service.
- Ensure sustainable practices are incorporated into the daily routine.
- Recycle paper and rubbish and conserve water and energy where possible.
- Provide educators with environmentally sustainable training, through newsletters, posters and in professional development training.

### Educational Leader is to:

- Support educators in establishing an environmentally considerate education and care setting.
- Promote the use of natural materials- trees, wooden toys/ resources, boxes, woven baskets etc.
- Promote the use of recycled materials for use in activities and the educator setting.
- Discuss each month on the connect and grow visit how educators are embedding environmentally sustainable practices into their daily program and setting.
- Assist each educator in establishing a recycling collection station at their setting for the purpose of collection, use and family and community connection.
- Provide educators with training on environmental sustainability annually and seek to embed thought process in training, monthly visits and through communication measures such as Newsletters and the Programming WhatsApp group.
- Coordinate an excursion for each school holiday period which promotes and/or supports sustainable practice, an appreciation of the natural world and connects families, children, educators, and Foundations FDCS staff.

**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 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.
- Provide opportunities for children to exercise environmentally sustainable practices.
- Include planned and spontaneous opportunities to explore water conservation, water reuse, water recycling and composting in their programming.
- Discuss sustainable practices with the children and families & local community as part of the curriculum.
- Provide information to families on sustainable practices that are implemented at the Service and encourage the application of these practices in the home environment.
- Document how they are embedding environmentally sustainable practices in their Programming and reflection journal each month. This include providing photo evidence where possible.
- Support the attendance of the school holiday excursions to environmentally sustainable locations.

**Families are:**

- Welcome to support educators and the service by collecting and donating recyclable materials for craft and activities.
- Encouraged to engage in innovative practices and appreciate the natural environment as an extension of the FDC educators' practices.
- Welcome to attend the school holiday excursions planned to environmentally sustainable locations.

**LINKS TO OTHER POLICIES**

- 1. Educational Program and Practice
- 2.Q Excursions
- 3. Educators physical environment standards
- 5. Relationships with children
- 6. Partnerships with families & communities
- 6.B Communication with families
- 7.E Monitoring, support & supervision of educators
- 7.F Training and development
- 7.H Policy review
- 7.J Media and Technology

**INDUCTION AND ONGOING TRAINING**

The Environmental Sustainability Policy and Procedure forms part of the educator induction process. Educators and staff are to attend any PD or in-service training which relates to this policy and procedure. Feedback from staff, educators and families will be discussed at educator meetings and reflected in policy reviews.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
QA 3.1	The design and location of the premises is appropriate for the operation of a Service
QA 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play
QA 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
QA 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play based learning
QA 3.2.3	The service cares for the environment and supports children to become environmentally responsible.
QA 6.2.3	The service builds relationships and engages with its community.
QA 7.1.1	A statement of philosophy guides all aspects of the service's operations.

## 2. CHILDREN'S HEALTH AND SAFETY POLICY

Revised: September 2024

### 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.

### BACKGROUND

We believe in quality education and care in an environment that provides for their protection through adequate supervision, safe experiences and environments, and emergency vigilance. Educators at the service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the service.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 80	Weekly menu
Regulation 86	Notification to parents of incident, injury, trauma, and illness
Regulation 99	Children leaving the education and care service premises
Regulation 102	Authorisation for excursions
Regulation 103	Premises, furniture, and equipment to be safe, clean and in good repair
Regulation 104	Fencing and security
Regulation 105	Furniture, materials, and equipment
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirements—indoor
Regulation 108	Space requirements—outdoor space
Regulation 109	Toilet and hygiene facilities
Regulation 110	Ventilation and natural light
Regulation 112	Nappy change facilities
Regulation 113	Outdoor space—natural environment
Regulation 114	Outdoor space—shade
Regulation 115	Premises designed to facilitate supervision
Regulation 116	Assessments of family day care residences and approved family day care venues
Regulation 117	Glass
Regulation 158	Children's attendance records to be kept by approved provider
Regulation 168	Policies and procedures are required in relation to enrolment and orientation
Regulation 171	Policies and procedures to be kept available



Regulation 182	Tobacco, drug, and alcohol-free environment
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## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: <b>Current working with children checks or card.</b>	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check. (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS

To ensure children's safety and wellbeing in FDC residence, the nominated supervisor, co-ordinator, and the educational leader do a monthly home safety check.

EVIDENCE: monthly home check booklet



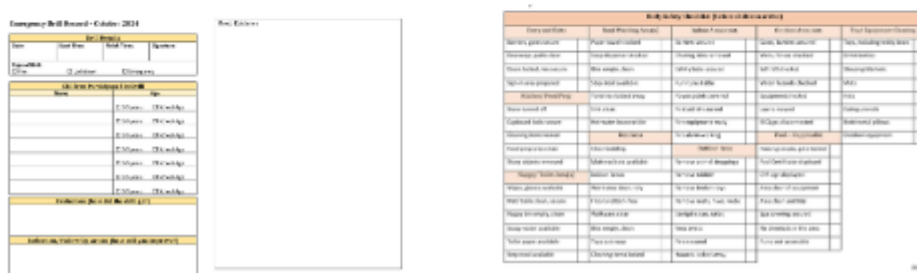
Before an educator will be accepted in our scheme, we do a thorough comprehensive home check at their residence or venue. In addition, we do home risk assessment and emergency evacuation risk assessment

EVIDENCE: Annual Comprehensive Home Safety Check and Home Risk assessment & emergency evacuation risk assessment



Educator must complete the Daily Safety Checklist which include daily visual checks of the environment to ensure ongoing compliance with the safety standards.

Educators do fire drill practice with children every month 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.



## ROLES AND RESPONSIBILITIES

Approved Provider is 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.

Nominated Supervisor/FDC Coordinators are to:

- 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.

#### **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 7<sup>th</sup> Edition-March 2021
- Ensure all fences and gates are well secured to ensure children cannot go through, under, or over them.

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

- 1. Educational Program and Practice
- 2.Q Excursions
- 3. Educators physical environment standards
- 5. Relationships with children
- 6. Partnerships with families & communities
- 6.B Communication with families
- 7.E Monitoring, support & supervision of educators
- 7.F Training and development
- 7.H Policy review
- 7.J Media and Technology

#### **INDUCTION AND ONGOING TRAINING**

The Children's Health and Safety Policy and Procedure forms part of the educator induction process. Educators and staff are to attend any PD or in-service training which relates to this policy and procedure. Feedback from staff, educators and families will be discussed at educator meetings and reflected in policy reviews.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2-A. VISITOR POLICY

Revised: September 2024

### 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.

During hours of operation, the Foundations FDCS educator is responsible for the provision of quality care for children and families. During this time, visitors to the residence should be limited to ensure the high-quality program and effective supervision is always maintained.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for visitor in their premises.

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

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 84	Awareness of child Protection Law
Regulation 149	Volunteers and Students
Regulation 165	Record of visitors
Regulation 166	Children not to be alone with visitors

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)

<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: <b>Current working with children checks or card.</b>	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check. (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (d) the person has been assessed as suitable to work with children; or (e) there has been no information that if the person worked with children the person would pose a risk to the children; or (f) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS



## PROCEDURES

### ROLES AND RESPONSIBILITIES:

#### Approved Provider:

- An Approved Provider must take all reasonable steps to ensure that a record is kept of all visitors to a family day care residence or approved family day care venue while children are being educated and cared.
- An Approved Provider must take all reasonable steps to ensure that a child being educated and cared for at a family day care residence or approved family day care venue as part of the service is not left alone with a visitor to the residence or venue.

#### Nominated Supervisor/FDC coordinators:

- Provide Foundations FDCS Educators with the Visitor Policy upon registering as an educator.
- Discuss with Educators this policy and the requirements to ensure that educator must keep a record of all visitors to a family day care residence or approved family day care venue.
- Ensure that all regular visitors have a current blue card or police check. Check and ensure the identification number and expiry date is recorded in the Educator's file.



- The Nominated Supervisor/ Foundation FDC Coordinator will check the status of visitor blue card validation at regular intervals.
- Directly address any concerns about a visitor's behaviour with the Educator
- Have the authority to request that the visitor leave the premises or venue immediately if the behaviour of a visitor is considered a serious risk to the education and wellbeing of children.
- Monitor the record of visitors' log maintained by the Educator.

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

- Foundation FDC educator must keep a record of all visitors to a family day care residence or approved family day care venue while children are being educated and cared for by the educator at the residence or venue as part of a family day care service.
- The record of visitors must include the name and signature of the visitor and the time of the visitor's arrival and departure.
- Foundation FDC educator must not leave a child being educated and cared for by the educator at a family day care residence or approved family day venue as part of a family day care service with a visitor to the residence or venue.
- Foundation FDC educator must ensure that visitor who are unable to apply for a Positive Notice Blue Card have to apply Police Check.
- Not allow regular visitors who do not have a valid blue card or police check.
- Not allow any visitor who is not of good character to visit their residence or whilst children are in care.

#### **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 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) must have to apply for Police Check.
- Any person who is disqualified from applying for a Positive Notice Blue Card is not permitted to stay overnight at the educator's premises.

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

- 2-E. (Child Protection)
- 2-F. (Tobacco, Alcohol and Drugs)
- 2-N. (Authorised Persons and Duty of Care)
- 2- (Supervision Policy)

#### **INDUCTION AND ONGOING TRAINING**

The Visitor Policy and Procedure forms part of the educator induction process.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2-B. Safe sleep and rest and 24-HOUR OVERNIGHT CARE

Revised: August 2024

### POLICY STATEMENT

The purpose of the sleep and rest policy in Foundations Family Day Care Services is to ensure the safety, health and well-being of children attending our service and appropriate opportunities are provided to meet each child's need for sleep, rest, and relaxation.

We at Foundations Family Day Care Service will make every effort to meet children's individualised sleep and rest requirements by providing a comfortable, relaxing, and safe space to enable children's bodies to rest. The environment will also be well supervised ensuring all children feel and safe at our service.

### BACKGROUND

The Education and Care Services National Law and Regulations (Regulation 81) requires approved providers, nominated supervisors and family day care educators to take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regards to the ages, development stages and individual needs of the children.

Regulation 168 requires education and care services to have policies and procedures relating to children's sleep and rest. Our sleep and rest for children policy provides our educators, licensee, nominated supervisor, other staff, families, and the community with the information they need to support children's needs for sleep and rest are met while attending our care.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 165	Offence to inadequately supervise children
Section 167	Offence related to protection of children from harm and hazards
Regulation 82	Tobacco, drug, and alcohol-free environment
Regulation 84A	Sleep and rest
Regulation 84 B	Sleep and rest policies and procedures
Regulation 84 C	Risk assessment for purposes of sleep and rest policies and procedures
Regulation 84 D	Prohibition of bassinets
Regulation 87	Incident, injury, trauma, and illness record
Regulation 103	Premises, furniture, and equipment to be safe, clean and in good repair
Regulation 105	Furniture, Materials, and equipment
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirement-indoor spaces
Regulation 110	Ventilation and natural light
Regulation 115	Premises designed to facilitate supervision
Regulation 116	Assessments of family day care residences and approved family day venues
Regulation 168	Education and Care services must have policies and Procedures

Regulation 169	Additional Policies and Procedures-family day care
Regulation 170	Policies and Procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

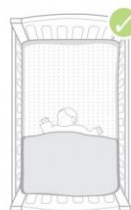
## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children.	acecqa.gov.au
<b>Infant</b>	A young child between the ages of birth and 12 months.	<a href="https://www.collinsdictionary.com/">https://www.collinsdictionary.com/</a> (definitions)
<b>Rest</b>	A period of inactivity, solitudes, calmness, or tranquillity, and can include a child being in a state of sleep.	<a href="https://www.collinsdictionary.com/">https://www.collinsdictionary.com/</a> (definitions)
<b>Relaxation</b>	Relaxation or other activity for bringing about a feeling of calm in your body and mind.	<a href="https://www.collinsdictionary.com/">https://www.collinsdictionary.com/</a> (definitions)
<b>bassinets</b>	The common design and characteristics of a bassinet may include, but are not limited to: <ul style="list-style-type: none"> <li>• Size- smaller than a regular cot</li> <li>• Shape- may be basket- like, oval or shaped like a regular cot.</li> <li>• Structure- may have handles, foldable or fixed legs or casters or ability to glide/rock.</li> <li>• Portability- easy to carry or move and may be attached on a frame or a pram.</li> <li>• Purpose- specifically intended for infants under 4-6 months old (before they show signs of rolling) and may be a stand-alone item, or an accessory (for example as a fitting on a pram)</li> </ul>	acecqa.gov.au
<b>Sudden Unexpected Death in Infancy (SUDI)</b>	The sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation, including performance of a complete autopsy and review of the circumstance of death and the clinical history.	<a href="https://www.cdc.gov/sides/about/index.htm">https://www.cdc.gov/sides/about/index.htm</a>

<b>Sudden Infant Death Syndrome (SIDS)</b>	The sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation, including performance of a complete autopsy and review of the circumstance of death and clinical history.	<a href="https://www.cdc.gov/sides/about/index.htm">https://www.cdc.gov/sides/about/index.htm</a>
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	Residents at family day care and family day care educator assistants to be fit and proper persons.	National Regulations (regulation 163)
<b>Sudden and Unexpected Death in Infancy (SUDI)</b>	A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious.	<a href="https://rednose.org.au/article/What-does-sudden-unexpected-death-in-infancy-SUDI--mean">https://rednose.org.au/article/What-does-sudden-unexpected-death-in-infancy-SUDI--mean</a>
<b>Sudden Infant Death Syndrome (SIDS)</b>	The sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation, including performance of a complete autopsy and review of the circumstances of death and the clinical history.	<a href="https://rednose.org.au/article/what-is-sudden-infant-death-syndrome-SIDS">rednose.org.au/article/ what-is-sudden-infant-death syndrome-SIDS</a>

## SUPPORTING DOCUMENTS

A safe sleeping environment means that all potential dangers have been removed and the baby is sleeping in a safe place. The ideal place for a baby to sleep is in a safe cot, on a safe mattress, with safe bedding in a safe sleeping place, both night and day.



- **Safe cot**  
[should meet current Australian Standard AS2172]
- **Safe mattress**  
firm, clean, flat, right size for cot
- **Safe bedding**  
soft surfaces and bulky bedding increase the risk of sudden infant death

Unsafe settings for baby's sleep-time include leaving baby unattended on an adult bed or bunk bed, placing baby on a waterbed, beanbag, couch, pillow or cushion, or with a sleeping adult or child on a couch, sofa or chair.

Keep baby's cot away from hanging cords such as blinds, curtains, or electrical appliances as they could get caught around baby's neck. Keep heaters or any electrical appliances well away from the cot to avoid the risk of overheating, burns and electrocution. Never use electric blankets, hot water bottles or wheat bags for babies.

Last modified: 16/10/18







### **Nominated Supervisor/FDC coordinators are to:**

- Ensure the needs for sleep and rest of children being educated and cared for by the service are met, having regards to the ages, developmental stages, and individual need of the childcare
- Ensure sleeping spaces have sufficient light to allow supervision.
- Ensure sleep practices, environments and equipment continue to be safe and in line with Australian standards for cots (AS/NZS 2172 and AS/NZS 2195) and other bedding equipment, including ACCC guidelines.
- Ensure that bassinets are **NOT** on the education and care services premises at any time that children are being educated and cared for by the service.
- Ensure FDC educators understand and follow the service policies and procedures.
- The FDCS nominated supervisor will work with FDC educators to consider the unique layout and safety considerations of each family day care residence or venue when providing safe sleep environments.
- Ensure educators understand their legal roles in the implementation of the policies and procedures.
- Ensure children are supervised during periods of sleep and rest. This includes ensuring clear procedures are in place for checks of children and documenting of all checks at the time they occur.
- Considers best practice guidelines for safe sleeping environments and equipment when undertaking assessments and reassessments of FDC residences and approved FDC venues.

### **Educators are to:**

- Ensure procedures are relevant to their service type and venue. If not, discuss this with the nominated supervisor/family day care coordinator.
- Have a good understanding of the service's policy and procedures and embed practices that support safe sleep into everyday practice.
- Conduct a sleep and rest risk assessment in collaboration with families
- Identify and suggest any potential improvements to service procedures and practice.
- Identify and remove potential hazards from sleep environments.
- Ensure that bassinets are **NOT** on the education and care service premises at any time that children are being educated and cared for by the service.
- Document children's sleep and rest needs and provide information to families about their child's sleep and rest patterns.
- Consult families to gather information about individual children's needs and preferences.
- Model and promote safe sleep practices and make information available to families.
- Ensure the needs for sleep and rest of the children being educated and cared for by the service are met, considering the ages, developmental stages, and individual needs of the children.
- Maintain supervision of sleeping and resting children including regular 10-minute physical bed-side checks including visual inspection of the child's:
  - Sleeping position
  - Skin and lip colour
  - Breathing
  - Body temperature
  - Head position
  - Airway
  - Head and face, ensuring they remain uncovered.
- Ensure sleeping spaces have adequate light to allow supervision.
- Ensure children's clothing is appropriate during sleep times and does not have any items that are loose and could get tangled and restricted breathing including but not limited to bibs and jewellery.
- Report issues with day-to-day sleep practices, environment, and equipment to the nominated supervisor of approved provider.

- Give bottle-fed children their bottles before going to bed.
- Ensure children are not put in cots or in beds with bottles.
- Ensure that cot rooms and sleep rooms have operational baby monitors on at all times.
- Securely lock cots sides into place to ensure children's safety.
- Turn off wall-mounted heaters before children use the room for sleeping. Cot rooms may be air conditioned and maintained at an appropriate temperature.
- Be aware of manual handling practices when lifting babies in and out of cots.
- Participate in staff development about safe sleeping practices.
- Work with coordinator/nominated supervisor to develop an agreed and documented procedures for the supervision of sleeping children, tailored to the unique layout and safety considerations of the family day care residence or venue, as well as the ages and developmental stages of the children in their care. For example, considerations of how they will supervise and conduct checks of sleeping, children, while also maintaining supervision of other children in their care.
- Work with families/guardians to develop an appropriate rest risk assessment.

#### **Families are to:**

- Regularly update the educator on their child's sleeping routines and patterns
- Provide informal updates to educator on the previous night's sleep to assist with sleeping during the day.
- Collab with educators to create a safe sleeping risk assessment.
- Dress child appropriately for the weather conditions and provide additional clothing.
- Provide specified bedding if required by educator.
- Review the service's policies and procedures relating to sleep and rest.

#### **RESOURCE REQUIREMENTS:**

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

#### **RISK ASSESSMENTS**

Risk assessments must:

- identify and assess risks in relation to sleep and rest and specify how the identified risks will be managed and minimised.
- assessment of the matters set out below and how risks will be managed and minimised.
- the number, ages and developmental stages of children at the education and care service, including, for a family day care service, at each residence and venue.
- the individual sleep and rest needs of children at the service (including specific health care needs, cultural preferences, and requests from families)
- the staffing arrangements required to adequately supervise and monitor all children during periods of sleep and rest.
- the level of knowledge and training of the staff supervising children during periods of sleep and rest
- the location of the sleep and rest areas, and the arrangement of the cots and beds within the areas
- the safety of cots, beds and bedding equipment and whether it is appropriate for the ages and developmental stages of the children who will use them g. any potential hazards in the sleep and rest areas, cots, beds and bedding equipment.
- any potential hazards on the child, such as clothing or jewellery
- physical safety and suitability of sleep and rest environments, including the temperature, lighting, and ventilation of the areas.

- the potential for other children or people (e.g., residents of an FDC residence) to access children during periods of sleep and rest or access of the child to other parts of the FDC residence.

The risk assessment should be customised for the individual circumstances of the service and proactive steps should be taken to identify any additional risks and mitigation strategies identified and implemented.

## **USE OF COTS**

This must be compliant with Australian standards for cots (AS/NZS 2172 and AS/NZS 2195) and other bedding equipment, including ACCC guidelines.

- 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.
- No use of bassinet at any time.

## **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 be 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.
- Child safety is our priority educators will refer to this policy and procedure if families make a request that is contrary to the safety of the child.
- Ensure each child sleeps in their own bed or cot as appropriate for their development and age, provide clean linen and personal items for emotional comfort if overnight care is regularly provided.
- Best practices which reduce the risk of SIDS shall be adopted and maintained by FFDC Educator as recommended by the SIDS Foundation, including not putting children to bed with bottles or drinks.
- Children will be dressed comfortably for sleep and rest. Any restrictive clothing and footwear to be removed or loosened and appropriate sheets, blankets etc to be provided.
- Amber, teething necklaces, bibs and similar must be removed prior to sleeping to minimize choking or strangulation hazards.
- Maintain supervision and be always accessible to children.
- 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 and ensure adequate lighting to enable effective supervision) while children are sleeping.
- Use a baby monitor to allow continued supervision of the child while out of the room (monitor is required to have visual). Educators are to keep the portable receiver from the monitor with them at all times while the children are sleeping.
- Make sure children brush their teeth in the morning and before bed at night to maintain dental care.
- 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*.
- Refer to the emergency and evacuation policy to ensure educator and children are aware of what to do in a night-time emergency evacuation, lockdown, or fire.

## LINKS TO OTHER POLICIES

- Providing a child safe environment
- Assessment and reassessment of FDC services Assessment and reassessment of FEC venues and residences.
- 1.A. (Environmental Sustainability)
- 2. (Children's Health and Safety Policy)
- Tobacco, Alcohol and Drugs
- First Aid (Accidents, Injury, Incidents, and Trauma))
- Toileting and Nappy Changing
- Authorized Persons and Duty of Care
- Family Enrolment
- Communication with Families
- Register of Educators, Staff and Volunteers
- Policy Review

## INDUCTION AND ONGOING TRAINING

The Sleep and rest for children Policy and Procedure forms part of the educator induction process.

Annually each educator and staff are to attend Red Nose training and discuss this policy at educator meeting.

## MONITORING, EVALUATION AND REVIEW

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
<b>QA#:</b> 2.1.	Each child's health needs are supported
<b>QA#:</b> 2.1.1	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest, and relaxation
<b>QA#:</b> 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities, and resources are suitable for their purpose
<b>QA#:</b> 3.1.2	Premises, furniture, and equipment are safe, clean, and well maintained
<b>QA#:</b> 6.1.2	The expertise, culture, values, and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
<b>QA#:</b> 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

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

Revised: August 2024

### POLICY STATEMENT

We prioritise children’s health, safety, and wellbeing. This includes safe practices for handling, preparing, and storing food, as well as providing food and beverages that are nutritious and adequate in quantity, and chosen based on each child’s dietary and medical requirements.

### BACKGROUND

Early childhood education and care (ECEC) Services are required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the Australian Dietary Guidelines.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 77	Health, hygiene, and safe food practices
Regulation 78	Food and beverages
Regulation 79	Service providing food and beverages
Regulation 80	Weekly menu
Regulation 90	Medical conditions policy
Regulation 91	Medical conditions policy to be provided to parents
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator
Regulation 162	Health information to be kept in enrolment record
Regulation 168	Education and care service must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 172	Notification of change to policies or procedures

### KEY TERMS

Term	Meaning	Source
Dietary requirements	Food and beverages provided by a service must have regard to individual children’s dietary requirements, meaning: <ul style="list-style-type: none"><li>- Each child’s growth and development needs.</li><li>- Any specific cultural, religious or health requirements</li></ul>	National Regulations (Regulation 79)
Food safety	Safe practices for handling, preparing, and storing food to minimise risks to children.	National Regulations (Regulation 77)

Risk minimisation. plan	<p>Your service's medical conditions policy must include a risk minimisation plan to be developed in consultation with families of children with a specific health care need, allergy, or relevant medical condition. This is to ensure that:</p> <ul style="list-style-type: none"> <li>- The risks of the child's specific health care need, allergy or relevant medical condition are assessed and minimised.</li> <li>- practices and procedures for the safe handling, preparation, consumption, and service of food are developed and implemented.</li> <li>- Practices and procedures to ensure that families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented.</li> <li>- Practices and procedures ensuring that all educators, staff, and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented.</li> <li>- Practices and procedures ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner for that child's specific health care need, allergy or relevant medical condition are developed and implemented.</li> </ul>	National Regulations (Regulation 90)
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## ROLES AND RESPONSIBILITIES:

### Approved Provider is to:

- Foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating.
- Provide a copy of the Nutrition Policy to all families upon orientation at the Service.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the service and work in partnership with families and educators to develop an appropriate response so that children's individual dietary needs are met.
- Ensure adequate health and hygiene practices are followed, as well as safe premises, equipment, and practices for handling, preparing and storing food, in line with Australian food safety standards and any jurisdictional requirements.
- Ensure that healthy eating is promoted.
- Ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure adequate health and hygiene practices are followed, as well as safe premises, equipment and practices for handling, preparing and storing food, in line with Australian food safety standards and any jurisdictional requirements.
- Ensure children have access to safe drinking water at all times and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day.

- Ensure the food and beverages provided are nutritious and adequate in quantity, and chosen based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements)
- Display and make accessible to family members a weekly menu which accurately describes the food and beverages to be provided by the service each day.
- Ensure that child enrolment records include any special considerations for the child, such as cultural or religious dietary restrictions, as well as any health-related dietary restrictions.
- Ensure risk minimisation plans are developed for children with medical conditions that can be impacted by food
  - Ensure that healthy eating is promoted.
- Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the Nutrition, food and beverages, dietary requirements policy and procedures
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers, and families, and available for inspection.
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - Affect the fees charged or the way they are collected or
  - Significantly impact the service's education and care of children or - Significantly impact the family's ability to utilise the service.

**Nominated Supervisor/ FDC Coordinators are to:**

- Ensure that regulatory obligations are met in relation to nutrition, food and beverages, and dietary requirements.
- Implement procedures for nutrition, food and beverages, and dietary requirements.
- ensure adequate health and hygiene practices are followed, as well as safe practices for handling, preparing, and storing food, in line with Australian food safety standards and any jurisdictional requirements.
- ensure children have access to safe drinking water at all times and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day.
- ensure the food and beverages provided are nutritious and adequate in quantity, and chosen based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements)
- Display and make accessible to family members a weekly menu which accurately describes the food and beverages to be provided by the service each day.
- Ensure that child enrolment records include any special considerations for the child, such as cultural or religious dietary restrictions, as well as any health-related dietary restrictions.
- for children with medical conditions that can be impacted by food, work with families to develop risk minimisation plans and ensure educators and staff implement these plans.
- Ensure that a system for ongoing communication is developed and maintained between families, educators, staff, and cooks, so that all are aware of children's nutrition and any special dietary requirements.
- Develop program planning that promotes healthy eating and knowledge of nutrition by children and families and involves children in decision-making about healthy food and beverage choices.



**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.

**Families are to:**

- Ensure the service is advised of their child's dietary requirements – relating to their child's growth and development needs, as well as any specific cultural, religious or health requirements – at the time of enrolment, and that this information is kept up to date.
- should their children have a medical condition that can be impacted by food, work with the service to develop risk minimisation plans • read the service's weekly menu and provide any feedback.
- if providing food and beverages from home, ensure these are nutritious and plentiful and that they are in line with service requirements (e.g., that they do not contain allergens that could harm other children at the service), noting that the service is not required to serve food and beverages from home to children.

**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.
- 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.

### **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.

## **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.

## **LINKS TO OTHER POLICIES**

- Children's Health and Safety Policy
- Authorized Persons and Duty of Care
- Family Enrolment
- Communication with Families
- Governance and Management
- Policy Review

## **INDUCTION AND ONGOING TRAINING**

This Educational Program and Practice Policy and Procedure forms part of the educator induction process. In addition, each month, educators, and coordination staff are to attend either an in-service training event conducted by Foundations FDCS, or an external Professional Development training coordinated by Foundations FDCS with Dietitians that are specialists in family-focused nutrition and dietetics services. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## **2-D. SUN PROTECTION**

Revised: October 2023

### **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.

The sun's ultraviolet (UV) radiation can't be seen or felt. Whatever the weather, it's important for people of all skin types to use sun protection whenever UV levels are three or higher.

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for sun protection.

- 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 Foundation FDCS educator and the child's family.
- Ensure all children and Foundation FDC educators are protected from over-exposure to UV radiation.
- Ensure the outdoor environment provides shade for children and Foundation FDC educators – Ensure children are encouraged and supported to develop independent sun protection skills.
- Support duty of care and regulatory requirements.

## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 100	Risk assessment must be conducted before excursions
Regulation 113	Outdoor space: natural environment
Regulation 114	Outdoor space: shade
Regulation 168 (2)(a)(ii)	Policies and procedures: Sun protection
Regulation 170	Policies and procedures to be followed
Regulation 172	Notification of change to policies or procedures

## KEY TERMS

Term	Meaning	Source
<b>Sun Smart</b>	SunSmart is a not-for-profit health promotion program in Australia that promotes a balance between the benefits and harms of sunlight exposure, most notably including vitamin D and skin cancer.	<b>SunSmart - Wikipedia</b>
<b>Solar UV (Ultraviolet)</b>	Solar UV radiation is the single most significant source of UV radiation and can reach a person on the ground from three sources, directly from the sun, scattered from the open sky and reflected from the environment.	<b>Ultraviolet radiation   ARPANSA</b>

<b>Heat Stroke</b>	Heat stroke, also known as sun stroke, is a type of severe heat illness that results in a body temperature greater than 40.0 °C (104.0 °F). Other symptoms include red skin, headache, dizziness, and confusion.	<b>Heat stroke - Wikipedia</b>
<b>SPF</b>	SPF stands for sun protection factor, a measure of how well sunscreen protects against UVB rays. (UVA protection isn't rated.) Manufacturers calculate SPF based on how long it takes to sunburn skin treated with the sunscreen as compared to skin with no sunscreen.	<b>Best sunscreen: Understand sunscreen options - Mayo. Clinic</b>
<b>Sunscreen</b>	Sunscreen, also known as sun cream, sunblock, or suntan lotion, is a photoprotective topical product for the skin that absorbs or reflects some of the sun's ultraviolet (UV) radiation and thus helps protect against sunburn and most importantly prevent skin cancer.	<b>Sunscreen - Wikipedia</b>
<b>UV radiation</b>	Solar UV radiation is the single most significant source of UV radiation and can reach a person on the ground from three sources, directly from the sun, scattered from the open sky and reflected from the environment.	<b>Ultraviolet radiation   ARPANSA</b>
<b>Slip on sun protective. clothing</b>	Choose clothing that covers as much skin as possible, for example, collared shirts with long sleeves. Some clothing may carry an ultraviolet protection factor (UPF), which is a guarantee of how much UV protection a fabric provides	<b>Be SunSmart   Cancer Council</b>
<b>Slop on sunscreen.</b>	Apply a generous amount of sunscreen to clean, dry skin at least 20 minutes before you go outside. The average sized adult will need a teaspoon of sunscreen for their head and neck, each limb, and the front and back of the body. That's about seven teaspoons (35mL) for a full body application. Reapply sunscreen every two hours or after swimming or excessive sweating.	<b>Be SunSmart   Cancer Council</b>
<b>Slap on a sun. protective hat</b>	Choose, a broad-brimmed, legionnaire or bucket style hat which shades your face, nose, neck, and ears, which are common sites for skin cancers. Caps and visors do not provide enough protection.	<b>Be SunSmart   Cancer Council</b>
<b>Seek shade.</b>	Use trees, built shade structures, or bring your own (such as a sunshade tent)! Shade reduces UV radiation, but it can still reach you via reflection, so make sure you use shade in combination with other sun protection measures.	<b>Be SunSmart   Cancer Council</b>
<b>Slide on sunglasses.</b>	Sunglasses and a broad-brimmed hat worn together can reduce UV radiation exposure to the eyes by up to 98%. Sunglasses should be worn outside during daylight hours. Choose close-fitting wraparound sunglasses that meet the Australian Standard AS/NSZ 1067.	<b>Be SunSmart   Cancer Council</b>

## SUPPORTING DOCUMENTS



Sun safety Guide Poster



Sun safety station poster

## PROCEDURES

### ROLES AND RESPONSIBILITIES

#### Approved Provider/ Nominated Supervisor/FDC coordinator:

- Must sure that the Foundation FDC educator and family's implementation the sun protection policy.
- Provided up-to-date information about Foundation FDC sun protection policy to the parent and educators through newsletter, email, and WhatsApp.
- Ensure educator promote regular drinking water to the children throughout the day - Ensure educator dress children in appropriate clothing according to weather.
- Upon register of new educator
- Inform about sun and heat protection policy and procedure at induction.
- During initial home safety, make sure there are enough shelters and trees providing shade in the educator's residence or venue.
- Make sure Educator have sun safety station in their residence or venue.
- educators are to wear a hat and apply sunscreen as a role model.
- Educator must be informing sun protector policy and procedure at induction.
- Upon enrolling a child, families are to:
- informed a service's SunSmart policy and procedure.
- asked to provide a suitable sun protective hat, covering clothing and sunscreen (if child have allergy) for their child.
- required to give permission for educators to apply sunscreen to their child on the enrolment form.

#### Educators are to:

- Children are adequately supervised when applying sun protection.
- Ensure children are wearing hats outdoors, and are to adopt a 'No hat, No Play' policy.
- Provide and apply SPF 50+ broad spectrum sunscreen lotion at least 20 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 authorization for educators to apply sunscreen, do not play in the direct sun or in water that is not shaded.
- Wear their own hat and apply sunscreen before the outdoor sessions and as required.

- Ensure the children are not playing outside when the UV rating is above 10.
- 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 always worn during outdoor play throughout the year.
- Educators are recommended to establish a "No hat no play" strategy.
- Ensure children wear clothing suitable to weather condition.
- Make sure child have access and drink water regularly of heat.
- Ensure children wear clothing suitable to weather condition.

### **Special note regarding infants:**

SunSmart practices consider the special needs of infants. All babies under 12 months are kept out of direct sun when UV levels are 3 or higher. Physical protection such as dense shade, cool covering clothing and soft broad-brimmed hats are the best sun protection measures. For those small areas of exposed skin not protected by clothing or hats, apply sunscreen to infants six months and older. The widespread use of sunscreen on babies under 6 months old is not recommended.

### **FAMILIES:**

- Read the 'Sun and heat Protection' policy upon enrolment as outlined in the Parent Handbook.
- Provide protective clothing for outdoor play, including 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.
- required to give permission for educators to apply sunscreen to their child on enrolment form.

### **RESOURCE REQUIREMENTS:**

#### **Sun safety station –**

Item requirement for sun safety station:

1. Sun Safety poster
2. SPF50+ sunscreen lotion
3. Wipes
4. Mirror
5. Hat

#### **Drinking station**

1. individual labelled bottles with water for all children.

### **LINKS TO OTHER POLICIES**

- Children's Health and Safety Policy
- Transport of Children

- Authorised Persons and Duty of Care
- Excursion
- Educator's Physical Environment Standards
- Educator Engagement and Registration
- Family Enrolment
- Policy Review

## INDUCTION AND ONGOING TRAINING

The Sun Protection Policy and Procedure forms part of the educator induction process.

## MONITORING, EVALUATION AND REVIEW

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
<b>QA#: 1.1.3</b>	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
<b>QA#: 2.1.1</b>	Each child's health needs are supported
<b>QA#: 2.1.2</b>	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest, and relaxation.
<b>QA#: 2.3.2</b>	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
<b>QA#: 3.1.1</b>	Outdoor and indoor spaces, buildings, furniture, equipment, facilities, and resources are suitable for their purpose
<b>QA#: 3.2.1</b>	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
<b>QA#: 2.2.1</b>	Healthy eating is promoted, and food and drinks provided by the service are nutritious and appropriate for each child.
<b>QA#: 2.3.1</b>	Children are adequately supervised at all times
<b>QA#: 5.2.3</b>	The dignity and the rights of every child are maintained at all times
<b>QA#: 6.1.1</b>	There is an effective enrolment and orientation process for families



## 2E. CHILD PROTECTION

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for providing a child safe environment to minimize risk of harm and hazard to children.

- 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.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Regulation 82	Tobacco, drug and alcohol-free environment
Regulation 83	Staff members and family day care educators are not affected by alcohol or drugs
Regulation 84	Awareness of child protection law
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
Regulation 115	Premises designed to facilitate supervision
Regulation 122	Educators must be working directly with children to be include in ratios
Regulation 123 A	Family Day Care co-ordinator to educator ratios- family day care services
Regulation 124	Number of children who can be educated and cared for -family day care educator
Regulation 165	Record of visitors
Regulation 166	Children not to be alone with visitors
Regulation 167	Record of service's compliance
Regulation 168	Children and Care Services must have policies and Procedures

Regulation 169	Additional Policies and Procedures-Family Day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and Procedures to be kept available
Regulation 172	Notification of change to policies and procedures
Regulation 175 (d)(e)	Prescribed information to be notified to Regulatory Authority

## KEY TERMS

Term	Meaning	Source
<b>ACECQA-Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>Mandatory reporting</b>	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	State/territory-based child protection legislation
<b>Reasonably believes</b>	Believes on grounds that are reasonable in the circumstances	Schedule 3, Child Protection Act 1999 (Queensland)
<b>Reasonable grounds</b>	Suspect that a child may be at risk of significant harm based on your observations of the child or what has been reported to you about a child	Schedule 3, Child Protection Act 1999 (Queensland)
<b>Reasonably suspects</b>	Suspects on grounds that are reasonable in the circumstances.	Schedule 3, Child Protection Act 1999 (Queensland)
<b>Responsible Person</b>	In relation to an education and care service, means a person referred to in section 162(1)(a) to (c) of the Education and Care Services National Law	National Law
<b>Reportable Conduct</b>	Certain organisations or entities have legal obligations under Reportable Conduct Schemes. Under these Schemes, certain organisations, or entities are required to notify and investigate certain allegations (reportable allegations) of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined by the legislation	State/territory-based child protection legislation.
<b>Rights of the child</b>	Human rights belonging to all children, as specified in the United Nations Convention on the Rights of the Child	Guide to the NQF

<b>Wellbeing</b>	Sound wellbeing results from the satisfaction of basic needs – the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and	Guide to the NQF
	satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.	
<b>Working directly with children</b>	A person is working directly with children at a given time if at that time the person: • is physically present with the children, and • is directly engaged in providing education and care to the children	National Regulations
<b>Working with children/ working with vulnerable people check (WWCC/WWVP)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: • the person has been assessed as suitable to work with children; or • there has been no information that if the person worked with children the person would pose a risk to the children; or • the person is not prohibited from attempting to obtain, undertake or remain in child-related employment	National Law

## SUPPORTING DOCUMENTS

**Incident, Injury, Trauma and Illness Report**

Details of Person Completing This Report			
Name	Position	Date & Time of Report	Signature
Details of Child			
Name	DOB	Gender	
Details of Incident			
Date of Incident	Time of Incident	Location of Incident	
Signature of Witness	Signature of Reporter	Date	
General activity at the time of the Incident/Injury/Trauma/Illness			
Circumstances surrounding Incident/Injury		Circumstances surrounding Illness, including apparent symptoms	
Circumstances if child appeared to be displaying an identifiable characteristic (e.g. a behaviour, who found child, where child was found etc.)		Circumstances if child appeared to have been subject to (abused or harmed) from within, or was harmed (child or otherwise) (e.g. a teacher, a volunteer person who took the child)	

Details of the body affected		Nature of Injury/Trauma/Illness	
	<input type="checkbox"/> Head <input type="checkbox"/> Neck <input type="checkbox"/> Face <input type="checkbox"/> Chest <input type="checkbox"/> Stomach <input type="checkbox"/> Back <input type="checkbox"/> Arms <input type="checkbox"/> Legs <input type="checkbox"/> Feet <input type="checkbox"/> Other	<input type="checkbox"/> Bruise <input type="checkbox"/> Laceration <input type="checkbox"/> Fracture <input type="checkbox"/> Burn <input type="checkbox"/> Poison <input type="checkbox"/> Other	<input type="checkbox"/> Head <input type="checkbox"/> Neck <input type="checkbox"/> Face <input type="checkbox"/> Chest <input type="checkbox"/> Stomach <input type="checkbox"/> Back <input type="checkbox"/> Arms <input type="checkbox"/> Legs <input type="checkbox"/> Feet <input type="checkbox"/> Other
Additional Notes		Treatment/Referral/Action Taken	
Name of doctor/health professional Date and time of treatment/referral Name of hospital/clinic Name of GP/health professional		Name of doctor/health professional Date and time of treatment/referral Name of hospital/clinic Name of GP/health professional	



## ROLES AND RESPONSIBILITIES

### Approved Provider is to:

- Ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure that the Providing a child safe environment policy and procedures are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children's health and safety (also known as a risk minimization plan)
- Ensure all educators and staff have undertaken current child protection legislation training.
- Provide an environment that is free from the use of tobacco, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs (including prescription medication) so as to impair their capacity to supervise or provide education and care to children in the service.
- Take reasonable steps to ensure that nominated supervisors, educators and staff follow the providing a child safe environment policy and procedures.
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, and staff, and available for inspection.
- Notify families at least 14 days before changing the policy or procedures.

**Nominated Supervisor/FDC coordinators are to:**

- Implement the Providing a child safe environment policy and procedures and ensure that any plans developed from risk assessments are in place for individual children and are carried out.
- Ensure all educators and staff are aware of current child protection legislation.
- Meeting staff to child ratios to ensure adequate supervision.
- Ensure all educators and staff know where to access the Providing a child safe environment policy and procedures.
- Ongoing communication with educators and staff about their responsibilities and any changes to policies, procedures, and legislation
- Regularly monitor child protection training schedules and ensure all educators and staff are up-to date with their training.
- When required, work collaboratively with appropriate services and/or professionals to support children's access, inclusion, and participation in the program.
- Ensure the safety and wellbeing of children attending the service by keeping a visitors' record, including signatures and arrival/departure times (a mandatory requirement for FDC services)

**Educators are to:**

- Be aware of current child protection legislation, including the mandatory reporting requirements and obligations.
- Implement the providing a child safe environment policy and procedures and ensure that any action plans for individual children are carried out.
- Know the individual needs and action plans for the children in your care.
- Maintain current accredited child protection, first aid and approved cpr, asthma and anaphylaxis training.
- Monitor and maintain staff to child ratios to ensure adequate supervision of children.
- provide an environment that is free from the use of tobacco, illicit drugs, and alcohol (fdc educators)
- Keep a visitors' record, including signatures and arrival and departure times (mandatory requirement for FDC services)

**RESOURCE REQUIREMENTS:****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.

### **LINKS TO OTHER POLICIES**

- Visitor Policy
- Tobacco, Alcohol and Drugs
- Authorised Persons and Duty of Care
- Supervision Policy
- First Aid (Accident, Injury, Incidents and Trauma)
- Medicines
- Child Ratio Limits
- Determining responsible person
- Adults Residing at the family Day Care Residence
- Educator's Assistant engagement and volunteers
- Training and professional Development

### **INDUCTION AND ONGOING TRAINING**

The providing a child safe environment Policy and Procedure forms part of the educator induction process. Annually each educator and staff are to attend Child Protection training and discuss this policy at educator meeting.

### **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
<b>QA#:</b> 2.3.1	Children are adequately supervised at all times
<b>QA#:</b> 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
<b>QA#:</b> 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implements
<b>QA#:</b> 3.1.2	Premises, furniture, and equipment are safe, clean and well maintained
<b>QA#:</b> 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times
<b>QA#:</b> 7.1.1	Appropriated governance arrangements are in place to manage the service
<b>QA#:</b> 7.1.2	The induction of educators, co-ordinators, and staff members, including relief educators, is comprehensive.

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

Revised: October 2023

### POLICY STATEMENT

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

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

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in creating tobacco, alcohol, and drugs free environment.

- 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.

### LEGISLATIVE REQUIREMENTS

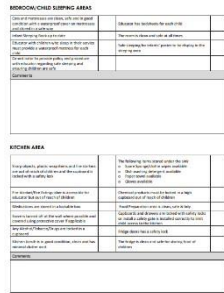
Section/ Regulation	Description
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Regulation 82	Tobacco, drug, and alcohol-free environment
Regulation 83	Staff members and family day care educators are not affected by alcohol or drugs
Regulation 84	Awareness of child protection law
Regulation 165	Record of visitors
Regulation 166	Children not to be alone with visitors
Regulation 167	Record of service's compliance
Regulation 168	Children and Care Services must have policies and Procedures
Regulation 169	Additional Policies and Procedures-Family Day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and Procedures to be kept available
Regulation 172	Notification of change to policies and procedures

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance,	acecqa.gov.au
<b>Education and Care Quality Authority</b>	resources and services to support the sector to improve outcomes for children	
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: -Current working with children checks or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check. (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: the person has been assessed as suitable to work with children; or there has been no information that if the person worked with children the person would pose a risk to the children; or the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS





## PROCEDURES

## ROLES AND RESPONSIBILITIES

**Approved Provider is to:**

- Must ensure that children being educated and cared for by the service are provided with an environment that is free from the use of tobacco, illicit drugs, and alcohol.
- Must ensure that a nominated supervisor or a educator or an assistant educator or volunteer or visitor at the service is not affected by alcohol or drugs (including, prescription medication) to impair the person's capacity to supervise or provide education and care to children being educated and cared for by the service.
- ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, and staff, and available for inspection.
- notify families at least 14 days before changing the policy or procedures.

**Nominated Supervisor/FDC coordinators are to:**

- Must not, while educating and caring for children for the service-
- a) Consume alcohol or
- b) Be affected by alcohol or drugs (including prescription medication) so as to impair the supervisor's capacity to supervise or provide education and care to the children.
  - Ongoing communication with educators and staff about their responsibilities and any changes to policies, procedures, and legislation
  - Ensure the safety and wellbeing of children attending the service by keeping a visitors' record, including signatures and arrival/departure times (a mandatory requirement for FDC services)
  - Must ensure that a educator or an assistant educator or volunteer or visitor at the service is not affected by alcohol or drugs (including, prescription medication) so as to impair the person's capacity to supervise or provide education and care to children being educated and cared for by the service.
  - 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.

**Educators are to:**

- Must not, while educating and caring for children for the service-
- a) Consume alcohol or
- b) Be affected by alcohol or drugs (including prescription medication) so as to impair the supervisor's capacity to supervise or provide education and care to the children.
- 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.

#### **Families:**

- Must not, while educating and caring for children for the service-
  - a) Consume alcohol or
  - b) Be affected by alcohol or drugs (including prescription medication) so as to impair the supervisor's capacity to supervise or provide education and care to the children.

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

- Visitor Policy
- Providing a child Safe environment
- Authorised Persons and Duty of Care
- Supervision Policy
- Determining responsible person
- Adults Residing at the family Day Care Residence
- Educator's Assistant engagement and volunteers
- Training and professional Development

#### **INDUCTION AND ONGOING TRAINING**

The Tobacco, Alcohol and Drugs- Free environment Policy and Procedure forms part of the educator induction process, annually each educator and staff are to attend Red Nose training and discuss this policy at educator meeting.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
<b>QA#:</b> 2.3.1	Children are adequately supervised at all times
<b>QA#:</b> 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
<b>QA#:</b> 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implements
<b>QA#:</b> 3.1.2	Premises, furniture, and equipment are safe, clean and well maintained

<b>QA#: 7.1.1</b>	Appropriated governance arrangements are in place to manage the service
<b>QA#: 7.1.2</b>	The induction of educators, co-ordinators, and staff members, including relief educators, is comprehensive.

## 2-G. WATER SAFETY

Revised: October 2023

### 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.

### BACKGROUND

According to Kidsafe (the recognised authority on the prevention of injuries in children), drowning continues to be one of the main causes of fatalities of Australian children. Every year a number of children are killed and hundreds more are rescued from near drowning situations. Non-fatal drowning incidents are also of great concern as they can have potential long-term effects, including brain damage and permanent disability.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 101	Conduct of risk assessment for excursions
Regulation 115	Premises designed to facilitate supervision
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 126	Centre based services-general educator qualifications
Regulation 168	Education and Care Service must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Section 165	Offence to inadequately supervise children
Section 167	Offence relating to protection of children from harm and hazards

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>Adequate supervision</b>	An educator can respond immediately, particularly when a child is distressed or in a hazardous situation • knowing where children are at all times and monitoring	Guide to the NQF (Operational Requirements – Quality Area 2)

	their activities actively and diligently	
<b>Approved first aid qualifications</b>	<p>A qualification that includes training in the matters set out below, that relates to and is appropriate to children, and has been approved by ACECQA and published on the list of ACECQA's approved first aid qualifications and training.</p> <p>Matters are likely to include Emergency life support and cardiopulmonary resuscitation; convulsions; poisoning; respiratory difficulties; management of severe bleeding; injury and basic wound care; and administration of an autoimmune adrenalin device.</p>	National Regulations (Regulation 136)
<b>Risk assessment</b>	A systematic process of evaluating the potential likelihood and consequences of risks that may be involved in a projected activity or undertaking.	
<b>Hazard</b>	Situations or things that have the potential to harm a person. <a href="http://safeworkaustralia.gov.au/">safeworkaustralia.gov.au/</a>	<a href="http://safeworkaustralia.gov.au/glossary">safeworkaustralia.gov.au/glossary</a>
<b>Water hazard</b>	Any water body that poses a potential drowning risk to children and could include: <ul style="list-style-type: none"> <li>• large bodies of water, such as rivers, creeks, dams, ponds, swimming pools, jetted bathtubs (or Jacuzzis), inground spas, above ground portable spas (or hot tubs) or any container with poor drainage that allows water to pool</li> <li>• smaller bodies of water, such as baths, nappy buckets, and pet water containers.</li> </ul>	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check. (WWCC)</b>	<p>A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that:</p> <p>(a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or</p> <p>(c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.</p>	

## **ROLES AND RESPONSIBILITIES**

### **The approved Providers are to:**

- Conduct a risk assessment in accordance with the regulations prior to allowing educators to take children on an excursion which contains or may contain water.
- Provide direction and education to Educators, staff and families on the importance of children's safety in and around water.
- Ensure premises adjacent to or providing access to, any water hazards that are not able to be adequately supervised at all times (e.g., dams, swimming pools) are to be isolated from children by a child resistant barrier or fence.
- Ensure Educators display a Cardiopulmonary Resuscitation (CPR) guide near any water.
- Ensure that obligations under the Education and Care Services National Law and National Regulations are met.

### **Nominated Supervisors are to:**

- Ensure that there is adequate supervision provided given the ages and developmental needs of children undertaking water activities (including ratios)
- Inform families about water safety practices at the service.
- Ensure first aid and CPR qualifications and requirements are met at all times.
- Ensure that at least one educator, staff member or nominated supervisor who holds a current approved first aid qualification is in attendance at all times that children are being educated and cared for by the service.
- Undertake risk assessments for excursions near water and for water-based activities.
- Take reasonable steps to ensure that the policy and procedures are current, reviewed regularly, and communicated to educators, staff and stakeholders.
- Take reasonable steps to inform and support educators and staff of their responsibilities in implementing the policy and procedures at all times.
- Guide and mentor educators and staff to be able to follow the policy and procedures.

### **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).

- Inspecting indoor and outdoor environments for potential water hazards, particularly during and after wet weather.

## **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.

**Important:** Parents will be notified as soon as practicable, but within 24 hours, if their child is involved in any incident/accident at the Service or while under Service care. Also, details of the incident/accident will be recorded on an Incident, Injury, Trauma, and Illness Record.

**Important:** If the incident/accident, situation, or event presents imminent or severe risk to the health, safety and wellbeing of the child, or if an ambulance was called in response to the emergency (not as a precaution), the regulatory authority will be notified within 24 hours.

## **LINK TO OTHER POLICIES**

- Providing a child safe environment
- The administration of first aid
- Emergency and evacuation
- Excursions
- Incident, injury, trauma, and illness
- Assessment and reassessment of residences and venues for FDC

## **INDUCTION AND ONGOING TRAINING**

The Water Safety Policy and Procedure forms part of the educator induction process.

Annually each educator and staff are to attend professional development training and discuss this policy at educator meeting.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2-H. INCIDENT, INJURY, TRAUMA & ILLNESS

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in the event that a child is injured, became ill, or an incident occurs while attending the service.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 165	Offence to inadequately supervise children
Section 174	Offence to fail to notify certain information to Regulatory Authority
Section 174 A	Family day care educator to notify certain information to approved provider
Section 167	Offence relating to protection of children from harm and hazards
Regulation 85	Incident, injury, trauma and illness policies and procedures
Regulation 86	Notification to parents of incident, injury, trauma, and illness
Regulation 87	Incident, injury, trauma, and illness record
Regulation 89	First aid kits
Regulation 95	Procedure for administration of medication
Regulation 97	Emergency and evacuation procedures
Regulation 103	Premises, furniture, and equipment to be safe, clean and in good repair
Regulation 104	Fencing
Regulation 117	Glass
Regulation 161	Authorisations to be kept in enrolment record
Regulation 168	Education and Care Service must have policies and procedures
Regulation 169	Additional policies and procedures-family day Care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies and procedures



Regulation 177	Prescribed enrolment and other documents to be kept by approved provider
Regulation 183	Storage of records and other documents

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>Approved anaphylaxis management training</b>	Anaphylaxis management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
<b>Approved emergency asthma management training</b>	Emergency asthma management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
<b>Approved first aid qualifications</b>	<p>A qualification that includes training in the matters set out below, that relates to and is appropriate to children, and has been approved by ACECQA and published on the list of ACECQA's approved first aid qualifications and training.</p> <p>Matters are likely to include Emergency life support and cardiopulmonary resuscitation; convulsions; poisoning; respiratory difficulties; management of severe bleeding; injury and basic wound care; and administration of an autoimmune adrenalin device.</p>	National Regulations (Regulation 136)
<b>First Aid</b>	An incident, situation, or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the service. For example, a flood, fire, or a situation that requires the service premises to be locked down	Guide to the NQF
<b>Hazard</b>	Situations or things that have the potential to harm a person. safeworkaustralia.gov.au/	safeworkaustralia.gov.au/glossary

<b>Water hazard</b>	Any water body that poses a potential drowning risk to children and could include: • large bodies of water, such as rivers, creeks, dams, ponds, swimming pools, jetted bathtubs (or Jacuzzis), inground spas, above ground portable spas (or hot tubs) or any container with poor drainage that allows water to pool • smaller bodies of water, such as baths, nappy buckets, and pet water containers.	National Regulations (regulation 163)
<b>Emergency services</b>	Includes ambulance, fire brigade, police, and state emergency services	Emergency services   <a href="http://australia.gov.au">australia.gov.au</a>
<b>Injury</b>	Any physical damage to the body caused by violence or an incident	
<b>Medication</b>	Medicine within the meaning of the Therapeutic Goods Act 1989 of the Commonwealth. Medicine includes prescription, over the counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website ( <a href="http://tga.gov.au">tga.gov.au</a> )	National Regulations (Definitions)
<b>Medical attention</b>	Includes a visit to a registered medical practitioner or attendance at a hospital	ACECQA
<b>Medical emergency</b>	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.	
<b>Working with children check. (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	

**Visitor  
Logbook**

FOUNDATION

[illegible][illegible]

- Nominated Supervisor/FDC coo**

- ## Foundations FDCS Policy and Procedure

the child a registered medical practitioner, hospital or ambulance service and if required transportation by an ambulance service.

**Educators are to:**

- maintain an annual cardiopulmonary resuscitation (CPR) certification, a three yearly first aid certification including asthma and anaphylaxis.
- Record information as soon as possible, and within 24 hours after the incident, injury, trauma, or illness
- Seek further medical attention if required the incident, injury, trauma, or illness.
- Be aware of children with allergies and their attendance days and apply this knowledge when attending to any incidents, injury, or illness.
- Complete an incident, injury, trauma, or illness record.
- Keep incident, injury, trauma, and illness records confidential and store until the child is 25 years old.

**Families:**

- Provide authorization in the child's enrolment form for the approved provider, nominated supervisor, coordinator, or an educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and if required, transport by an ambulance service.
- Notify the service upon enrolment of any specific health care needs of the child, including any medical conditions and allergies and any medical management plans that need to be followed.
- Ensure any medical management plans at the service are kept up to date.
- Collect the child as soon as possible when notified of an incident, injury, trauma, or illness has been absent from the service, that may impact the health and wellbeing of other children, educator, staff, or others attending the service.
- Be contactable, either directly or through emergency contacts listed on the enrolment form, in the event of an incident requiring medical attention.
- Notify educators if there has been a change in the condition of the child's health, or of recent accidents or incidents that may impact the child's care.
- Notify educators or staff when the child is ill and will be absent from their regular program.

**RESOURCE REQUIREMENTS:**

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

-

**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.

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

- Authorised Persons and Duty of Care
- Supervision Policy
- Medicines
- Child Ratio Limits
- Determining responsible person
- Adults Residing at the family Day Care Residence
- Educator's Assistant engagement and volunteers
- Training and professional Development

#### **INDUCTION AND ONGOING TRAINING**

The Incident, Injury, Trauma and Illness Policy and Procedure forms part of the educator induction process. Annually each educator and staff are to attend training and discuss this policy at educator meeting.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
QA#: 2.3.1	Children are adequately supervised at all times
QA#: 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
QA#: 2.3.3	Plans to effectively manage incidents and emergencies are
	developed in consultation with relevant authorities, practised and implements
QA#: 3.1.2	Premises, furniture, and equipment are safe, clean and well maintained
QA#: 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times
QA#: 7.1.1	Appropriated governance arrangements are in place to manage the service
QA#: 7.1.2	The induction of educators, co-ordinators, and staff members, including relief educators, is comprehensive.

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

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for guiding regards infectious disease and illness, exclusion criteria and pandemic procedure.

- 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.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 85	Incident, injury, trauma and illness policies and procedures
Regulation 86	Notification to parents of incident, injury, trauma, and illness
Regulation 87	Incident, injury, trauma and illness record
Regulation 75	Health, Hygiene, and safe food practises
Regulation 95	Procedure for administration of medication
Regulation 161	Authorisations to be kept in enrolment record
Regulation 168	Education and Care Service must have policies and procedures
Regulation 169	Additional policies and procedures-family day Care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies and procedures

Regulation 177	Prescribed enrolment and other documents to be kept by approved provider
Regulation 183	Storage of records and other documents

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
Approved anaphylaxis management training	Anaphylaxis management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
Approved emergency asthma management training	Emergency asthma management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
Approved first aid qualification	A qualification that includes training in the matters set out below, that relates to and is appropriate to children and has been approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website. Matters are likely to include Emergency life support and cardiopulmonary resuscitation; convulsions; poisoning; respiratory difficulties; management of severe bleeding; injury and basic wound care; and administration of an autoimmune adrenalin device	National Regulations (regulation 136)
Emergency	An incident, situation, or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the service. For example, a flood, fire or a situation that requires the service premises to be locked down	Guide to the NQF
Emergency services	Includes ambulance, fire brigade, police, and state emergency services	Emergency services   australia.gov.au

First aid	Is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers. First aid training should be delivered by approved first aid providers, and a list is published on the ACECQA website: <a href="http://acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training">acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training</a>	(safeworkaustralia.gov.au)
Hazard	A source of potential harm or a situation that could cause or lead to harm to people or property. Work hazards can be physical, chemical, biological, mechanical or psychological.	How to - Work health and safety approved v2.indd (acecqa.gov.au)
Injury	Any physical damage to the body caused by violence or an incident	

Medication	Medicine within the meaning of the Therapeutic Goods Act 1989 of the Commonwealth. Medicine includes prescription, over the counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website ( <a href="http://tga.gov.au">tga.gov.au</a> )	National Regulations (Definitions)
Medical attention	Includes a visit to a registered medical practitioner or attendance at a hospital	ACECQA
Medical emergency	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.	
Medical management plan (MMP)	A document that has been written and signed by a doctor. A MMP includes the child's name and photograph. It also describes symptoms, causes, clear instructions on action and treatment for the child's specific medical condition	National Regulations (regulation 90)
Minor incident	An incident that results in an injury that is small and does not require medical attention.	
Notifiable incident	Any incidents that seriously compromise the safety, health or wellbeing of children. The notification needs to be provided to the regulatory authority and also to parents within 24 hours of a serious incident. The regulatory authority can be notified online through the NQA IT System.	ACECQA Newsletter Issue 11 2015   ACECQA  National Law (section 174) National Regulations (regulation 86)





**Approved Provider/Nominated Supervisor/FDC coordinators:**

- If a child becomes ill, the child will be isolated from other children ensuring the child is comfortable and appropriately supervised then, a signs and symptoms form is to then be completed. Contact to the child's parents or nominated emergency contact is to be made asking the person to pick the child up as quickly as possible (within an hour).
- If a child falls ill, ensure you follow the Health and Hygiene Policy.
- Inform all service families and Educators of the presence of an infectious disease once the suspected case is confirmed by a doctor using email and notices.
- Ensure confidentiality of any personal health related information that is obtained by the service and Educators in relation to any child or their family.
- Regularly provide Educators and staff with information about diseases that can be prevented by immunisation through fact sheets and the Staying Healthy in Childcare publication.
- Inform pregnant staff and parents of infectious diseases that may injure an unborn child if the mother is infected, fact sheets and the Staying Healthy in Childcare publication. These infections include chickenpox, cytomegalovirus, and rubella (German measles).
- New Educators will be inducted on our processes of infectious disease.
- Work with the public Health unit and other relevant organisations.

**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.

**Families:**

- To collect their child as soon as possible to help with the spread of the infection.
- To work with the Centre and its policies and processes.
- To take their child to the doctor to get a diagnosis.
- To communicate with the centre effectively.
- To follow the exclusion period.
- Nominated Supervisor or coordinator or educator or staff may require a doctor's certificate on the first day back from an infectious illness stating they are okay to return to the Service.

## **RESOURCE REQUIREMENTS:**

### **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, 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.*

**LINKS TO OTHER POLICIES**

- 2. Children Health and Safety Policy
- 2-H. Incident, Injury, Trauma & Illness
- 2.I. Medicines
- 2-K. Medical Conditions, Inclusion Support and Care
- 2-N. Authorised Persons and Duty or Care
- 6-A. Family Enrolment

**INDUCTION AND ONGOING TRAINING**

The Infectious Disease, and illness, Exclusion Criteria, and Pandemic Procedure Policy and Procedure forms part of the educator induction process.

Annually each educator and staff are to attend training and discuss this policy at educator meeting.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
QA#: 2.1.1	Each Child's health needs are supported

<b>QA#: 2.1.3</b>	Effective hygiene practices are promoted and implemented.
<b>QA#: 2.1.4</b>	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
<b>QA#: 2.3.2</b>	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
<b>QA#: 3.1.2</b>	Premises, furniture and equipment are safe, clean and well maintained.
<b>QA#: 7.1.1</b>	Appropriated governance arrangements are in place to manage the service
<b>QA#: 7.1.2</b>	The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive.

# 2-J. MEDICINES

Revised: October 2023

## POLICY STATEMENT

These guidelines will provide clear instructions to administer medication to a child if it is authorised or the child is experiencing an asthma or anaphylaxis emergency. And to recognise it is essential to follow strict procedures for the administration of medication to ensure the health, safety and wellbeing of each child using the service. 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.

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for dealing with medical conditions in children.

## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 85	Incident, injury, trauma and illness policies and procedures
Regulation 86	Notification to parents of incident, injury, trauma, and illness
Regulation 87	Incident, injury, trauma, and illness record
Regulation 89	First aid kits
Regulation 90	Medical conditions policy
Regulation 92	Medication Record
Regulation 93	Administration of medication
Regulation 94	Exception to authorisation requirement – anaphylaxis or asthma emergency
Regulation 95	Procedure for administration of medication
Regulation 136	First aid qualifications

Regulation 162 (c) (d)	Health information to be kept in enrolment record. (c) details of any – specific healthcare needs of the child, including any medical condition; and allergies, including whether the child has been diagnosed as at risk of anaphylaxis. (d) any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy referred to in paragraph ©
Regulation 168	Education and Care Service must have policies and procedures
Regulation 169	Additional policies and procedures-family day Care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies and procedures
Regulation 173	Prescribed information to be displayed For the purpose of section 172 (f) of the Law, the following matter and information are prescribed – (f) if applicable – (i) in the case of a centre-based service, a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the service; or (ii) in the case of a family day care residence or approved family day care venue, a notice stating that a child who has been diagnosed as at risk of anaphylaxis – (A) is enrolled at the family day care service; and (B) attends the family day care residence or family day care venue

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
Approved anaphylaxis management training	Anaphylaxis management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
Approved emergency asthma management training	Emergency asthma management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)

Approved first aid qualification	<p>A qualification that includes training in the matters set out below, that relates to and is appropriate to children and has been approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.</p> <p>Matters are likely to include Emergency life support and cardiopulmonary resuscitation; convulsions; poisoning; respiratory difficulties; management of severe bleeding; injury and basic wound care; and administration of an autoimmune adrenalin device</p>	National Regulations (regulation 136)
<b>Communication plan</b>	A plan that forms part of the policy and outlines how the service will communicate with families and staff in relation to the policy. The communication plan also describes how families and staff will be informed about risk minimisation plans and emergency procedures to be followed when a child diagnosed as at risk of any medical condition such as anaphylaxis is enrolled at the service	
<b>Medication</b>	Medicine within the meaning of the Therapeutic Goods Act 1989 of the Commonwealth. Medicine includes prescription, over the counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website (tga.gov.au)	National Act 1989 of the Commonwealth.
<b>Medical Condition</b>	This may be described as a condition that has been diagnosed by a registered medical practitioner.	Guide to the NQF
<b>Medical management plan</b>	A document that has been prepared and signed by a registered medical practitioner 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.	How to - Work health and safety approved v2.indd (acecqa.gov.au)
<b>Risk minimisation plan</b>	A document prepared by service staff for a child, in consultation with the child's parents, setting out means of managing and minimising risks relating to the child's specific health care need, allergy or other relevant medical condition.	Guide to the NQF



## SUPPORTING DOCUMENTS



### 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 with 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.

## ROLES AND RESPONSIBILITIES

### Approved Provider is to:

- Ensure the Dealing with medical conditions in children policy and procedures are met, the appropriate medical management plans and risk assessments are completed, and all relevant actions are managed to minimise the risks to the child's health (regulation 90)
- Ensure families of children that have a specific medical condition have been given a copy of the Dealing with medical conditions in children policy (regulation 91) and any other relevant policies.
- In consultation with families, develop risk minimisation plans for children with medical conditions or specific health care needs.
- Ensure all educators and staff have training as part of the induction process and ongoing training for the management of medical conditions (e.g. Asthma, anaphylaxis, and specific requirements for the enrolled child in your care)
- Ensure a written plan for ongoing communication between families and educators is developed as part of your risk minimisation plan, relating to the medical condition and any changes or specific needs. It should be in place before a child commences at the service, or as soon as possible after diagnosis for children already attending.
- If a child is diagnosed as being at risk of anaphylaxis, ensure that a notice is displayed in a position visible from the main entrance to inform families and visitors to the service.
- Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures.
- Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection.
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - Affect the fees charged or the way they are collected or
  - Significantly impact the service's education and care of children or - Significantly impact the family's ability to utilise the service.

### Nominated Supervisors/ FDC coordinators are to:

- Implement the dealing with medical conditions in children policy and procedures and ensure all the action plans that are in place are carried out in line with these.
- Ensure any changes to the policy and procedures or individual child's medical condition or specific health care need and medical management plan are updated in your risk minimisation plan and communicated to all educators and staff.
- Notify the approved provider if there are any issues with implementing the policy and procedures.
- Display, with consideration for the children's privacy and confidentiality, their medical management plan. (from the doctor) and ensure that all educators and staff are aware of and follow the risk minimisation plans (developed by the service) for each child.
- Ensure communication is ongoing with families and there are regular updates as to the management of the child's medical condition or specific health care need.
- Ensure educators and staff have the appropriate training needed to deal with the medical conditions or specific health care needs of the children enrolled in the service.
- Ensure inclusion of all children in the service
- Ensure all educators and staff are aware of and follow the risk minimisation procedures for the children, including emergency procedures for using EpiPens. **Educators are to:**

- All Educators & volunteers will be informed practices in relation to managing existing medical condition on induction. This includes how to fill in an illness form and when.
- Educators must NOT administer any medication without the authorisation of a parent/ guardian or person with authority – except in the case of an emergency, when the verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- Ensure that medications are stored in a labelled and locked medication container at adult height with the key kept in a separate location, inaccessible to children. This may be required to refrigerate or keep in dry store, please read the label on the medication to what temperature it needs to be kept.
- Ensure that two Educators administer medications always, one to witness and one to administer. These Educators must have approved First Aid qualifications in accordance with current legislation and regulations.
- Both Educators are responsible to check:
  - Original container - Medication will only be administered from the original container.
  - Original chemist label that is clearly readable.
  - Child's name clearly on the label and spelt correctly.
  - Not past the expiry date.
  - Any instructions attached to the medication or related to the use of the medication from the medical practitioner.
- Both Educators are responsible for following the prescription label and giving the right dosage.
  - Educators must sign, date, and note the time on the Medication Form immediately after administering.
- Medications will be returned to the locked medication container straight after use.
- Follow hand washing procedures before and after administering medication, gloves need to be worn when administering medication.
- Share any concerns or doubts about the safety of administering medications with the responsible person on premises to ensure the safety of the child. The responsible person may seek further information from the family, the prescribing doctor, or the Public Health Unit before administering medication.
- Ensure that the instructions on the medication form are consistent with the doctor's instructions and the prescription label, the prescription label or doctor's instructions will be followed over the Parent/ Guardian's instructions.
- Request that the family request an English translation from the medical practitioner for any instructions written in a language other than English.
- In cases of emergency trained staff are authorised to administrate anaphylaxis or asthma medication, the parent must be immediately notified and then emergency services.
- If a child falls ill at the Centre and is showing signs of a contagious illness, the responsible person will assess the situation and the parents will be contacted Immediately. The child will be kept separated from the other children and will be supervised closely until the child is collected.
- The responsible person will contact public health for further advice if the contagious illness is confirmed.

**Families are to:**

- The service will ensure that the administration of authorised medication record is completed for each child using the service who requires medication. A separate form must be completed for each medication if more than one is required.
- Our service permits that child over Pre-School age can self-administer medication. In this instance, the service will ensure that the medication record is completed for each child using the service who self-administers, administration of medication will be supervised by an Educator and witnessed by another.
- Medication may only be administered by the Educator with written authority signed by the child's parent/Guardian or other authorised nominee named in the child's enrolment record.
- In the instance that the child's registered medical practitioner prescribes a medication, the Educator must ensure the medication is administered appropriately.
- Medication must be provided by the child's Parents/Guardian including the following – Original container - Medication will only be administered from the original container.
- Original chemist label that is clearly readable.
- Child's name clearly on the label and spelt correctly.
- Not past the expiry date.
- Any instructions attached to the medication or related to the use of the medication from the medical practitioner.
- Any written instructions provided by the child's registered medical practitioner.
- Any individual delivering a child to the Educator must not leave medications in the child's bag this needs to be locked away in the medication boxes provided straight away and collected each day.
- A medication permission form is to be completed by the parent or authorised nominee, all fields of the form must be complete and will be handed to an Educator.
- It is the responsibility of Parents/Guardians or other authorised nominee to ensure that only medication prescribed for the nominated child is provided and that the medication is current and in date.
- Documents for long term medication use will be developed with the family and the medical practitioner completing and signing the plan. Plans must be updated as the child's medication needs change, this is a maximum of every six months with a new letter from the medical practitioner.
- Keep children away from the care and education setting while any symptoms of an illness remain and for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.
- To keep children away from the service for a minimum of 24 hours after having a temperature either at the service or at home as this is a true indicator that your child is unwell. We ask you not to send your child to the service when they have needed Panadol or Nurofen as this can mask illness.
- To respect the decision of the Responsible person or Centre Manager if they choose to exclude your child from the service because of signs of illness.
- To provide a doctor's clearance on return to the service, if your child has been diagnosed with a contagious illness or if the approved provider is requesting this for any other reasons.

- We ask families to reflect on when your child is showing signs of illness or discomfort and whether the service can provide them with the one-on-one attention they would get at home.

### **LINKS TO OTHER POLICIES**

- Nutrition, Safe Food Handling & Oral Health
- Children's Health and Safety Policy
- Incident, Injury, Trauma & illness
- Infectious Diseases and illness, exclusion Criteria and pandemic procedure
- Medicines
- Authorised persons and Duty of Care - Excursions.
- Relationships with children
- Family Enrolment
- Acceptance and refusal of authorisations
- Monitoring, Supporting and Supervision of Educators.

### **INDUCTION AND ONGOING TRAINING**

The Medicine conditions Policy and Procedure forms part of the educator induction process.

### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

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

Revised: October 2023

### POLICY STATEMENT

Children are supported to feel physically and emotionally well and feel safe in the knowledge that their wellbeing and individual health care needs will be met when they have a medical condition or are unwell.

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

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for dealing with medical conditions in children.

- 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.
- All educators are aware of, and accurately complete, all relevant documentation for children with additional needs.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 167	Offences relating to protection of children from harm and hazards
Regulation 85	Incident, injury, trauma and illness policy and procedures
Regulation 86	Notification to parent of incident, injury, trauma and illness
Regulation 87	Incident, injury, trauma and illness record
Regulation 89	First aid kits
Regulation 90	Medical conditions policy
Regulation 93	Administration of medication
Regulation 95	Procedure for administration of medication
Regulation 96	Self-administration of medication
Regulation 136	First aid qualifications
	risk of anaphylaxis (d) any medical management plan, anaphylaxis, medical management plan or risk minimisation plan to be followed with respect to a specific

	healthcare need, medical condition or allergy referred to in paragraph (c)
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies and procedures
Regulation 173 (2) (f)	<p>Prescribed information to be displayed.</p> <p>For the purpose of section 172 (f) of the law, the following matter and information are prescribed-</p> <p>(f) if applicable-</p> <p>(ii) in the case of a family day care residence or approved family day care venue, a notice stating that a child who has been diagnose as at risk of anaphylaxis-</p> <p style="padding-left: 40px;">(A) Is enrolled at the family day care service; and attends the family day care residence or family day care</p>
Regulation 162 (c) and (d)	Health information to be kept in enrolment record.

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
Approved anaphylaxis management training	Anaphylaxis management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
Approved emergency asthma management training	Emergency asthma management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.	National Regulations (regulation 136)
Approved first aid qualification	A qualification that includes training in the matters set out below, that relates to and is appropriate to children and has been approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website. Matters are likely to include Emergency life support and cardiopulmonary resuscitation; convulsions; poisoning; respiratory difficulties; management of severe bleeding; injury and basic wound care; and administration of an autoimmune adrenalin device	National Regulations (regulation 136)
<b>Communication plan</b>	A plan that forms part of the policy and outlines how the service will communicate with families and staff in relation to the policy. The communication plan also describes how families and staff will be informed about risk minimisation plans and emergency procedures to be followed when a child diagnosed as at risk of any medical condition such as anaphylaxis is enrolled at the service	
<b>Medication</b>	Medicine within the meaning of the Therapeutic Goods Act 1989 of the Commonwealth. Medicine includes prescription, over the counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website (tga.gov.au)	National Act 1989 of the Commonwealth.



<b>Medical Condition</b>	This may be described as a condition that has been diagnosed by a registered medical practitioner.	Guide to the NQF
<b>Medical management plan</b>	A document that has been prepared and signed by a registered medical practitioner 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.	How to - Work health and safety approved v2.indd (acecqa.gov.au)
<b>Risk minimisation plan</b>	A document prepared by service staff for a child, in consultation with the child's parents, setting out means of managing and minimising risks relating to the child's specific health care need, allergy or other relevant medical condition.	Guide to the NQF

## Foundations FDCS Policy and Procedure Manual

	Act 1989 of the Commonwealth. Medicine includes prescription, over -the counter and complementary medicines. All therapeutic goods in Australia are listed on the Australia Register of Therapeutic Goods, Available on the Therapeutic Goods Administration Website. (tga.gov.au)	<b>Regulations</b>
<b>Medical Condition</b>	This may be described as a condition that has been diagnosed by a registered medical practitioner	<b>Guide to the NQF</b>
<b>Medical management plan</b>	A document that has been prepared and signed by a registered medical practitioner that described symptoms, causes, clear instructions on action and treatment for the child's specific medical condition, and includes the child's name	
<b>Risk minimization plan</b>	A document prepared by service staff for a child, in consultation with the child's parents, setting out means of managing and minimising risks relating to the child's specific health care need, allergy or other relevant medical condition.	

## SUPPORTING DOCUMENTS



## 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.

## ROLES AND RESPONSIBILITIES

### Approved Provider is to:

- Children with specific health care needs or medical conditions have a current medical management plan detailing prescribed medication and dosage by their medical practitioner.
- Ensure medication is only administered by the FDC educator with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication [regulation 92(3)(b)]
- Ensure enrolment records for each child outline the details of persons permitted to authorise the administration of medication to the child [for emergency situations]
- medication provided by the child's parents must adhere to the following guidelines:
  - the administration of any medication is authorised by a parent or guardian in writing.
  - medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written form from the medical practitioner)
  - medication is from the original container.
  - medication has the original label clearly showing the name of the child.
  - medication is before the expiry/use by date.
- The *Administration of Medication* Record is completed for each child.
- A separate form must be completed for each medication if more than one is required.
- Any person delivering a child to the FDC Service must not leave any type of medication in the child's bag or locker. Medication must be given directly to the FDC educator for appropriate storage upon arrival.
- Written and verbal notifications are given to a parent or other family member of a child as soon as practicable if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners.
- If medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent of the child is notified as soon as practicable
- If the incident presented imminent or severe risk to the health, safety, and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident by the Approved Provider
- Reasonable steps are taken to ensure that medication records are maintained accurately.
- Medication records are kept in a secure and confidential manner and archived for the regulatory prescribed length of time following the child's departure from the Service.
- Children's privacy is maintained, working in accordance with the Australian Privacy Principles (APP).
- FDC educators receive information about *Medical Conditions and Administration of Medication Policies* and other relevant health management policies during their induction.
- FDC educators have a clear understanding of children's individual health care needs, allergy, or relevant medical condition as detailed in Medical Management Plans, Asthma or Anaphylaxis Action Plans
- Written consent is requested from families on the enrolment form to administer emergency asthma, anaphylaxis, or other emergency medication or treatment if required.
- Families are informed of the FDC Service's medical and medication policies.
- Safe practices are adhered to for the wellbeing of both the child and FDC educators.
- Medication self-administered by a child over preschool aged, is only permitted with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to
- make decisions about the administration of medication.

- **FDC EDUCATOR/EDUCATOR ASSISTANT WILL:**

- Any person delivering a child to the FDC Service must not leave any type of medication in the child's bag or locker. Medication must be given directly to the FDC educator for appropriate storage upon arrival.
- Not administer any medication without the written authorisation of a parent or person with authority, except in the case of an emergency, when the written consent on an enrolment form, verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- Ensure medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept in a separate location, inaccessible to children.
- Ensure adrenaline autoinjectors and asthma medication should be kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when required and not locked in a cupboard. A copy of the child's medical management plan should be stored with the adrenaline autoinjector or asthma medication.
- Ensure the Dealing with medical conditions in children policy and procedures are met, the appropriate medical management plans and risk assessments are completed, and all relevant actions are managed to minimise the risks to the child's health (regulation 90)
- Ensure families of children that have a specific medical condition have been given a copy of the medical conditions, inclusion support and care (regulation 91) and any other relevant policies.
- In consultation with families, develop risk minimization plans for children with medical conditions or specific health care needs.
- Ensure all educators and staff have training as part of the induction process and ongoing training for the management of medical conditions (e.g., Asthma, anaphylaxis and specific requirements for the enrolled child in care)
- Ensure to organise group first aid with cardio-pulmonary resuscitation (CPR) and anaphylaxis and asthma management training annually.
- Ensure written plan for ongoing communication between families and educators is developed as part of risk minimization plan, relating to the medical condition and any changes or specific needs. It should be in place before a child commences at the service as soon as possible after diagnosis for children already attending.
- Notify families at least 14 days before changing the policy or procedures.

**Nominated Supervisor/FDC coordinators are to:**

- Implement the dealing with medical conditions in children policy and procedures and ensure all the action plans that are in place are carried out in line with these needs.
- Ensure any changes to the policy and procedure or individual child's medical condition or specific health care need, and medical management plan are updated in your risk minimization plan and communicated to all educator and assistant educator.
- Notify the approved provider if there are any issues with implementing the policy and procedures.
- Display, with consideration for the children's privacy and confidentiality their policy and procedures.
- Display, with consideration for the children's privacy and confidentiality their medical management plan (from the doctor/GP) and ensure that educator or assistant educator are aware of and follow the risk minimization plans (developed by the service) for each child.
- Ensure communication is ongoing with families and there are regular updates as to the management of the child's medical condition or specific health care need.
- Ensure educator and assistant educator have the appropriate training needed to deal with the medical conditions or specific health care needs of the children enrolled in the service.
- Ensure inclusion of all children in the service

- Ensure educator and as assistant educator are aware of and follow the risk minimizations procedures of the children, including emergency procedures for using EpiPen's.

#### **Educators and Assistant Educators are to:**

- Ensure all the action plans are carried out in line with the dealing with medical conditions in children policy and procedures.
- Ensure you monitor the child's health closely and are aware of any symptoms or signs of ill health, with families contacted as changes occur
- Ensure communication with families is regular and informed of any changes to a child's medical condition.
- Understand the individual needs of and action plans for the children in your care with specific medical condition.
- Ensure a new risk assessment is completed and implemented when circumstances change for the child's specific medical condition.
- Ensure all children's health and medical needs are taken into consideration on excursions (first aid kit, personal medication management plans, etc.)
- Maintain current approved first aid, CPR, asthma and anaphylaxis training.
- Undertake specific training (are keep it updated if required) to ensure appropriate management of a child's specific medical condition)

#### **Families are to:**

- Advise the service of the child's medical condition and their specific needs as part of this condition.
- Provide regular updates to the service on the child's medical condition including any changes, and ensure all information required is up to date.
- Provide a medical management plan from a doctor on enrolment or diagnosis of the medical condition and provide an updated plan as required.
- Collaborate with the coordinator, nominated supervisor and educator to develop a risk minimisation plan.

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

- 2-C. Nutrition, Safe Food Handling & Oral Health
- 2. Children's Health and Safety Policy
- 2-F. Tobacco, Alcohol and Drugs-Free environment
- 2-H. Incident, Injury, Trauma & illness
- 2-I Infectious Diseases and illness, exclusion Criteria and pandemic procedure
- 2-J. Medicines
- 2. M. Transport of children
- 2. N. Authorised persons and Duty of Care -
- 2. Q. Excursions.
- 5. Relationships with children
- 6.A. Family Enrolment
- 7.E. Monitoring, Supporting and Supervision of Educators.

#### **INDUCTION AND ONGOING TRAINING**

The Medical conditions Policy and Procedure forms part of the educator induction process.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

<i>Quality Area</i>	<i>Description</i>
QA2.3.1	Each child's health needs are supported
QA 2.1.3	Effective hygiene practices are promoted and implemented.
QA 2.3.1	Children are adequately supervised at all times
QA.6.1.1	There is an effective enrolment and orientation process for families
QA 7.1.2	The induction of educators, co-ordinators, and staff members, including relief educators, is comprehensive

# 2-L. NAPPY CHANGING AND TOILETING

Revised: July 2024

## POLICY STATEMENT

Foundations FDCS aims to make the nappy change and toileting experience a relaxed, happy and social routine that provides an opportunity for educators and children to further develop trusting, meaningful and positive relationships.

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for nappy changing and toileting.

- 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.

## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 77	Health, hygiene, and safe food practices
Regulation 106	Laundry and hygiene facilities
Regulation 112	Nappy change facilities
Regulation 116	Assessments of family day care residences and approved family day care venues
Regulation 168	Education and Care service must have policies and procedures
Regulation 169	Additional policies and procedures-family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

## KEY TERMS



Term	Meaning	Source
Staying healthy in children	Staying Healthy provides educators and other staff working in education and care services with simple and effective methods for minimising the spread of disease. It contains more 'how to' advice on procedures and discussing exclusion periods with	Staying healthy: Preventing infectious diseases in
	parents	early childhood education and care services   NHMRC
Potty	a <b>small toilet</b> used by <b>children</b> when they are being <b>trained</b> to use a <b>toilet</b>	POTTY   meaning in the Cambridge English Dictionary

## SUPPORTING DOCUMENTS

Nappy Change Record									
Child	Time	Diaper	Diaper	Diaper	Diaper	Diaper	Diaper	Diaper	Diaper
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									



Nappy Changing Procedure		
PREPARATION	CHANGING	CLEANING
1. Wash your hands. 2. Place paper on the change table. 3. Put disposable gloves on both hands.	4. Remove the child's nappy and put any disposable nappy in a nappy bin. 5. Place any used clothes (including any cloth nappy) in a plastic bag. 6. Remove the paper and put it in a nappy bin. 7. Remove your gloves and put them in the bin. 8. Place a clean nappy on the child. 9. Dress the child. 10. Take the child away from the change table.	11. Wash your hands. 12. After each nappy change, clean the change table with disinfectant and warm water, then rinse and dry.

Hand washing Poster Family Handbook

Nappy Changing Record

## PROCEDURES

### Approved Provider/ Nominated Supervisor/ Coordinators:

- Ensure educators/ assistants educators provide adequate and appropriate hygiene facilities for nappy changing.
- Ensure nappy changing and toileting areas are safe and do not pose a risk to children (Reg 106)
- Ensuring that adult hand washing facilities / hand sanitizer are located within the nappy change area.
- Provide information to families at time of enrolment about:
  - use of disposable nappies
  - procedures if their child develops or presents with nappy rash.
  - Administration of Medication authorisation for application of products to treat nappy rash including prescription treatments or over the counter creams.
  - requests to provide adequate supplies of clothes for children who are toilet training.
  - the importance of ongoing and open communication between educators and families about nappy changing and toilet training with their child

- Considering access to children's hand washing facilities within the nappy change area
- Ensure FDC educators display handwashing posters in bathrooms and near nappy change area.
- Conduct annual assessments of the Family Day Care residence/venue.
- If any of the children are under 3 years of age, at least 1 properly constructed nappy changing bench will be required.
- Ensuring that the nappy change and toileting facilities are always designed and maintained in a way that facilitates supervision of children, having regard to the need to maintain the rights and dignity of the children.
- Develop and implement policies, procedures and training with educators to ensure nappy change and toileting procedures support children's safety, protection, relationships and learning.
- Educators ensure that soiled clothing and soiled nappies are disposed of or stored in a location children cannot access.

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

- Provide an adequate and appropriate hygienic facility for nappy changing and toileting.
- Ensure the nappy change facility is designed and located in a way that prevents unsupervised access by children and not pose a risk to children (reg. 106)
- Ensure that the nappy change facility is designed and maintained in a way that always facilitates supervision of children, having regard to the need to maintain the rights and dignity of the children using the facilities.
- Discuss children's individual needs with families to ensure practices are reflective of their home environment and are culturally sensitive.
- Develop systems to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access.
- Ensure that adult and children's hand washing facilities are located within the nappy change area and procedures are displayed visually and in community languages in appropriate areas (reg. 112)
- Ensure handwashing posters are displayed in bathrooms and nappy change areas.
- Ensure nappies are checked regularly throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- Provide information to families regarding children's nappy changes.
- Ensure nappy bins have a 'hands-free' lid.
- Ensure nappy bins are located out of children's reach, preferably in a child-proof cupboard.
- Ensure nappy bins are emptied once during the day and at the end of each day, or more regularly as required.
- Ensure nappy change procedures remain compliant and current.
- Always follow the FDC service's requirements for nappy changing and toileting and communicating with families
- Utilise nappy change times to interact with children, toddlers, and babies on an individual basis. The nappy change time will allow the educator to converse, sing, play, and generally interact with the child. This time is a particularly good time for supporting language skills.
- Organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children's interactions and to encourage learning and language development.
- Ensure physical contact and direct supervision with babies and toddlers throughout the nappy change experience.
- Ensure no child is left alone on a nappy change mat or bench.
- Keep nappy change area fully always stocked with all required materials to ensure efficiency and the health and safety of each child.
- Encourage mobile children to walk to the nappy change area.
- Assist the mobile baby or toddler to walk up the steps onto the nappy change bench to minimise lifting by educators and to promote children's agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the baby to the nappy change mat.

- Only apply nappy cream to a child if authorisation is provided in an administration of medication form, signed by the parent/guardian

## **Nappy change Procedures**

Educators will practice effective hygiene by utilizing the staying healthy in childcare (5th edition) practices when changing a nappy to reduce the spread of infection. These are:

- Wash your hands.
- Place paper on the change table.
- Put disposable gloves on both hands.
- Remove the child's nappy and put any disposable nappy in a hands-free lidded bin. Place any soiled clothes (including any cloth nappy) in a plastic bag.
- Clean the child's bottom.
- Remove the paper and put it in a hand -free lidded bin.
- Remove your gloves and put them in the bin.
- Place a clean nappy on the child.
- Dress the child.
- Take the child away from the change table.
- Wash your hands and the child's hands.
- After each nappy change, clean the change table with detergent and warm water/ sanitiser, then rinse and dry
- Wash your hands.

### **Placing paper on the change table**

Every time a child has their nappy changed; germs are put on the change table. Placing a piece of paper on the change table catches many of these germs so they do not reach the change table itself. Any paper can be used for this, including paper towel (but this can be expensive), greaseproof paper or large sheets of butcher's paper or recycled paper. The paper is removed in the middle of the nappy change, before the child's clean clothes are put on use paper are put in the bin to stop spread of germs. If an education and care service does not wish to use paper on the change table, extra care must be taken in cleaning the change mat between nappy changes.

### **Wearing disposable gloves**

Disposable gloves should always be worn on both hands when changing nappies, to prevent the spread of germs in faeces and urine. Wear gloves only during the part of the nappy changing process when you may come in contact with faeces or urine. Once the child is clean and the paper has been removed from the change table, remove your gloves so you will not touch the clean child with dirty gloves.

### **Children who are toileting procedure:**

1. Ensure accidents will be treated with sensitivity and the child supported while maintaining the child's dignity during the changing process
2. Children will be encouraged to wipe their own bottoms with the help of an educator wearing gloves.
3. Children will be guided to follow the process of wiping front to back, flushing the toilet, washing, and drying hands.
4. Toilet area / toilet seats / Potty will be monitored routinely to maintain hygiene and cleanliness.

There are a range of practical strategies to support children's positive nappy changing and toileting experiences. These include:

- a. Allowing children to take their time, avoiding pressuring them.
- b. Responding to children's cues and allowing them to be active participants in the process
- c. Where possible, using the correct terms for going to the toilet-ask families what words they use at home, as consistent language, between home and care will help children to understand and learn more easily.
- d. Being sensitive to individual children's needs and styles, and tailoring individual nappy change and toileting procedures to each child
- e. Prompting children by asking or reminding them about using toilet
- f. Taking full advantage of every opportunity for a focused, positive interaction with children during toileting and nappy change times
- g. Always being positive about toilet training so that your encouragement is reinforced in your language and actions.
- h. Being respectful and sensitive to children's dignity and rights to privacy.

**Note: Educators are required to use a nappy change table for changing nappies. The exception being when on excursion when no change table is available.**

#### **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.
- Hygiene practice will maintain while on excursion.

#### **Families are to:**

- Request parents to supply a clean change of clothing for children who are toilet training.
- Assist the child to use the toilet.
- Assist the child to get dressed (and if required, change into dry clothes)
- Encourage children, especially girls, to wipe front to back to reduce introducing bowel bacteria to the urinary tract.
- Encourage children to flush the toilet.

- Encourage and assist children to wash and dry their hands thoroughly as per handwashing policy.
- If the child has soiled or wet their clothes:
- Place soiled clothes in a plastic bag or alternative and keep these in a designated area for parents to take home- rinse any wet and/or soiled clothes.
- Wash their own hands after helping children use the toilet.
- Wear disposable gloves, paper towel, disposable cloths, detergent, and bleach disinfectant solution, if necessary, when dealing with spills- such as urine, faeces, or vomit

#### **Families are to:**

- Keep educators informed of nappy changing and toileting practices and changes at home.
- Providing nappies, spare clothes, and any other relevant personal equipment to support the toileting and nappy changing procedures.
- Communicate to educator if their child has additional need.

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

- Health and Hygiene
- Providing a Child safe environment
- Family Enrolment
- Communication with families
- Monitoring, supporting, and supervision of educators.
- Excursions
- Supervision

#### **INDUCTION AND ONGOING TRAINING**

The Toileting and Nappy changing Policy and Procedure forms part of the educator induction process.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
QA 1.1.3	All aspects of the program, including routines are organised in ways that maximise opportunities for each child's learning
QA 2.1	Each child's health is promoted
QA 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included
QA 5.1.2	The dignity and rights of each child are maintained at all times

QA 2.1.1	Each child's health needs are supported
QA 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
QA 2.1.3	Effective hygiene practices are promoted and implemented
QA 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
QA 2.3.1	Children are adequately supervised at all times
QA 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
QA 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
QA 2.3.4	Educators, co-ordinators, and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse
	or neglect
QA 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities, and resources are suitable for their purpose
QA 3.1.2	Children are supported to become environmentally responsible and show respect for the environment
QA 5.1.3	Each child is supported to feel secure, confident, and included
QA 5.2.3	The dignity and the rights of every child are maintained at all times
QA 6.2.1	The expertise of families is recognised, and they share in decision making about their child's learning and wellbeing
QA 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper

## 2-M. TRANSPORT OF CHILDREN

Revised: February 2024

### POLICY STATEMENT

At Foundations Family Day Care Service children are exposed to a broad range of activities and life experiences which enhance learning. Children enjoy every day 'home-life' experiences such as cooking and tidying up, and they also enjoy, engagement in their community through access to early childhood learning facilities such as the library, park, kindergarten, playgroup, shopping, or extracurricular programs.

Children, educators, and families decide on excursions through consultation and agreement with children sometimes being surprised when seeing their desire.

Excursions are planned, approved and safe.

### BACKGROUND

The Education and Care Services National Regulations require approved service providers to ensure their services have policies and procedures in place in relation to the safe transportation of children.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 165	Offence to inadequately supervise children.
Section 167	Offence related to protection of children from harm and hazards
Regulation 89	First aid kits
Regulation 99	Children leaving the education and care service premises
Regulation 100	Risk assessment must be conducted before excursions
Regulation 101	Conduct of risk assessment for excursion Regulation
Regulation 102	Authorisation for excursions Regulation
Regulation 102B	Transport risk assessment must be conducted before service transports child Regulation
Regulation 102C	Conduct of risk assessment for transporting of children by the education and care service
Regulation 102D	Authorisation for service to transport children
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123	Educator to child ratios – centre-based services
Regulation 136	First aid qualifications
Regulation 158	Children's attendance record to be kept by approved provider
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service Regulation 170 Policies and procedures to be followed

Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>Excursion</b>	An outing organised by an education and care service or family day care (FDC) educator, but does not include an outing organised by an education and care service provided on a school site if: (a) the child or children leave the education and care service premises in the company of an educator; and (b) the child or children do not leave the school site	National Regulations (Definitions)
<b>Regular outing</b>	In relation to an education and care service, means a walk, drive or trip to and from a destination: (a) that the service visits regularly as part of its educational program; and (b) where the circumstances relevant to the risk assessment are the same on each outing.	National Regulations (Definitions)
<b>Regular transportation</b>	In relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are the same for each occasion on which the child is transported.	Guide to the NQF (Glossary)
<b>Risk assessment</b>	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	ACECQA – Risk assessment template: Excursions acecqa.gov.au/media / 22736
<b>Transportation (that is part of the education and care service)</b>	Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children apply in scenarios where services are transporting children, or have arranged for the transportation of children, between an education and care service premises and	Guide to the NQF (Transportation)



another location, for example their home, school, or a place of excursion.

Examples of transport not forming part of a service include: • Private transport provided by families and carers (i.e., carers not engaged by/registered with a service)]

- Transport provided and/or arranged by an entity other than the approved provider, e.g., a school bus, and the children are not under the care of the approved provider
- Transport where the approved provider is providing the transport service in a capacity other than as the approved provider, e.g., a government department that provides an education and care service, provides school education, and provides a school bus to school students, on which the children who attend the service also travel for practical reasons (such as in a remote or rural location)
- When a disability service picks up children and transports them to school or an activity

## SUPPORTING DOCUMENTS

### HOME TRANSPORT PERMISSION FORM

Complete and return to this form to the Foundations FDCC Office

Home Transport Details	
Educator's Name	
Start Address (Educator's Home)	
Family Home Address 1	
Family Home Address 2	
Family Home Address 3	
Family Home Address 4	
Family Home Address 5	
Family Home Address 6	
Return Address (Educator's Home)	
Method of Transport	<input type="radio"/> Educator's Car <input type="radio"/> Additional vehicle providing supervision
Expected Duration	
Number of Children	
Ratio	

**RISK ASSESSMENT**

☐ Available at Foundations Family Day Care Service Office

☐ Available at Educator's Premises

**PARENT AUTHORIZATION**

I, \_\_\_\_\_ give permission for \_\_\_\_\_ to regularly transport my child/children between our home, the home of other Foundation's families, and the Educator's premises.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### SCHOOL TRANSPORT PERMISSION FORM

Complete and return to this form to the Foundations FDCC Office

School Transport Details	
Educator's Name	
Start Address (Educator's Home)	
School Address 1	
School Address 2	
School Address 3	
School Address 4	
School Address 5	
School Address 6	
Return Address (Educator's Home)	
Method of Transport	<input type="radio"/> Educator's Car <input type="radio"/> Additional vehicle providing supervision
Expected Duration	
Number of Children	
Ratio	

**RISK ASSESSMENT**

☐ Available at Foundations Family Day Care Service Office

☐ Available at Educator's Premises

**PARENT AUTHORIZATION**

I, \_\_\_\_\_ give permission for \_\_\_\_\_ to regularly transport my child/children between our school, the school of other Foundation's families, and the Educator's premises.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### REGULAR EXCURSION PERMISSION FORM

Complete and return to this form to the Foundations FDCC Office

Regular Excursion Details	
Educator's Name	
Excursion To	
Start Address (Educator's Home)	
Excursion Address	
Return Address (Educator's Home)	
Method of Transport	<input type="radio"/> Educator's Car <input type="radio"/> Additional vehicle providing supervision
Expected Duration	
Number of Children	
Ratio	

**RISK ASSESSMENT**

☐ Available at Foundations Family Day Care Service Office

☐ Available at Educator's Premises

**PARENT AUTHORIZATION**

I, \_\_\_\_\_ give permission for \_\_\_\_\_ to take my child/children on this regular excursion.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### REGULAR EXCURSION RISK ASSESSMENT

EDUCATOR'S DETAILS	
Educator's Name	
Excursion Location	
Start Address (Educator's Home)	
Excursion Address	
Return Address (Educator's Home)	
Method of Transport	<input type="radio"/> Educator's Car <input type="radio"/> Additional vehicle providing supervision
Expected Duration	
Number of Children	
Ratio	

**RISK ASSESSMENT**

☐ Available at Foundations Family Day Care Service Office

☐ Available at Educator's Premises

**PARENT AUTHORIZATION**

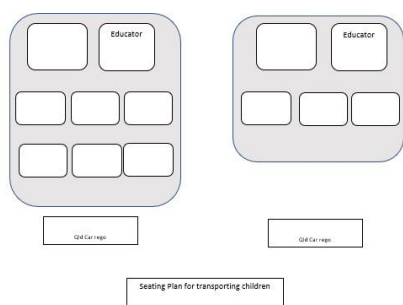
I, \_\_\_\_\_ give permission for \_\_\_\_\_ to take my child/children on this regular excursion.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Home transport  
Permission Form

School transport  
Permission form

Regular Permission Form    Regular Risk Assessment Form



Car Seating Plan

SCHOOL TRANSPORT RISK ASSESSMENT		HOME TRANSPORT RISK ASSESSMENT	
<b>EDUCATOR'S DETAILS</b> Educator's Name: _____ Contact Number: _____		<b>EDUCATOR'S DETAILS</b> Educator's Name: _____ Contact Number: _____	
<b>SCHOOL TRAVEL DETAILS (in order of pick up)</b> Start Address (Educator's home): _____ Family Name 1: _____ Family Name 2: _____ Family Name 3: _____ Family Name 4: _____ Return Address (Educator's home): _____		<b>HOME TRAVEL DETAILS (in order of pick up)</b> Start Address (Educator's home): _____ Family Name 1: _____ Family Name 2: _____ Family Name 3: _____ Family Name 4: _____ Return Address (Educator's home): _____	
Method of Transport: <input checked="" type="checkbox"/> Educator's car <input type="checkbox"/> School Transport Reason for Transport: Collecting and delivering to Foundations FDCS children to and from school		Method of Transport: <input checked="" type="checkbox"/> Educator's car <input type="checkbox"/> School Transport Reason for Transport: Collecting and delivering to Foundations FDCS children to and from home	
Additional Adults: _____ Provisional Supervisors: _____ Transport Supervisor: _____ Transport Supervisor: _____		Additional Adults: _____ Provisional Supervisors: _____ Transport Supervisor: _____ Transport Supervisor: _____	
<b>EXCURSION CHECKLIST</b> <input checked="" type="checkbox"/> First aid kit <input type="checkbox"/> List of adults participating in the excursion <input type="checkbox"/> Excursion attendance, medication & injury logbooks <input type="checkbox"/> Mobile phone <input type="checkbox"/> Sun safety equipment (hats, sunscreen, water, etc) <input type="checkbox"/> Other: _____		<b>EXCURSION CHECKLIST</b> <input checked="" type="checkbox"/> First aid kit <input type="checkbox"/> List of adults participating in the excursion <input type="checkbox"/> Excursion attendance, medication & injury logbooks <input type="checkbox"/> Mobile phone <input type="checkbox"/> Sun safety equipment (hats, sunscreen, water, etc) <input type="checkbox"/> Other: _____	
<b>RISK ASSESSMENT RESULTS</b> Prepared by: _____ Signature: _____ Date: _____ Communicated to: <input checked="" type="checkbox"/> All relevant staff <input checked="" type="checkbox"/> Educator <input type="checkbox"/> Families Verbal & Safety Information Received and attached: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____		<b>RISK ASSESSMENT RESULTS</b> Prepared by: _____ Signature: _____ Date: _____ Communicated to: <input checked="" type="checkbox"/> All relevant staff <input checked="" type="checkbox"/> Educator <input type="checkbox"/> Families Verbal & Safety Information Received and attached: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____	

School Risk Assessment Form

Home Risk Assessment Form

Look before you lock sticker.



## MOTOR VEHICLE TRANSPORT PROCEDURE

### Nominated Supervisor:

- Ensure that service policies are followed through training, monitoring, and supporting family day care educators.
- Authorise educators as Approved Drivers of vehicles transporting enrolled children (Authorised Drivers must hold a full license)
- Approve vehicles for transporting children, vehicles must be roadworthy, maintained in a safe and hygienic manner.
- Require educators to use Australian Standard child restraints, appropriately fitted and appropriate for the age and height of the child.
- Require children only be transported, attend regular outings or excursions with the written authority of parent or authorised nominee on the child's enrolment record.
- Require risk assessments conducted by educators and completed prior to regular outing, excursion, or transportation of children.
- Require educators to adequately supervise children during transportation, regular outing, and excursions.
- Require educators to maintain minimum educator to child ratios during regular outings and excursions.
- Require educators to have access to adequately equipped first aid kits during regular outing, excursions and during transportation.
- Approve Regular Outings and Excursions
- Require educators to conduct a headcount of children when embarking and disembarking public transport.
- Require educators to deliver an educational program that incorporates Road Safety Education
- Carry out compliance visits.
- Ensure emergency contact lists remain current and provided to educators.
- Maintain current records, including a copy off educator's Driver's License, registration details.
- Remain contactable (or nominate person in day-to-day control) at all times the Service is operating.

- Ensuring regular outing risk assessments are assessed annually.
- Providing a suitability equipped first aid kit to remain on the car, accessible at all times the car is in service. To be monitored by the approved provider monthly in accordance with r.89
- Requiring children be recorded in the attendance record as the embark and disembark including the time and signature of persons supervising.
- Ensuring children's files remain current at all times, by reminding families quarterly to check and make any required alterations to their child's file, including emergency contact details, authorised persons, and authorisations for regular outings.
- Regular outings will be reviewed annually and approved by the approved provider. All regular outings must have a current Risk Assessment including any and all identified risks (bodies of water, dogs, bus breakdown, accident, children embarking and disembarking etc)
- Monitoring, maintaining, and storing all legislated and required records confidentiality.
- Notifying Department of Education and Training within 24 hours of a serious incident or a complaint alleging legislation was breached (State and Federal Departments) recorded in the prescribed manner (incident report)

### **Family Day Care Coordinator:**

- Support educators to Implement the **Transportation of Children policy** and **procedures**.
- Confirm risk assessment is appropriately conducted and completed prior to regular outing, excursion or transporting children.
- Confirm written authorisations are completed prior to regular outings, excursion or the transportation of children take place.
- Support educators to conduct risk assessments prior to implementing regular outing, excursion, or the transportation of children.
- Support educators to identify and assess risks associated with conducting regular outings and excursions and how risks are to be managed.
- Monitor educators to ensure supervision responsibilities are adhered to at all times.
- Monitor all the required equipment and/or items are taken on the transportation, including, but not limited to, a first aid kit, emergency contact lists, and mobile phone.
- Confirm educators have access to a suitability equipped first aid kit during regular outing, excursion, and the transportation of children.
- Monitor educators to ensure only Approved Driver's transport children.
- Monitor child restraints are fitted appropriately, meet Australian Standards and are appropriate for each child's use.
- Ensure educators are aware of their obligations to notify the Nominated Supervisor in the event of a serious incident (regulation 12) immediately (or as soon as practicable) following notification to emergency services.

**Educators are to:**

- Conduct an initial Risk Assessment form prior to seeking authorisation from Foundations Family Day Care Service
- Only Approved Drivers are to drive privately owned, Approved Vehicles when transporting children (family day care assistant's unless prior approval and residents are NOT permitted to transport children)
- Maintain Approved Vehicles in a roadworthy, safe, hygienic manner.
- Ensure children are not transported without written authorisation from a parent or authorised nominee on the child's enrolment record.
- Display Foundations FDCS contact details in the Approved Vehicle at all times children are being transported.
- Display look before you lock, and attention look before you lock never leave kids in a parked car poster in the approved vehicle at all time children are being transported.
- Conduct head counts of children embarking and disembarking from the vehicle, ensuring no child is left on the vehicle, records to be provided to the service by close of business on the day travel took place.
- Conduct a full check of the vehicle, including under seats prior disembarking and ensure the doors are inaccessible to children.
- Ensure all children are restrained each time during transportation and 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.
- Must be drug and alcohol free when transporting children.
- All state road rules, including speed limits and the use of mobile phones must be adhered to at all times whilst driving.
- Have access to a suitably equipped first aid kit, mobile folder fully with all required forms Ex. Each child permission form. Risk assessment forms, emergency contact for each child, incident and medical form when travelling with children.
- Never leave children unattended in vehicles
- Ensure vehicles are locked and keys are inaccessible to children when vehicles are not in use.
- Implement road safety education in the family day care program.
- Notifying the approved provider 7 days of each or any motor vehicle that will be used to transport children and make sure car restrain and car seats are check by specialist and provided us record, educators and educator assistant license details and any changes to these, including any driving offences or convictions.
- Review regular outings risk assessments and permissions are checked every three months for accuracy and currency.
- Taking all necessary items on excursions or regular outings such as nappies, bottles, snacks, and water, Medical Management Plans any required medication and copy of the fully completed risk assessment.
- Arranging excursions based on the educational program.
- Ensuring Sun protection measures are implemented on excursions and regular outings in accordance with Sun protection policy and procedures.
- In the event of a crash, breakdown, or emergency the Emergency and evacuation policy and procedures should be followed.
- Ensuring that parents/guardians, volunteers, or students participating in an excursion are adequately supervised at all times and are not left with sole supervision of children.
- Displaying a notice at the service indicating that children are on an excursion, and including the location of the excursion and expected time of return to the service.
- Contact Police if child missing for 5 minutes and follow their instructions.

#### **Families are responsible for:**

- Providing written authorisation every 12 months (minimum) for the educator to take child on regular outings.
- Sighting copies of risk assessment prior to authorising their child to attend excursion or regular outing.
- Providing written authorisation for their child to attend an excursion and/or regular outings.

- Understanding that if they participate in an excursion or regular outing as a volunteer, they will be always under the immediate supervision of the educator and/or educator assistant.
- Informing the educator or educator assistant immediately if a child appears to be missing from the group while on excursion.

## **ENTERING AND EXITING VEHICLE, PREMISES, DESTINATION AND LOCATION PROCEDURE**

### **Educators are to:**

- Ensure children enter and exit the vehicle from the footpath side.
- When walking to location and premises children must hold hands with a buddy, once we have entered the building another head count will be done.
- Before exiting the location and head count will be conducted again.
- Head count is to be conducted when entering and exiting the location.
- Ensure all children are adequately 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).

## **WHEN EMBARKING AND DISEMBARKING**

### **Educators are to:**

- Enter the vehicle last ensuring doors are all on child lock, assists children to board and move to their seats and conduct a head count of each child once the child has entered the vehicle.
- Once you have arrived at destination the educator is to leave the first, open the door for children (if parked on the street ensure that all children exit from door facing footpath) and instruct children to unfasten their seatbelts then conduct a head count for each child.

### **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, remain in the vehicle if safe to do so.
- Administer first aid if required.
- 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.
- When travelling on any type of public transport carefully plan travel to include departure and return times.
- Fully inform families through the Excursion Form and have given prior signed approval.
- Give Children a clear understanding of the expectations of the educator including behaviour, courtesy, safety and hygiene.

## **LINKS TO OTHER POLICIES**

- Providing a child safe environment
- Excursions
- Incident, injury, trauma, and illness
- The administration of first aid
- Dealing with medical conditions in children
- Delivery of children to, and collection from, education and care service premises

## **INDUCTION AND ONGOING TRAINING**

The transport of Children Policy and Procedure forms part of the educator induction process.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure. Coordination staff is to also review risk assessments annually and ensure all permission forms are up to date.

# 2-N. AUTHORISED PERSONS AND DUTY OF CARE

Revised: October 2023

## 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.

## BACKGROUND

- 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.

## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 167	Offences relating to protection of children from harm and hazards
Regulation 85	Incident, injury, trauma and illness policy and procedures
Regulation 86	Notification to parent of incident, injury, trauma, and illness
Regulation 87	Incident, injury, trauma, and illness record
Regulation 89	First aid kits
Regulation 90	Medical conditions policy
Regulation 93	Administration of medication
Regulation 95	Procedure for administration of medication
Regulation 96	Self-administration of medication
Regulation 136	First aid qualifications
Regulation 162 (c) and (d)	Health information to be kept in enrolment record. (c) details of any-specific healthcare needs of the child, including any medical condition; and allergies, including whether the child has been diagnosed as a risk of anaphylaxis. (d) any medical management plan, anaphylaxis, medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy referred to in paragraph (c)
Regulation 168	Education and care services must have policies and procedures

Regulation 169	Additional policies and procedures – family day care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies and procedures
Regulation 173 (2) (f)	<p>Prescribed information to be displayed.</p> <p>For the purpose of section 172 (f) of the law, the following matter and information are prescribed-</p> <p>(f) if applicable-</p> <p>(ii) in the case of a family day care residence or approved family day care venue, a notice stating that a child who has been diagnose as at risk of anaphylaxis-</p> <p>(A) Is enrolled at the family day care service; and</p> <p>(B) Attends the family day care residence or family day care</p>

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children’s Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>Approved anaphylaxis management training</b>	Anaphylaxis management training approved by ACECQA. and published on the list of approve first aid qualifications and training on the ACECQA website	National Regulations
<b>Approved first aid qualifications</b>	A qualification that includes training in the matters set out below, that related to and is appropriate to children and has been approved by AECEQA and published on the list of approved firs aid qualifications and training on the AECCQA website. Matters are likely to include convulsions; poisoning; respiratory difficulties’ management of severe bleeding, injury and basic would care; and administration of an auto-immune adrenalin device.	National Regulations
<b>Communication plan</b>	A plan that forms part of the policy and outlines how the service will communication with families and staff in relation to the policy. The communication plan also describes how families and staff will be informed about risk minimization plans and emergency procedures to be followed when a child diagnosed at risk of any medical condition such as anaphylaxis is enrolled at the service.	



<b>Medication</b>	Medicine within the meaning of the Therapeutic Goods Act 1989 of the Commonwealth. Medicine includes prescription, over -the counter and complementary medicines. All therapeutic goods in Australia are listed on the Australia Register of Therapeutic Goods, Available on the Therapeutic Goods Administration Website. (tga.gov.au)	National Regulations
<b>Medical Condition</b>	This may be described as a condition that has been diagnosed by a registered medical practitioner	Guide to the NQF
<b>Medical management plan</b>	A document that has been prepared and signed by a registered medical practitioner that described symptoms, causes, clear instructions on action and treatment for the	
	child's specific medical condition, and includes the child's name	
<b>Risk minimization plan</b>	A document prepared by service staff for a child, in consultation with the child's parents, setting out means of managing and minimising risks relating to the child's specific health care need, allergy or other relevant medical condition.	

## ROLES AND RESPONSIBILITIES:

### Approved Provider/ Nominated Supervisor/ FDC Coordinators are to:

- Ensure the service operates in line with Education and Care Services National Regulations 2011 in relation to delivery and collection of children.
- Inform families of the policy and procedures and provide guidance in completing forms and records. - Oversee and guide staff to ensure adherence to policy Educators **are to:**
- Maintain a duty of care at all times Families **are to:**
- Notify the service immediately of any changes to details of Authorised Persons on Enrolment Form - Be clear on late pick up procedures.

## 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.

**LINK TO OTHER POLICIES:**

- Communication with families
- Providing a child safe environment

- Transport of children
- Children's Health and Safety

### **INDUCTION AND ONGOING TRAINING**

The Authorised Persons and Duty of Care Policy and Procedure forms part of the educator induction process. Annually each educator and staff are to attend Lockdown and fire evaluation training and discuss this policy at educator meeting.

### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually. Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2-O. EMERGENCY AND EVACUATION

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services Regulations require approved providers to ensure their services have policies and procedure in place for Emergency and Evacuation to minimise risk of harm to children.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 97	Emergency and Evacuation Procedures
Regulation 98	Telephone or other communication equipment
Regulation 99	Children leaving the education and care services premises
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>Emergency</b>	An incident or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the service. For example:	Guide to the NQF

	<ul style="list-style-type: none"> <li>- A flood</li> <li>- A fire</li> <li>- A situation that requires the service premises to be locked down</li> </ul>	
<b>Emergency Services</b>	the public organizations that respond to and deal with emergencies when they occur, especially the ambulance service, the police, and the fire brigade.	Oxford (Definitions)
<b>Evacuation Plan</b>	An evacuation plan is used where it is deemed necessary to evacuate the immediate area or building to ensure the safety and wellbeing of children and adults.	acecqa.gov.au
<b>Risk assessment</b>	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	ACECQA – Risk assessment template: Excursions acecqa.gov.au/media/22736
<b>Evacuation Route</b>	An evacuation route is a way to get out of a building if there is an emergency, such as a fire. A clear evacuation route is very important if there is a fire. In an emergency, the main evacuation route is through the front door	Collins (Definitions)

## SUPPORTING DOCUMENTS

EMERGENCY RESPONSE DRILL RECORD 2

Educator Name	Date	Start Time	Finish Time	Educator Signature
Emergency Drill	FIRE	FLOOD	EARTHQUAKE	LOCKDOWN
Children Present During Drill				
Name	Age	School age/ Non School Age		
1.				
2.				
3.				
4.				
5.				
6.				
7.				
Evaluation: (How did the drill go?)				
Follow up actions (reflections – how to improve?)				
Staff Name	Signature	Date		

EMERGENCY RESPONSE DRILL RECORD 2

PLACE PHOTOS FROM YOUR DRILL IN THE BOX BELOW

## EMERGENCY RESPONSE DRILL

## ROLES AND RESPONSIBILITIES

### Approved Provides:

- Ensure the Emergency and Evacuation Policy and Procedures are in place
  - Ensure a risk assessment has been undertaken to identify potential emergencies that are relevant to the service and children
  - Ensure educators document all rehearsals of the Emergency and Evacuation Procedures
  - Ensure that a copy of the Emergency and Evacuation floor plans and instructions are displayed in a prominent position near each exit that forms part of the Evacuation route
  - Notify families at least 1 days before changing the policy and procedure
- Foundations FDCS Policy and Procedure Manual**

- Educators with home care children will need to rehearse emergency and evacuation plan monthly and educators with just school aged children will need to rehearse every 3 months in different time frames

**Nominated Supervisor/FDC coordinators is to:**

- Collaborate with educators and staff to develop procedures to manage all risks associated with emergency and evacuation situations
- Ensure the development of emergency evacuation floor plan
- Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blanket,
- Ensure adequate training in their use recommended by recognised authorities
- Ensure that educator have an emergency bag with up-to-date emergency contact lists, first aid, water, torch, crackers, cups and emergency ropes
- Ensure the emergency and evacuation risk assessment are carried out and reviewed annually
- Ensure that a copy of the Emergency and Evacuation floor plans and instructions are displayed in a prominent position near each exit that forms part of the Evacuation route

**Educators are to:**

- Prominently display and ensure children are familiar with emergency and evacuation plans.
- Conduct emergency evacuations drills every month (if you have home care children) otherwise three months and additionally when a new child joins care I.
- 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.
- Keep a documented record of each drill and reflections that occurred after

**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

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

2-E. Providing a child safe environment

2-K. Medical condition

6-A. Family Enrolment

2-H. Incident, Injury, Trauma and Illness

-

#### **INDUCTION AND ONGOING TRAINING**

The Emergency and evaluation Policy and Procedure forms part of the educator induction process Annually each educator and staff are to attend Lockdown and fire evaluation training and discuss this policy at educator meeting

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually. Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2-P. CHILD RATIO LIMITS

Revised: October 2023

### POLICY STATEMENT

Foundations FDCS must ensure that our education and care services is at all times compliant in relation to staff/child ratio and qualified educators.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for staff-child ratio limits.

- To ensure educators adhere to the guidelines regarding 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 (2017)*, and the *Education and Care Services National Regulations (2021)*.
- To ensure educators are aware of their responsibilities and public liability when caring for children not enrolled in the service.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 30	Condition on service approval-family day care educator insurance Regulation
Regulation 122	Condition on service approval-family day care educator insurance Regulation
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old
Regulation 123 (A)	Family Day Care co-ordinator to educator ratios-family day care service
Regulation 124	Number of children who can be educated and cared for- family day care educator
Regulation 127	Family Day Care educator qualifications
Regulation 128	Family Day Care co-ordinator qualifications
Regulation 136	First aid qualifications
Regulation 150	Staff record must include name of responsible person at service each time children being educated and cared for by the service
Regulation 243	Persons taken to hold an approved diploma level education and care qualification
Regulation 244	Persons taken to hold an approved certificate III level education and care qualification
Regulation 245	Person taken to hold approved first aid qualification



Regulation 144	Family day Care educator assistant
Regulation 325	Qualifications for family day care educators
Regulation 334	Educator to child ratios-exemption condition for family day care services
Regulation 335	Transitional provision-educator to child ratios-Regulatory Authority may continue to exempt family day care service

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: -Current working with children checks or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS

**BOOKING HOURS UPDATE FORM**

Complete and return to this form to the Foundations FDCS Office

Child's Name: \_\_\_\_\_

**School or Preschool/Kindy Child**

School Name						School Start Time	
Address						School Finish Time	
Morning Session	Monday	Tuesday	Wednesday	Thursday	Friday		
Care Start Time							
Care End Time							
Afternoon Session	Monday	Tuesday	Wednesday	Thursday	Friday		
Care Start Time							
Care End Time							
Weekend Care	Saturday		Sunday				
Care Start Time							
Care End Time							
Parent Signature							

**Home Care Only (Child Under 5 Years Old)**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Care Start Time						
Care End Time						
Parent Signature						

**School Holiday Care - Please fill out for all children**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Care Start Time						
Care End Time						
Please tick appropriate care and provide date:						
<input type="checkbox"/> Easter Holidays	<input type="checkbox"/> Winter Holidays	<input type="checkbox"/> Spring Holidays	<input type="checkbox"/> Summer Holidays			
Date: _____	Date: _____	Date: _____	Date: _____			
Parent Signature: _____						

Service Use Only  
Foundations FDCS Staff Member: \_\_\_\_\_ Date Received: \_\_\_\_\_

### Booking Hours Update Form

## 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.

## **ROLES AND RESPONSIBILITIES**

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

### **Approved Provider/Nominated Supervisor/FDC coordinators are to:**

- Is granted subject to the condition that the approved provider of the service must ensure that each family day care educator engaged by or registered with the service holds insurance against public liability with a minimum cover of \$10,000,000.
- Must ensure that any family day educator and family day care educator assistant engaged by or registered with the service has attained the age of 18 years.
- Engaged as family day care coordinators of the family day service is to be calculated in accordance with the following ratios
  - For the first 12 months after the service commences providing education and care to children as part of the family day care service ,1 full time equivalent family day care coordinator for every 15- family day care educators.
  - After the end of that 12-month period, 1 full-time equivalent family day care coordinator for every 25 family day care educators.
  - Must have an approved diploma level education and care qualification.

### **Educators and assistant educators are to:**

- Must hold insurance against public liability with a minimum cover \$10,000,000.
- Must have or be actively working towards, at least any approved certificate III lever education and care qualification.
- Must not educate and care for more than 7 children at a family day care residence or approved family day care venue at any one time

In determining the number of children who can be educated and cared for by a family day care educator for the purposed of sub regulation (1):

- No more than 4 can be preschool age or under,
- If the children are being educated and cared for at a residence, the educator's own children and any other children at the residence are to be taken into the account if –
  - Those children are under 13 years of age
  - There is no other adult present and caring for the children

### **Families are to:**

- Must sign in/out properly
- Must inform any booking hour change prior seven days
- Must Booking hour update by writing on communication book or fill update booking hour form.

## **RESOURCE REQUIREMENTS:**

### **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.

## **LINKS TO OTHER POLICIES**

- Visitor Policy
- Sleep and rest for children
- Providing a child safe environment
- Transport of children
- Emergency and Evacuation
- Excursions
- Supervision Policy
- Staffing Arrangement and code of conduct
- Educator Engagement and Registration
- Educator's Assistant engagement and Registration

## **INDUCTION AND ONGOING TRAINING**

The Staff-Child Policy and Procedure forms part of the educator induction process.

Annually each educator and staff are to attend Red Nose training and discuss this policy at educator meeting.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2-Q. EXCURSIONS

Revised: October 2023

### POLICY STATEMENT

Excursions and regular outings are an important part of our educational program, providing opportunities for the children to build connections with the local community and contributing to their sense of belonging and connection with the world around them. We are committed to ensuring the safety, health and wellbeing of children during excursions and regular outings by conducting risk assessments and ensuring authorisations are obtained from families.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for managing excursions.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 165	Offence to inadequately supervise children
Regulation 89	First aid kits
Regulation 90	Medical conditions policy
Regulation 99	Children leaving the education and care service premises
Regulation 100	Risk assessment must be conducted before excursion
Regulation 101	Conduct of risk assessment for excursion
Regulation 102	Authorisation for excursion
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123	Educator to child ratios – centre-based services
Regulation 123A	Family day care co-ordinator to educator ratios – family day care service
Regulation 124	Number of children who can be educated and cared for – family day care educator
Regulation 136	First aid qualifications
Regulation 170	Policies and procedures to be followed

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
Authorised person	A parent or family member of a child who is being educated and cared for by the service or the family day care educator, or their authorised nominee.	Guide to the NQF (Glossary)
Excursion	An outing organised by an education and care service or family day care educator, but does not include an outing organised by an education and care service provided on a school site if: - the child or children leave the education and care service premises in the company of an educator; and -	National Law (Definitions)
Regular outing	In relation to an education and care service, means a walk, drive or trip to and from a destination: - that the service visits regularly as part of its educational program; and - where the circumstances relevant to the risk assessment are the same on each outing.	National Law (Definitions)
Risk assessment	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	<a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a>

## EXCURSION RISK ASSESSMENTS

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

Risk assessments will consider:

- 
- The proposed activity (does the experience recognise children's resilience and offer children opportunities to explore and adapt the way they use their environment)
  - The proposed transport, route and destination.
  - Process of embarking and disembarking the vehicle
  - Water hazards and risk, and the benefits associated with water activities. (Additional adult supervision may be required in regard to the number and ages of children).
  - 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.
  - The risk assessment will identify how all risks or hazards will be managed and minimised. If a serious hazard is identified, the plan of excursion will not be approved.

- All risk assessments must be given to the coordination unit prior to the excursion occurring and in sufficient time for a coordinator to evaluate the plan

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.

## **ENTERING AND EXITING VEHICLE, PREMISES, DESTINATION AND LOCATION PROCEDURE**

### **Educators are to:**

- Ensure children enter and exit the vehicle from the footpath side
- When walking to location and premises children must hold hands with a buddy, once we have entered the building another head count will be done.
- Before exiting the location and head count will be conducted again.
- Head count is to be conducted when entering and exiting the location
- Ensure all children are adequately 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).

## **WHEN EMBARKING AND DISEMBARKING**

### **Educators are to:**

- Enter the vehicle last ensuring doors are all on child lock, assists children to board and move to their seats and conduct a head count of each child once the child has entered the vehicle.
- Once you have arrived at destination the educator is to leave the first, open the door for children (if parked on the street ensure that all children exit from door facing footpath) and instruct children to unfasten their seatbelts then conduct a head count for each child.

## **EXCURSION PLANNING PROCEDURE**

- An initial Risk Assessment Form must be completed by the educator prior to seeking authorisation from Foundations Family Day Care Service for all proposed excursions.
- Before excursion taking place, educators are to complete the Regular, Special, Home and School risk assessment and have the parent/guardian sign and file in their records. The excursion risk assessment must be fully completed by educator prior to ANY excursion taking place.
- In the event of changed circumstances to the previous risk assessment for the excursion, a new risk assessment form must be completed.

## **EXCURSION APPROVAL PROCEDURE**

- Educators are to conduct their proposed excursion.
- Educator will visit the excursion location and prepare a risk assessment.
- Educator must seek approval from Foundations Family Day Care Service prior to conducting excursion.
- 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.

## **ROLES AND RESPONSIBILITIES:**

### **Approved Provider:**

- Ensure that obligations under the Education and Care Services National Law and National Regulations are met
- Ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to the excursion
- Ensure all children have written authorisation from families to leave the service on an excursion
- Ensure educator to child ratios are maintained during the excursion and address the risks identified (if applicable)
- Ensure family members and volunteers attending the excursion are not left alone with any child or group of children
- Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures
- Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, volunteers and families, and available for inspection
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - Affect the fees charged or the way they collected or
  - Significantly impact the service's education and care of children or
  - Significantly impact the family's ability to utilise the service

### **Nominated Supervisor/FDC coordinator:**

- Support educators to Implement the **Excursion policy and procedures**
- Confirm risk assessment is appropriately conducted and completed prior to regular outing, excursion or transporting children
- Confirm written authorisations are completed prior to regular outings, excursion or the transportation of children take place
- Support educators to conduct risk assessments prior to implementing regular outing, excursion or the transportation of children
- Support educators to identify and assess risks associated with conducting regular outings and excursions and how risks are to be managed
- Support educators on establishing their process of embarking and disembarking the vehicle
- Ensure a new risk assessment is completed when circumstances change for regular outings
- Ensure all children attending the excursion have written authorisation from families to attend prior to the excursion
- Ensure volunteers understand the details of the excursion, the expectations, and their supervision responsibilities
- Verify that all the required equipment and/or items are taken on the excursion (first aid kit, personal medication, medical management plans, mobile phone, emergency contact lists, etc.)

### **Educators:**

- Conduct a risk assessment for an excursion, ensuring any risks are managed (prior to obtaining approval from Foundations FDCS)
- Ensure the excursion is carried out in line with the Excursion policy and procedures
- Ensure all children attending the excursion have written authorisation from families to attend prior to the excursion
- Ensure a new risk assessment is completed when circumstances change for regular outings
- Ensure the required educator to child ratios are in place and children are supervised at all times
- Undertake regular headcount checks to account for all children
- Ensure family members and volunteers attending the excursion understand your expectations and are not left alone with any child or group of children
- Ensure all children's health and medical needs are taken on the excursion (first aid kit, personal medication, medical management plans, etc.).



**Families are to:**

- Sign the authorisation forms for their child to attend the excursion and ensure all information required is up to date
- Provide written authorisation for their child to leave the service premises on regular outings
- Be aware of all the information about the excursion – ask questions if needed
- If volunteering on excursions, understand the details of the excursion and the expectations and supervision responsibilities
- Ensure required medication for their child is in date and available to take on an excursion.

**LINKS TO OTHER POLICIES**

- 1. Educational Program and Practice Policy
- 2. Children's Health and Safety
- 2. B Sleep, Rest periods and 24-hour overnight care
- 2. C Nutrition, safe food Handling & Oral health
- 2.D Sun Protection
- 2F. Tobacco, Alcohol and drugs
- 2.G Water Safety
- 2. H First Aid (Accidents, Injuries and Trauma)
- 2.I Infectious Disease and Illnesses, Exclusion Criteria and Pandemic Procedure - 2. J Medicines
- 2. K Medical Conditions, Inclusion Support and Care
- 2. L Toileting and Nappy changing
- 2.O Emergency and Evacuation

**INDUCTION AND ONGOING TRAINING**

The Educator's Excursion Policy and Procedure forms part of the educator induction and assessment process. Educator will attend in service Risk assessment/ Transportation training before starting to take care of the children. In case the Risk assessment and transportation was done by a Professional Development Educator will provide us with a certificate before care start. Educators and staff are to attend professional development trainings to gain more knowledge on creating risk assessment/Transportations.

**MONITORING, EVALUATION AND REVIEW**

Before educators can take children to excursions and outing a risk assessment of the location is done prior. Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 2R. SUPERVISION POLICY

Revised: October 2023

### POLICY STATEMENT

Supervision is a key aspect of ensuring that children's safety is protected in the service environment. Educators need to be alert to and aware of risks and hazards and the potential for accidents and injury throughout the service, not just within their immediate area. Children being supervised in all areas of the service, by being always in sight and / or hearing of an educator, including during toileting, sleep, rest and transition routines

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for supervision.

### LEGISLATIVE REQUIREMENTS

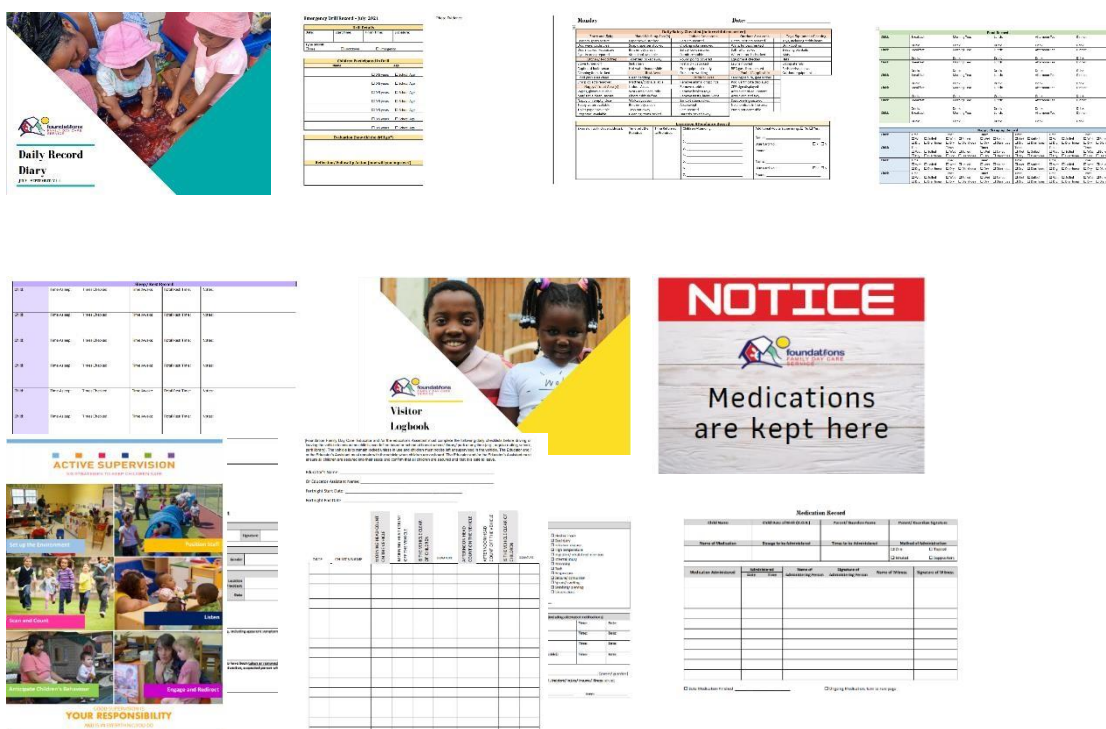
Section/ Regulation	Description
Regulation 101	Conduct of risk assessment for excursion
Regulation 115	Premises designed to facilitate supervision
Regulation 120	Educators who are under 18 to be supervised
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123 A	Family day care co-ordinator to educator ratios-family day care services
Regulation 124	Number of children who can be educated and cared for -family day care educator
Regulation 165	Record of visitors
Regulation 166	Children not to be alone with visitors
Regulation 168	Education and Care Service must have policies and procedures

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children’s Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>Mandatory reporting</b>	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	State/territory based child protection legislation
<b>Reasonably believes</b>	Believes on grounds that are reasonable in the circumstances	Schedule 3, Child Protection Act 1999 (Queensland)
<b>Reasonable grounds</b>	Suspect that a child may be at risk of significant harm based on your observations of the child or what has been reported to you about a child	Schedule 3, Child Protection Act 1999 (Queensland)
<b>Reasonably suspects</b>	Suspects on grounds that are reasonable in the circumstances.	Schedule 3, Child Protection Act 1999 (Queensland)
<b>Responsible Person</b>	In relation to an education and care service, means a person referred to in section 162(1)(a) to (c) of the Education and Care Services National Law	National Law
<b>Reportable Conduct</b>	Certain organizations or entities have legal obligations under Reportable Conduct Schemes. Under these Schemes, certain organizations or entities are required to notify and investigate certain allegations (reportable allegations) of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined by the legislation	State/territory based child protection legislation
<b>Rights of the child</b>	Human rights belonging to all children, as specified in the United Nations Convention on the Rights of the Child	Guide to the NQF
<b>Wellbeing</b>	Sound wellbeing results from the satisfaction of basic needs – the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.	Guide to the NQF

<b>Working directly with children</b>	A person is working directly with children at a given time if at that time the person: • is physically present with the children, and • is directly engaged in providing education and care to the children	National Regulations
<b>Working with children/ working with vulnerable people check (WWCC/WWVP)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: • the person has been assessed as suitable to work with children; or • there has been no information that if the person worked with children the person would pose a risk to the children; or • the person is not prohibited from attempting to obtain, undertake or remain in child-related employment	National Law

## SUPPORTING DOCUMENTS



## ROLES AND RESPONSIBILITIES

### Approved Provider:

- Must conduct an assessment (including a risk assessment) of each proposed residence and each proposed family day care venue of the service before education and care is provided to children at the residence or venue as part of the service to ensure that the health, safety, and wellbeing of children who are educated and cared for by the service are protected.
- Must conduct an assessment (including a risk assessment) of each residence and each approved family day care venue of the service at least annually to ensure that the health, safety, and wellbeing of children who are educated and cared for by the service are protected
- Must ensure that any family day care educator and any family day care educator assistant engaged by or registered with her service has attained the age of 18 years.

- Must take reasonable steps to ensure that nominated supervisors and staff members of, and family day care educators engaged by or registered with the service follow the policies and procedures under regulation 168 and 169
- Must take all reasonable steps to ensure that a record is kept of all visitors to a family day care residence or approved family day care venue while children are being educated and cared for at the residence or venue as part of that service
- Must take all reasonable steps to ensure that a child being educated and cared for at a family day care residence or approved family day care venue as part of the service is not left alone with a visitor to the residence or venue.
- That the premises and facilities are designed and maintained to facilitate supervision for children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified of any serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident.

**Nominated Supervisor/FDC coordinators:**

- Ensure that educators are aware of the children and their environment
- Ensure that all educators are aware of the child safety standard and the child safe policy and have signed the child safety statement
- Ensure Educators avoid activities or actions that will distract them supervision, such as taking personal phone calls, checking mobile phone or administrative tasks, changing nappy
- Educators are positioned allowing them to watch the maximum area possible
- Ensure Educators move around the environment to ensure best view of the area and to avoid standing with their back to the children.
- Ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the services and on excursions.
- Develop, maintain, and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- Must carry the mobile folder with risk assessment, permission forms and emergency contact number in excursion.

**Educators and assistant educators:**

- Must not leave a child being educated and cared for by the educator at a family day care residence or approved family day care venue as part of a family day care service with a visitor to the residence or venue
- Must not educate and care for more than 7 children at a family day care residence or approved family day care venue at any time.
- Have a understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Collaborate a supervision plan and strategies for both the indoor and outdoor environment, assisting educators to position themselves effectively in order to effectively supervise.
- Supervising children closely when they are in a situation that presents a higher risk of injury-for example, on an excursion near a road or water
- Educators adjusting their levels of supervision depending on the area of the service and the skills, age mix, dynamics and size of the group of children they are supervising

**Families:**

- Must sign in /out all the time
- Must provide emergency contact's person photo Identity
- Must update any change asap e.g., Phone number, address, emergency contact phone number
- Must give at least one week notice before change booking hours.

**Supervision Procedure**

- Practicing awareness-a skill that requires a knowledge of children, including knowing each child's range of skills, interest, ability to interact with others and developmental stage.
- Planned positioning- a skill that requires being able to see all the children. Educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
- Use redirection-a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/activities when undesirable behaviour is immanent or occurs. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.
- Provide close supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision.
- Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that supervision is relevant and effective
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- Being aware of the importance of communicating each other their location within the environment
- Actively supervising bathroom facilities
- Being aware of blind spots with the indoor and outdoor environment
- Minimize hazards within the environment to ensure children's safety is maintained.

**LINKS TO OTHER POLICIES**

- 2. A. Visitor Policy
- 2. B. Sleep and rest for children
- 2-C. Nutrition, Safe Food Handling & Oral Health
- 2-E. Providing a child Safety environment
- 2.F. Tobacco, Alcohol and Drugs
- 2-H. Injury, Trauma & illness
- 2-I. Infectious Disease and Illness, Exclusion Criteria, and Pandemic Procedure -
- 2. J. Medicines
- 2.K. Medical Conditions
- 2. L. Toileting and Nappy Changing
- 2.M. Transport of Children
- 2. O. Emergency and Evacuation
- 2.P. Child Ratio Limits
- 2. Q. Excursions.

- 3. Educator's physical environment standards
- 4.C. Adults Residing at the family day care residences

## INDUCTION AND ONGOING TRAINING

The Supervision Policy and Procedure forms part of the educator induction process. Each educator and staff are to attend Active Supervision training and discuss this policy at educator meeting

## MONITORING, EVALUATION AND REVIEW

Educators, staff, and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
<b>QA 2.3</b>	Each child is protected
QA 2.3.1	Children are adequately supervised at all times
QA 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
QA 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, the interaction between indoor and outdoor space
QA 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing
QA 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times

## 3. Educator's Physical Environment Standards

Revised: October 2023

### POLICY STATEMENT

Foundations FDCS is committed to providing safe and comfortable physical environment at its FDC educator residence or venue. Each setting will actively promote children's wellbeing, learning and developmental outcomes.

Foundations FDCS educators are to 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for the Physical environment.

- The design and location of the FDC educator setting will be appropriate for their purpose. And will promote children's competence and independent exploration and enrich children's learning and development through play.
- We promote an active role in caring for the environment and will contribute to a sustainable future.
- To ensure each venue or residence where education and care is provided meets the criteria for protection of children and is comprehensively assessed annually.

### LEGISLATIVE REQUIREMENTS

THIS POLICY RELATES TO THE FOLLOWING NATIONAL LAW AND NATIONAL REGULATIONS

Section/ Regulation	Description
Regulation 73	Educational Program
Regulation 74	Documenting of child assessment or evaluations for delivery of educational program
Regulation 86	Notification to parents of incident, injury, trauma and illness
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
Regulation 104	Fencing and security
Regulation 105	Furniture, materials and equipment
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirements- indoor space
Regulation 108	Space requirements- outdoor space
Regulation 109	Toilet and hygiene facilities
Regulation 110	Ventilation and light



Regulation 116	Assessments of family day care residences and approved family day care venues
Regulation 156	Relationships in groups
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures- family day care services
Regulation 170	Policies and procedures are to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulations 182	Tobacco, drug and alcohol-free environment

## KEY TERMS

Term	Meaning	Source
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law
<b>FDC residence or setting</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law
FDC resident	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
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	Foundations Family Day Care Service Document
Comprehensive Home Safety Check	Comprehensive Home Safety Check comprises of a detailed checklist for the educators FDC residence/venue both indoor, outdoor and vehicle and supporting photos	Foundations Family Day Care Service Document
Home Risk Assessment and Emergency Evacuation Risk Assessment	Home Risk Assessment and Emergency Evacuation Risk Assessment comprises of <ul style="list-style-type: none"> <li>• a completed document identifying and risks and include risk elimination measures</li> <li>• a floor plan of venue with emergency escape</li> </ul> Foundations Family Day Care Service Document 120 and evacuation assembly location <ul style="list-style-type: none"> <li>• supporting photographs</li> </ul>	Foundations Family Day Care Service Document

## SUPPORTING DOCUMENTS

### Educator Premises Contract Evacuation

### Initial/ Annual Comprehensive

### Home risk assessment & Emergency

### Home Safety Check

### Risk Assessment

**FAMILY DAY CARE PREMISES CONTRACT**

**CONTRACT DESCRIPTION:**  
This document details the Foundations Family Day Care (FDC) 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 the educator working for Foundations Family Day Care Services.

**PREMISES AREAS AND RESPONSIBILITIES:**

1. Adult Occupants of Educator's Residence - Must hold a current blue card and this must be recorded by the FDC office.
2. Emergency - Must be kept safe for children to play in, must ensure their physical development.
3. Risk Register - Must be current and stored in a place inaccessible to children.
4. Kitchen & Uncovered Objects - Must not be stored in accessible spaces as they are safety hazards.
5. Carpet Register - Must ensure that carpet is kept free from holes and children play areas is very clean.
6. Chemical Storage - Must not be left in open place.
7. Children's Play Area - Must be safe for children to play in and be free of hazards or sharp objects. The equipment must be clean at all times.
8. CPR & First Aid - Must have a valid CPR and First Aid Certificate before providing care to children.
9. Documentation Area - Must keep all documents in documentation area at all times.
10. Educator's Phone - Must ensure that phone is accessible and secure at an appropriate level for children to access.
11. Emergency Exit - Must do a fire drill, and lock down drill practice with children every three months and each time a new child starts in their care.
12. Educator - Must not take children for excursions without permission from the parent and completion of relevant risk assessments.
13. Safety - Must have an exit sign clearly visible to all who are in the premises.
14. Access - Must be in good condition and kept well maintained.
15. Fire Evacuation Plan Diagram - Must have the evacuation plan diagram and display it at each site.
16. First Aid - Must be in the first aid kit and accessible.
17. Hot Water Tank - Must be serviced off before an educator can commence work.
18. Indoor Furniture - Must ensure that furniture is robust and secured at an appropriate level for children to access.
19. Installing New Equipment - A safety check must be completed by the coordinator before any new equipment (e.g. play sets, swings, outdoor cooking) are installed and made accessible to children.
20. Insurance - Must have valid public liability insurance.
21. Laundry & Hygiene Facilities - Must always be clean; no chemicals should be left out and unattended clothes must be stored appropriately. Laundry equipment must always be locked.
22. Lawn Mower & Lawn Maintenance Equipment - Must be kept in a locked place where children cannot get access.
23. Maturity Progressing & Reflection - Must do maturity reflection progressing as required by the service.
24. Observation Area - Must be each child observation area visible as required by the service.
25. Pets - Pets must be inaccessible to children. Pets should have their separate areas away from the children play areas.
26. Pools - Must be displayed in the educator's residence.
27. Professional Development and Training - Is compulsory and is conducted monthly.

**ANNUAL COMPREHENSIVE HOME SAFETY CHECK**

**EDUCATOR DETAILS**

Full Name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Type of Check: ☐ Initial Home Safety Check ☐ Annual Home Safety Check Renewal

**OCCUPANT DETAILS**

Occupants Under 18 (Full Name and DOB):

Name	Blue Card No.	P/V	Expiry Date

Occupants Over 18:

Name	Blue Card No.	P/V	Expiry Date

**CARE DETAILS**

Age of Resident Children: ☐ Under School Age ☐ School Age ☐ Both

**HOME RISK ASSESSMENT & EMERGENCY EVACUATION RISK ASSESSMENT**

**EDUCATOR DETAILS**

Full Name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Type of Check: ☐ Initial Home Safety Check ☐ Annual Home Safety Check Renewal

**OCCUPANT DETAILS**

Occupants Under 18 (Full Name and DOB):

Name	Blue Card No.	P/V	Expiry Date

Occupants Over 18:

Name	Blue Card No.	P/V	Expiry Date

**CARE DETAILS**

Age of Resident Children: ☐ Under School Age (0-5 years) ☐ Under School Age (6-12 years) ☐ School Age (13 years - 17 years)

Location of Children: \_\_\_\_\_  
Location of Children: \_\_\_\_\_  
Location of Children: \_\_\_\_\_

### Monthly Home Safety Check

**MONTHLY HOME SAFETY CHECK**

**EDUCATOR DETAILS**

Full Name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Type of Check: ☐ Initial Home Safety Check ☐ Annual Home Safety Check Renewal

**OCCUPANT DETAILS**

Occupants Under 18 (Full Name and DOB):

Name	Blue Card No.	P/V	Expiry Date

Occupants Over 18:

Name	Blue Card No.	P/V	Expiry Date

**FRONT DOOR/ENTRANCE**

House number is clearly displayed: ☐ All gates are locked: ☐

Entry of house is free from clutter (e.g. rubbish, shoes etc.): ☐ Gate and fence are in good condition and are appropriate for providing a secure environment: ☐

Comments: \_\_\_\_\_

### Daily Safety Check- In Daily Diary

**Monday** **Date:** \_\_\_\_\_

**Daily Safety Checklist (before children arrive)**

Entry and Exit	Hand Washing Area(s)	Indoor Areas	Outdoor Areas	Toy/Equipment Cleaning
Barriers, gates, fences	Paper towel stocked	Barriers secured	Gates, barriers secured	Toys, equipment, facility items
Doorways, paths clear	Soap dispenser stocked	Checking risks removed	Walls, fences checked	Drink bottles
Doors locked, key secure	Bin empty, clean	Safety locks secured	Soft fall checked	Changing blankets
Signs in area prepared	Signs clear, available	Furniture stable	Water hazards checked	Mats
Kitchen/ Food Prep	Toilets locked away	Power points covered	Equipment checked	Sitting stools
Stove turned off	Sink clean	First aid kit stocked	Laundry moved	Bedchairs/ pillows
Cupboard locks secure	Hot water inaccessible	Fire equipment ready	SHZ gas disconnected	Outdoor equipment
Cleaning items locked	First Aid Area	Fire alarm working	Pool - if applicable	
Food prep area clean	Clean bedding			
Sharp objects removed	Mattress/cots available	Remove animal droppings	Fencing secure, gate locked	
Nappy/ Toilet Area(s)	Indoor Areas	Remove rubbish	Pool Certificate displayed	
Wipes, gloves available	Wash area clean, tidy	Remove broken toys	CPR sign displayed	
MAT/ table clean, secure	Floor rubbish free	Remove mats, boxes, weeds	Area clear of equipment	
Nappy bin empty, clean	Walkways clear	Sandpit clean, raked	Area clean and tidy	
Soap water available	Bin empty, clean	Area swept	Spa covering secured	
Toilet paper available	Toys put away	Pets secured	No chemicals in the area	
Shed door available	Cleaning items locked	Hazards locked away	Pump not accessible	

**Excursion Attendance Record**

Excursion to (include address): \_\_\_\_\_ Time Left the Premises: \_\_\_\_\_ Time Returned to Premises: \_\_\_\_\_

Children Attending:

1. _____	Name: _____
2. _____	Blue Card No.: _____ <input type="checkbox"/> <input type="checkbox"/> V
3. _____	Phone: _____
4. _____	
5. _____	Name: _____
6. _____	Blue Card No.: _____ <input type="checkbox"/> <input type="checkbox"/> V
7. _____	Phone: _____

Additional Adults Supervising: ☐ No ☐ Yes:

## ASSESSMENT AND APPROVAL PROCEDURE

Responsibility for creating and maintaining a suitable physical environment for family day care lays across the approved provider, Nominated supervisor, Foundations FDC staff and educators. Responsibility is directed as set out below.

### Approved provider and Nominated supervisor are to:

- Conduct a Comprehensive Home Safety Check to assess the suitability of each residence/venue. This check must be passed prior to new educators being approved to work and be annually reviewed for educators to maintain ongoing registration with Foundations FDCS. Supporting photos are to be included
- Ensure that all outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purposes. Premises, furniture and equipment must be safe, clean and well maintained. Resources, materials and equipment must be sufficient and appropriate, and support the flexibility of our children's programs and experiences.
- 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.

- 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.
- Ensure that the service and its grounds comply with Local Government regulations in regard to fire ventilation, natural and artificial lighting and safety glass.
- 

#### **Nominated Coordinator and coordination staff are to:**

- During monthly home monitoring visits Foundations FDCS coordination staff 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.
- Failure to rectify any issues identified during monthly home monitoring visits may lead to suspension of work or termination depending on the breach. (See breach of contract document)
- Encourage Educators to participate in on-going professional development in order to enhance children's learning and ensuring a safe and educational environment.
- Document required maintenance on monthly safety visits

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

- Sign the Educator Premises Contract which 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.
- ensuring that all outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purposes. This will be achieved by conducting a daily safety check before children arrive. Any issues identified as unsafe,
- unsuitable, damaged or a hazard will be removed from children's access. Any items which can not be removed will be excluded from children's access until repaired or clean appropriately.
- Premises, furniture and equipment must be safe, clean and well maintained. Resources, materials and equipment are sufficient and appropriate, and support the flexibility of our children's programs and experiences.
- Sustainable practices will be embedded in the operations of each FDC setting, including the use of environmentally friendly products where practicable. Children are encouraged to respect the environment and participate in experiences that build their understanding of the responsibilities necessary for a sustainable future.
- Offer children and families inviting, flexible, inclusive and interactive indoor and outdoor environments that provide opportunities to engage with both built and natural elements.
- Provide appropriately sized furniture and equipment in both the indoor and outdoor environment for the age ranges signified in the service.
- Resources and equipment will be chosen to reflect the cultural diversity of the Service's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community.
- Providing children with challenges in relation to indoor and outdoor fundamentals in the environment to inspire appropriate challenges and risk taking in accordance with children's individual developmental level.

- Ensure the environment is organised to ensure safety and minimal disruption for children.
- Integrate precise requirements of children with additional needs to ensure an inclusive environment.
- Ensure climbing equipment is set up in a safe way. For example, incorporating soft fall materials wherever climbing equipment is set up.
- Provide an environment that allows children in several dispositions to occur in the same space (e.g. quiet play areas and loud play areas).
- Provide a natural environment for children to explore and experience which may include (e.g. plants, trees, gardens, rock, mud or water).
- Working in collaboration with our Sun Safety policies and procedures, provide adequate shade for children that work in accordance with the recommendations of relevant authorities.
- Provide an environment that ensures children are appropriately supervised at all times.
- Ensure all required fencing is in good working condition and is compliant with current regulations.
- Provide a variety of indoor and outdoor experiences, catering for children's interests and abilities.
- Supporting the children to access appropriate furniture, resources, materials, toys and equipment. These resources will be adequate in number for the number of children attending the service and be developmentally appropriate.
- Provide an environment where children can explore, solve problems, create, construct and engage in critical thinking that is developmentally appropriate.
- Provide an environment that permits children to participate in activities independently or in small groups and access resources autonomously.
- Providing an environment that incorporates commercial, natural, recycled, homemade and real resources that can be used in a variety of ways to encourage children's learning.
- Providing sufficient and accessible eating and sleeping facilities.
- Provide adequate and appropriate hygienic facilities for nappy changing and toileting which are properly constructed ensuring children's safety.
- Incorporate natural and artificial lighting, appropriate ventilation, heating and cooling and fresh air.
- Provide and maintain hygienic appropriate areas for food preparation.
- Provide an area for managerial purposes (home admin/office area), consultation with children's parents and for private conversations to occur.
- Ensure power points not in use have safety caps, all double adaptors and power-boards are out of reach of children and all electrical cords are secured and not dangling.
- Discuss with children the safety characteristics of using toys and equipment.
- Where appropriate involving the children in setting behaviour and resource use guidelines.
- Provide families with the latest safety information
- Ensure all equipment, including resources, equipment, car seats, booster seats etc. meets relevant Australian Standards and educators are trained in correct maintenance and assembly.

#### **Families must:**

- Avoid bringing toys and other personal items to the FDC residence/venues as these items may not be suitable for other children and could be harmful.
- Directly give medications, personal sunscreen, lotions and insect repellent to the educator for safe storage. These items are not to remain in the child's bags or with personal belongings.

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

- 1. Educational Program and Practice Policy
- 1.A Environmental Sustainability
- 2. Children's Health and Safety
- 2. B Sleep, Rest periods and 24-hour overnight care
- 2. C Nutrition, safe food Handling & Oral health
- 2.D Sun Protection
- 2F. Tobacco, Alcohol and drugs
- 2.G Water Safety
- 2. H First Aid (Accidents, Injuries and Trauma)
- 2.I Infectious Disease and Illnesses, Exclusion Criteria and Pandemic Procedure - 2. J Medicines
- 2. K Medical Conditions, Inclusion Support and Care
- 2. L Toileting and Nappy changing
- 2.O Emergency and Evacuation

#### **INDUCTION AND ONGOING TRAINING**

The Educator's physical environment Policy and Procedure forms part of the educator induction and assessment process. Educators and staff are to attend educator meetings each month to discuss and review policies and procedures.

#### **MONITORING, EVALUATION AND REVIEW**

Each month educator settings are reviewed and assessed for safety and suitability. Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.



## 3-B Physical activity and Screen time policy

Revised: August 2024

### POLICY STATEMENT

The increasing rates of childhood overweight and obesity underscore the impact of community-wide physical activity levels and sedentary behaviors. Establishing healthy habits through regular physical activity is essential for promoting lifelong well-being and improving both immediate and long-term health outcomes. As a family day care provider, we recognize the vital role our environment plays in developing these habits in young children and influencing family behaviors. By working together, family day care educators and families can prioritize physical activity both at home and within the day care setting.

### BACKGROUND

Foundation Family Day Care Services is dedicated to enhancing children's physical activity by supporting the development of their gross motor skills and fundamental movement abilities through both planned and spontaneous active play experiences. We also focus on reducing screen time and sedentary behaviour for recreational purposes.

Our service is committed to continuous improvement and high-quality provision as outlined in the National Quality Framework. We integrate key physical activity messages from Munch & Move into our curriculum, aligning with the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years) and the Get Up & Grow Physical Activity Guidelines.

Additionally, Foundation Family Day Care Services values the role of families in promoting physical activity and aims to build positive, respectful, and reciprocal relationships to support this goal.

### LEGISLATIVE REQUIREMENTS

#### National Quality Framework

Section/ Regulation	Description
Part 4.3	Physical environment
Part 4.5 Regulation 155	Interaction with children
Part 4.5 Regulation 156	Relationships in groups
Standard 1.1	The educational program enhances each child's learning and development.
Standard 2.1	Each child's health and physical activity is supported and promoted.
Standard 3.1	The design of the facilities is appropriate for the operation of a service.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures- family day care services
Regulation 170	Policies and procedures are to be followed
Regulation 171	Policies and procedures to be kept available



## Early Years Learning Framework

**Learning Outcome 3** – Children have a strong sense of wellbeing.

**Principles** – Secure, respectful, reciprocal relationships; Partnerships with families; High expectations and equity; Ongoing learning and reflective practice.

**Practices** – Learning environments; Intentional teaching; Learning through play; Responsiveness to children; Assessment for learning.

### **Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): *An Integration of Physical Activity, Sedentary Behaviour, and Sleep***

For healthy growth and development in:

#### **Infants (Birth to one year)**

- Physical activity, particularly through supervised interactive floor-based play in safe environments, should be encouraged from birth. For those not yet mobile, this should include 30 minutes of tummy time (including reaching and grasping, pushing and pulling, and crawling) spread throughout the day during awake periods.
- Infants should not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or highchair).
- Screen time is not recommended.
- When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.

#### **Toddlers (1–2 years)**

- Toddlers should spend at least 180 minutes in a variety of physical activities, including energetic play, spread throughout the day; more is better.
- Toddlers should not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or highchair) or sit for extended periods.
- For those younger than 2 years, sedentary screen time is not recommended.
- For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better.
- When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.

#### **Pre-schoolers (3–5 years)**

- Pre-schoolers should spend at least 180 minutes in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better.
- Pre-schoolers should not be restrained for more than 1 hour at a time (e.g. in a stroller or car seat) or sit for extended periods.
- Sedentary screen time should be no more than 1 hour in total throughout the 24-hour period; less is better.

When pre-schoolers are sedentary, caregivers are encouraged to engage with them through activities such as reading, singing, puzzles and storytelling.

## **SUPPORTING DOCUMENTS**



### **This policy (procedure/guideline) aims to:**

1. Promote children's participation in a range of safe active play learning experiences.
2. Provide a positive active play environment which reflects cultural and family values.
3. Promote lifelong learning and enjoyment of physical activity.
4. Limit time spent engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.
5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour.

### **Our strategies to implementing this policy (procedure/guideline) include:**

Promote children's participation in a range of safe active play learning experiences

- Provide opportunities for children to be active every day through a balance of planned and spontaneous active play experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan daily intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes daily floor-based play for babies – tummy time, and the intentional planning of FMS experiences for older toddlers and preschool-aged children that consists of a warm-up, FMS game and a cool-down.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling.
- Ensure active play experiences are play based, varied, creative, developmentally appropriate and cater to the abilities and interests of each individual child.
- Support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits.
- Ensure all active play experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Encourage children's participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- Provide space, time and resources for children to revisit and practice FMS and engage in active play.
- Encourage educators to provide opportunities for learning about the importance and benefits of being physically active and involve children in the planning of active play experiences.
- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators to consume water before, during and after active play experiences.
- Provide opportunities for physical activity during excursions (e.g. walking excursions promoting physical activity and safe active travel).
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their

knowledge about early childhood physical activity.

### **Provide a positive active play environment which reflects cultural and family values**

- Positively encourage children to participate in a range of active play experiences.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide positive instruction, role modelling of the correct Fundamental Movement Skills and constructive feedback to children to assist them in developing and refining their Fundamental Movement Skills.
- Plan active play experiences that are inclusive of and reflect the diverse cultural backgrounds of our educators, families and community.
- Work in collaboration with families and other professionals to provide active play experiences that are inclusive of all children including those with additional needs.
- Promote physical activity for everyone to participate in a fun experience and not for competition.
- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Encourage children and families to choose active travel options to and from the service and provide safe storage of active travel equipment while children are in care at the service.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.
- Provide families with information and ideas on incorporating physical activity at home, including sharing information about community events that promote children's wellbeing through physical activity.

### **Promote lifelong learning and enjoyment of physical activity**

- Provide opportunities and encourage all educators to engage in professional development topics related to promoting physical activity and limiting screen time for example Munch & Move training.
- Offer a range of active play learning experiences.
- Encourage children to be as active as possible during daily active play times.
- Encourage all children to participate in active play experiences to the best of their ability.
- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing screen time as part of their learning experiences.
- Assist children to develop daily habits, understanding and skills that support health and wellbeing.
- Ensure any fundraising promotes healthy or active lifestyles and advocates for children's wellbeing.

### **Limit time children spend engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service**

- Limit the amount of time spent on screens.
- Endeavour to limit experiences involving screen use to those which have an educational component – including movement.
- Discuss with children the role of screen time in their lives and support them in making healthy choices about their use of screen time for both education and recreation.

- Encourage educators to model appropriate screen behaviours to the children.
- Encourage the promotion of productive sedentary experiences for rest and relaxation.
- Ensure that an appropriate balance between inactive and active time is maintained each day.
- Under no circumstances is the screen to be used as a reward or to manage challenging behaviours.
- Ensure that children under two years of age are not provided with screen-based activities, such as watching television and DVDs or playing computer games.

### **Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour**

- Provide a copy of the Physical Activity and Screen Time Policy to all families during orientation to the service.
- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

### **Monitoring and Review**

- Report on active play/physical activity and screen time goals and achievements in the service's Quality Improvement Plan (QIP) where appropriate, annual reports or management committee meetings.
- Review the Physical Activity and Screen Time Policy every year
- Provide families with opportunities to contribute to the review of this policy (procedure/guideline).

### **ROLES AND RESPONSIBILITIES Regards Screen time**

#### **Approved Provider/ Nominated Supervisor/FDC coordinators:**

- Be aware of the requirements of the current Education and Care Services National Regulations and relevant National Quality Standard in relation to the use of television and other media
- Provide relevant and up-to-date information to Educators and families on the recommended screen times for children
- Provide relevant and up-to-date information to Educators and families on using the internet safely

#### **Educators and assistant educators :**

- Abide by their obligations under the current Education and Care Services National Regulations and the National Quality Standard in relation to the use of television and other media
- Limit children's screen time

#### **Current recommendations for children's screen time is:**

- 0 (Nil) hours for children under 2 years of age
- No more than 2 hours per day for children over 2 years of age, considering that you only have the children

for part of the day

- Television and other media should not be used as a form of babysitting, they should be used for a specified time and then turned off
- Television and other media are to be age appropriate • Programs classified “C” for Children, “P” for Pre-School or “G” for General are appropriate
- Games for game consoles classified with a “G” rating are appropriate
- Any DVD’s or Games that are not classified with a “G”, “P”, or “C” rating should be made inaccessible to the children
- Ensure that other family members are aware of the requirements of this policy and support the implementation of it
- Be aware of the age differences of the children you have in care and ensure that within the program classifications that any show watched, or games played are appropriate for all age
- If the internet is used, this should only be done under close adult supervision and with the installation of a Child Safe Filter
- Television shows and DVD’s may be shown based on children’s interest and used as a tool to support the Educational program
- Provide other activities for those children who do not wish to participate in screen time
- Be respectful of parent’s choices around what TV viewing their children are exposed to
- Be respectful of parent’s choices around what other media their children are exposed to
- Encourage children and families to leave other media items at home

#### **Families:**

- Inform Educators as to which television programs or DVD’s your children can watch
- Inform Educators as to whether your child may use other media, and if so, which other media you are comfortable with
- Discourage children from bringing other media to Family Day Care

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

1. Educational Programming and Practice Policy
2. Children’ Health and Safety Policy
- 2E. Child Protection
- 2H. Incident, injury, trauma and illness
- 2M Transport of Children
- 2N Authorised persons and Duty of Care
- 2Q Excursions
- 2R Supervision policy
4. Staffing arrangements and code of conduct
- 4A determining responsible person
- 4c Adults residing at the family care residence<sup>3</sup>
- 4d Participation of students and volunteers
- 5 Relationships with children

6 Partnerships with families and communities

6QA family enrolment and orientation policy

6b Communication with families

7A the acceptance and refusal and authorization

7J Media and technology policy

## **INDUCTION AND ONGOING TRAINING**

Continual Monitoring and Improvement:

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Co-ordination Unit Staff accessing current relevant information
- Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems MONITORING,

## **EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

## **Key Resources**

- NSW Health Munch & Move program resources available on the Healthy Kids website  
[www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)
- Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years) -  
<http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#npa050>
- SunSmart NSW – [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)
- Kidsafe – [www.kidsafe.com.au](http://www.kidsafe.com.au)

## 4. STAFFING ARRANGEMENTS & CODE OF CONDUCT

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for staffing arrangements and code of conduct. This policy is in place to ensure Foundations FDCS and educators uphold the expectations outline in the Code of Conduct and are aware misconduct will lead to serious consequences and to ensure Foundations FDCS and educators receive adequate training and professional development in regard to the rights and responsibilities of the child, families, and educators.

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.

### 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.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 48	Qualifications for educators—Act, s 110(1)
Regulation 49	Prescribed qualifications, experience and other characteristics— Act, s 113(4)(b)
Regulation 128	Family day care Coordinator qualifications
Regulation 145	Staff record
Regulation 147	Staff members
Regulation 154	Record of staff engaged or employed by family day care services
Regulation 56	Notice of addition of nominated supervisor

Regulation 56A	Notice of change of a nominated supervisor's name or contact details
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## KEY TERMS

Term	Meaning	Source
Nominated Supervisor	A person with responsibility for the day-to-day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services	Fireflyhr.com.au (definitions)
Responsible Person	A person who is physically at the Service and has the role of either Approved Provider, Nominated Supervisor or is a duly appointed person. The Responsible Person has consented to be placed in day-to-day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practice	Fireflyhr.com.au (definitions)
“Educator”	a person, who is at least 18 years old, with a Certificate III qualification as described under the current Child Care regulations	
Actively working towards	An Educator who is enrolled in a course for an approved Early Childhood qualification	Aceccqa.gov.au (definitions)

## SUPPORTING DOCUMENTS

### Staff Register

Contact Information			
	Full Name	Tabisengwa (Tabi) Sango	
	DOB	1/01/1973	Age 48 y 8 m
	Phone	0412 596 782	Email tabi@foundations.net.au
	Address	12 Sanderling St, Taigum QLD 4018	
	Position	Director, Nominated Supervisor	
	Emergency Contact	Umbe Swisengo (Husband)	
	Phone		Alt Phone

Employment Details			
Date Started	14/12/2019	Work Days	Mon-Fri 9am-5pm
Provider Number/Date	55-40003043 (20/4/2015)	Completed	3/04/2017
Qualification	Dip Early Childhood Edu & Care	Completed	9/12/2021
Blue Card No.	899946/5	Expiry	9/12/2021
Police Check	Family Day Care Australia	Completed	28/07/2020
First Aid (HLTAID004)	17/01/2024		
CPR (HLTAID001/2)	17/01/2022		

Professional Development			
Red Nose - Safe Sleep Training	Completed	14/12/2020	
In-service - "Full Day Training" Jan	Completed	15/01/2021	
In service - Eco Artworks	Completed	26/02/2021	
In service - Outdoor Play	Completed	26/03/2021	
In service - Unpacking the Lunchbox	Completed	30/04/2021	
In service - Indigenous Inclusion	Completed	28/05/2021	
RailSmart	Completed	25/06/2021	
In Service - Supervision	Completed	30/07/2021	

Educators Under Nominated Supervisor (supports all as needed)			
Educator Name	Ema Pisla	Location	North Side
Educator Name	Khalie Cornish	Location	North Side
Educator Name	Lilliane Tangazo	Location	South Side
Educator Name	Pauline Tambwe	Location	South Side
Educator Name	Solanne Mutombo	Location	South Side
	Keep Here	Tabi - Coordinator	Yvonne

### Induction Checklist

**INDUCTION CHECKLIST**

Welcome to Foundations Family Day Care Service (FFDCS)  
This checklist is designed to provide you with an orientation to FFDCS.  
It is evidence you have completed your induction with FFDCS and are ready to commence work.

I, \_\_\_\_\_ (Educator), confirm I have accurately completed and provided copies of the following application documentation:

- ☐ Literacy and Numeracy Test
- ☐ Educator Interview
- ☐ Educator Application Form
- ☐ 0-13 Year-old Occupant Form and Stat Dec (if applicable)
- ☐ Positive Notice Blue Cards for all occupants over the age of 18 (if applicable)
- ☐ Qualification certificate, or appropriate evidence of "actively working towards" certificate
- ☐ Positive Notice Blue Card (Paid)
- ☐ Driver Licence
- ☐ CPR (HLTAID001/002) certificate
- ☐ First Aid (HLTAID004) certificate
- ☐ ABN registration
- ☐ PRODA registration
- ☐ Public liability insurance registration
- ☐ Police check (less than 12 months old)
- ☐ Any relevant professional development and training certificates

I, \_\_\_\_\_ (FFDCS Staff Member), confirm I have conducted the following safety checks with \_\_\_\_\_ (Educator), at their premises:

- ☐ Comprehensive Home Safety Check, including photos of the premises.
- ☐ Home and Emergency Risk Assessment
- ☐ Home Safety Report
- ☐ Floorplan of the premises

I, \_\_\_\_\_ (Educator), confirm I have made any required safety changes to my premises at the advice of FFDCS, and provided photo evidence of these changes.

I, \_\_\_\_\_ (Educator), confirm I have received, read, and understand the following policies, procedures, regulations, and laws:

- ☐ FFDCS Policy and Procedure Manual
- ☐ ACECQA Family Day Care Compliance Guide
- ☐ Education and Care Services National Law
- ☐ Education and Care Services National Regulations



## **ROLES AND RESPONSIBILITIES**

### **Approved Provider is to:**

- The Approved Provider will nominate (in writing) a suitably qualified and experienced staff to take on the Educational Leader role and responsibilities.

### **Nominated supervisor/FDC coordinators are to:**

- The Educational Leader will keep a record about how they mentor and guide Educators of the Service to ensure continuous improvement
- The Educational Leader will guide Educators to provide a compliant program.
- Nominated Supervisor is responsible for the day-to-day management of the Service, ensuring compliance with the National Law, Regulations and National Standards
- Nominated Supervisor will adhere to Service policies ensuring a safe and healthy environment is provided
  - Maintain and respect each individual's right to privacy and confidentiality.
- Information regarding families' needs will be shared with community only with the family's permission, except in child protection matters.
- 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.
- 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.

### **Educators are to:**

- Share Information regarding the families and children's needs will be shared between the coordination team in the best interest of the child.

### **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.

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 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.
- Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- Developing a culture of accountability within the service for complying with the code(s) of conduct and being prepared to respond when behavioural expectations are not adhered to.
- respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and nonverbal

#### **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.

### **INDUCTION AND ONGOING TRAINING**

The staffing group is to attend our monthly staff meetings where information is shared to fulfil their roles effectively.

### **MONITORING, EVALUATION AND REVIEW**

Each month educators' settings are reviewed and assessed for safety and suitability. Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure

## 4-A. DETERMINING RESPONSIBLE PERSON

Revised: October 2023

### POLICY STATEMENT

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

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for determining responsible person.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 35	Notice of addition of new nominated supervisor
Regulation 45	Staff records
Regulation 46	Nominated Supervisor
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

### KEY TERMS

Term	Meaning	Source
Approved Provider	An individual or organisation that has completed an application form and been approved by the Regulatory Authority as fit and proper (in accordance with Sections 12, 13 and 14 of the National Law) to operate one or more education and care services.	One world of Children (definitions)
Duty of Care:	A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonably foreseeable risk of injury.	One world of Children (definitions)
Fit-and-Proper	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways:  For Queensland:  -Current working with children check or card.	National Regulations (regulation 163)

Responsible Person	A person who is physically at the Service and has the role of either Approved Provider, Nominated Supervisor or is a duly appointed person. The Responsible Person has consented to be placed in day-to-day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practice	Fireflyhr.com.au (definitions)
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## 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.

## PROCEDURES

### ROLES AND RESPONSIBILITIES

#### Approved Provider is to:

- Approved Provider must determine if a person is suitable to be a Nominated Supervisor before nominating the person
- Approved Provider must record this information, with sufficient evidence, and keep it on file to demonstrate compliance to the Regulatory Authority
- Approved Provider must not nominate a person as a nominated supervisor if you knew or could reasonably have known that person was prohibited from being nominated
- As Approved Provider you notify the Regulatory Authorities 7 days prior to the nominated supervisor starting, or if that is not possible, within 14 days after the nominated supervisor has commenced in the role

#### Nominated supervisor/FDC coordinators are to:

- Providing written consent to accept the role of Nominated Supervisor
- Ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- Ensuring they have a sound understanding of the role of Responsible Person
- Notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or if they are subject to disciplinary proceedings
- Ensure the responsible person is appropriately skilled and qualified.
- Ensure a responsible person is known each day.
- Ensure the name of the responsible person is displayed in the main entrance at the Foundations FDCS Office.

#### Educators are to:

- Meeting the qualifications, experience and management requirements if they wish to gain a Supervisor Certificate, as defined in the National Regulations (Regulations 46–49)

#### Families are to:

- Reading and understanding this policy
- Being aware of the Responsible Person at the service on a daily basis

## **LINKS TO OTHER POLICIES**

- Recruitment
- Code of Conduct
- Confidentiality
- Governance and Management

## **INDUCTION AND ONGOING TRAINING**

This Educational Program and Practice Policy and Procedure forms part of the educator induction process. In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS, or an external Professional Development training coordinated by Foundations FDCS

## **MONITORING, EVALUATION AND REVIEW**

To assess whether the values and purposes of the policy have been achieved, Foundations FDCS will monitor the implementation, compliance, complaints and incidents in relation to this policy, keep the policy up to date with current legislation, research, policy and best practice and notify parents/guardians and Educators at least 14 days before making any changes to this policy or its procedures.

## 4-B. EDUCATOR ENGAGEMENT AND REGISTRATION

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require policies and procedures to be in place in relation to the engagement or registration of FDC educators.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 10	Meaning of actively working towards a qualification
Regulation 30	Condition on service approval – family day care educator insurance
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old
Regulation 127	Family day care educator qualifications
Regulation 136	First aid qualifications
Regulation 143A	Minimum requirements for a family day care educator
Regulation 153	Register of family day care educators, coordinators and educator assistants
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
Regulation 168	Education and care services must have policies and procedures

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>

<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: -Current working with children check or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)



## SUPPORTING DOCUMENTS

### Educator Register

Educator Assistant					
Full Name	None	DOB	Age	Blue Card Num.	
Email		Phone		Expiry	
Address				Date Signed	Date Ceased
HLTAID004				Date Approved	Reason for use
CPR Expiry - HLTAID004W02					

Current Children in Care					
Name	DOB	Age	Care Type	Regular Care Hours	Holiday Care Hours
		1219 m			
		1219 m			
		1219 m			
		1219 m			
		1219 m			
		1219 m			
		1219 m			
		1219 m			

### Educator Application Form

APPLICANT DETAILS			
<b>BACKGROUND DETAILS</b>			
Full Name			
Date of Birth	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	
Address (street address, suburb, postcode)			
Mobile Phone	Home Phone		
Email			
Country of Birth	Country of Citizenship		
Languages Spoken			
CRN			
Medicare Number			
ABN	PRONIA Number		
Relevant childcare qualification	Card Number	Category	Expiry
Blue Card	<input type="checkbox"/> Paid <input type="checkbox"/> Volunteer	Type of cover	Expiry
Public Liability Insurance	Company & Membership ID		
First Aid Training (with insurance and asthma included)	Certificate Code and Name	Date issued	Expiry
CPI Certificate	Certificate Code and Name	Date issued	Expiry
National Police Check	Issue Date	Issued By	
COVID-19 Vaccination	Certificate Valid From	Child Safe Training	Certificate Valid From
Red Nose Safe Sleeping	Certificate Valid From	Red Nose Car Seat Fitting Training	Certificate Valid From
Other qualifications			

## 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 on 6-month probation 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. After 6 months an appraisal will be conducted by Management team and Educator to further evaluate if additional training is required. 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.

## **INDUCTION AND TRAINING PROCEDURE**

### **ENGAGEMENT AND REGISTRATION PROCEDURE**

To successfully complete their orientation training, prospective FDC Educators must attend a two-day orientation program. The induction process will be carried out by the Approved Provider/Nominated supervisor and include:

- Risk assessment/ Transportation in service training session organised by FFDCS.
- The policies and Procedures of Foundations Family Day Care Services,
- National Quality Frameworks
- Public liability insurance
- Effective home setting discussion
- Support available
- Placements of children
- Behaviour guidance
- Documentation – observations, programming, etc.
- Nutrition and Physical activity
- Child protection Training
- Manual Handling
- Supervision Training
- Safe Sleeping Training
- Transportation Training
- Car restraint checks

## **ROLES AND RESPONSIBILITIES**

### **Approved Provider is to**

- Ensure the Engagement or registration of Foundations FDCS educators' policy and procedures are in place
- Ensure educators actively participate in induction process prior to beginning work and providing any extra support if requested by educators.
- take reasonable steps to ensure that nominated supervisors, coordinators, FDC educators and staff follow the policy and procedures
- Ensure that FDC educators at the service are at least 18 years old, are suitably qualified, have adequate knowledge of education and care, and are 'fit and proper' persons
- Ensure that Foundations FDCS educators hold public liability insurance as set out in Regulation 30
- Maintain a register of Foundations FDCS educators
- Consider quality practice approaches to FDC educator engagement, induction, retention and wellbeing
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, Foundations FDCS educators and staff, and available for inspection
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - affect the fees charged or the way they are collected or
  - significantly impact the service's education and care of children or
  - significantly impact the family's ability to utilise the service

**Nominated supervisor/ FDC coordinators are to**

- Ensure that regulatory responsibilities are met in relation to the engagement or registration of Foundations FDCS educators
- Carry out relevant checks of Foundations FDCS educators
- Ensure that residents, Foundations FDCS educators assistants and persons residing at Foundations FDCS residents are assessed as per relevant policy and procedures
- Implement procedures for the engagement or registration of Foundations FDCS educators, including interviewing prospective Foundations FDCS educators.
- Inform FDC educators of their responsibilities in relation to the engagement or registration of FDC educators
- Support educators to meet their responsibilities

**Educators are to**

- Be aware of regulatory requirement
- Submit all documentation as required in the procedure
- Maintain current accredited first aid and approved anaphylaxis and asthma management training
- Hold an approved certificate III level education and care qualification or actively work towards one
- Maintain and extend their knowledge and understanding of the provision of education and care to children
- Ensure their public liability insurance is kept current

**Families are to**

- inform the coordination unit of any concerns about an FDC educator or child in relation to the provision of education and care at the service

**LINKS TO OTHER POLICIES**

- Providing a child safe environment
- Governance and management of the service
- Monitoring, support and supervision of Foundations FDCS educators
- Assessment of Foundations FDCS educators, Foundations FDCS educator assistants and persons residing at Foundations FDCS residence
- Assessment and reassessment of residences and venues for Foundations FDCS

Before commencing care, educator, students and volunteers are required to have all requested documentation listed in the induction checklist.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure

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

Revised: October 2023

### 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.

### BACKGROUND

- 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.

### LEGISLATIVE REQUIREMENTS

Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 175 (d) (e)	Prescribed information to be notified to Regulatory Authority
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)

<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Working with children check (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTIVE DOCUMENTS

### Educator Application Form

**OTHER OCCUPANTS OF PROSPECTIVE FAMILY DAY CARE RESIDENCE**

UNDER 18				
Child's Full Name	Date of Birth	Gender	Fully COVID19 Vaccinated (12 years and over)	Relationship to Applicant
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any parenting plans or court orders relating to your children			<input type="checkbox"/> Yes <input type="checkbox"/> No	

OVER 18					
Full Name	DOB	Gender	Blue Card Details		Relationship to Applicant
			V or P	Number	Exp
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you or any of the adult occupants residing at the residence smoke and/or drink alcohol? (Family Day Care premises must be smoke/drug/alcohol free environment at all times when conducting Education and care for children)					<input type="checkbox"/> Yes <input type="checkbox"/> No

### Educator Register

Other Occupants at Residence 18+				
Name	DOB	Blue Card No.	Exp.	Date Sighted

Other Occupants at Residence U18		
Name	DOB	Blue Card Required

## 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. **ROLES AND RESPONSIBILITIES**

Approved Provider/ Nominated Supervisor/ FDC Coordinators are to:

- Provide Educators with the Adults Residing at the Family Day Care Residence Policy upon registering as an Educator with Foundations FDCS.
- Discuss with Educators this policy and the requirements to ensure that all interactions between residence and children are appropriate for their education and care and maintain the best environment.
- Ensure that all residences over 18 have a current Working with Children Check and ensure the identification number and expiry date is recorded in the Educator's file.
- The Coordination Unit will check the status of residence WWC Checks at regular intervals.

- Directly address any concerns about a residence's behaviour with the Educator. ·
- Have the authority to request that the resident leave the premises or venue immediately if the behaviour of a visitor is considered a serious risk to the education and wellbeing of children.

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

##### **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.

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

- Providing a child safe environment
- Governance and management of the service
- Monitoring, support and supervision of FDC educators
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residence
- Assessment and reassessment of residences and venues for FDC

#### **INDUCTION AND ONGOING TRAINING**

Before educator commences care, all adult residences ID and blue card are required as listed in the induction checklist.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor all resident's details (if they are due to turn 18 soon and if an expiration of Blue Card is near to ensure all changes and Blue Card applications/renewals are made prior to expiration as per policy and procedure.

## 4-D. PARTICIPATION OF STUDENTS AND VOLUNTEERS

Revised: October 2023

### POLICY STATEMENT

Foundations FDCS seeks to provide opportunities for students to undertake practicum placements and work experience as part of their studies when the situation is beneficial to the student, educator and the children in care.

### BACKGROUND

- 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. Volunteers and students can expect:
  - a safe and well-managed workplace
  - meaningful work experience with appropriate direction, supervision and training
  - recognition for their contribution.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 175 (d) (e)	Prescribed information to be notified to Regulatory Authority
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)

<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Student</b>	A person undertaking a practicum placement as part of a recognised early childhood qualification. This student will be supported by an educational institution in the completion of their placement.	
<b>Volunteer</b>	A person who willingly undertakes defined activities to support the education and care programs at a children's service in an unpaid or honorary capacity. These activities may include direct contact with children, administrative tasks, or preparing materials or food.	Guide to the National Quality Standard, 2011
<b>Educator Premises Contract</b>	Educator Premises Contract contains a detailed overview of the responsibilities of educators to maintain a safe, clean, sustainable environment for children in care	Foundations Family Day Care Service Document
<b>Comprehensive Home Safety Check</b>	Comprehensive Home Safety Check comprises of a detailed checklist for the educators FDC residence/venue both indoor, outdoor and vehicle and supporting photos	Foundations Family Day Care Service Document
<b>Home Risk Assessment and Emergency Evacuation Risk Assessment</b>	Home Risk Assessment and Emergency Evacuation Risk Assessment comprises of <ul style="list-style-type: none"> <li>• a completed document identifying and risks and include risk elimination measures</li> <li>• a floor plan of venue with emergency escape and evacuation assembly location</li> <li>• supporting photographs</li> </ul>	Foundations Family Day Care Service Document

## **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.

## **SUPPORTIVE DOCUMENTS**

Induction Checklist



**INDUCTION CHECKLIST**

Welcome to Foundations Family Day Care Service (FDCS)  
This checklist is designed to provide you with an orientation to FDCS.  
It is evidence you have completed your induction with FDCS and are ready to commence work.

I, \_\_\_\_\_ (Educator), confirm I have accurately completed and provided copies of the following applicant documentation:

- ☐ Literacy and Numeracy Test
- ☐ Educator Interview
- ☐ Educator Application Form
- ☐ 0-15 Year-old Occupant Form and Stat Dec. (if applicable)
- ☐ Police National Blue Card for all occupants over the age of 18 (if applicable)
- ☐ Qualification certificate, or appropriate evidence of "actively working towards" certificate
- ☐ Police National Blue Card (PNC)
- ☐ Driver Licence
- ☐ CPR (AC/742020/002) certificate
- ☐ First Aid (AC/742020/002) certificate
- ☐ ABR registration
- ☐ FDCS registration
- ☐ Public liability insurance registration
- ☐ Police check (less than 12 months old)
- ☐ Any relevant professional development and training certificates

I, \_\_\_\_\_ (FDCS Staff Member), confirm I have conducted the following safety checks with \_\_\_\_\_ (Educator), at their premises:

- ☐ Comprehensive Home Safety Check, including photos of the premises.
- ☐ Home and Emergency Risk Assessment
- ☐ Home Safety Report
- ☐ Floorplan of the premises

I, \_\_\_\_\_ (Educator), confirm I have made any required safety changes to my premises at the advice of FDCS, and provide photo evidence of these changes.

I, \_\_\_\_\_ (Educator), confirm I have received, read, and understood the following policy, procedures, regulations, and laws:

- ☐ FDCS Policy and Procedure Manual
- ☐ ACECCA Family Day Care Compliance Guide
- ☐ Education and Care Services National Law
- ☐ Education and Care Services National Regulations

## ROLES AND RESPONSIBILITIES

### Approved Provider is to:

- 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.
- Accepting or rejecting a potential volunteer/student based on the circumstances of the service at the time, in consultation with the Nominated Supervisor
- Ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times (Regulations 123, 355, 360) (refer to Supervision of Children Policy)
- Checking the status of the Working with Children (WWC) Clearance of volunteers and students where required, and ensuring that the details are recorded in the service register
- Developing a range of strategies to enable and encourage the participation and involvement of parents/guardians at the service
- Providing volunteers/students and parents/guardians with access to all service policies and procedures, and access to a copy of the Education and Care Services National Regulations 2011
- Ensuring that volunteers/students and parents/guardians comply with the National Regulations and all service policies and procedures, including the Code of Conduct Policy, while attending the service
- Developing an induction checklist for volunteers/students attending the service (refer to Attachment 1).
- Providing volunteers, students and parents/guardians with access to all service policies and procedures, and a copy of the Education and Care Services National Regulations 2011

- Ensuring that volunteers, students and parents/guardians comply with the National Regulations and all service policies and procedures, including the Code of Conduct Policy, while attending the service

**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.
- Ensuring that, the Working with Children (WWC) Check has been read/sighted prior to the volunteer's commencement at the service.
- Assisting the Approved Provider and Nominated Supervisor to develop guidelines for applications ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are always complied with (refer to Supervision of Children Policy)
- Providing volunteers/students and parents/guardians with access to all service policies and procedures, and access to a copy of the Education and Care Services National Regulations 2011
- Ensuring that volunteers/students and parents/guardians comply with the National Regulations and all service policies and procedures, including the Code of Conduct Policy, while attending the service
- Complying with the requirement that volunteers/students and parents/guardians are adequately always supervised, and that the health, safety and wellbeing of children at the service is protected
- Complying with the requirement that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children
- Enabling parents/guardians of children attending the service to access the service premises at any time the child is being educated and cared for except where this poses a risk to the safety of children and/or staff
- Encouraging the participation and involvement of parents/guardians at the service
- Assisting volunteers/students to understand the requirements of this policy and the expectations of the service.
- 

**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 are to:**

- 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 their child attends family day care.
- Have the opportunity to consult with the student or volunteer on their observations.

**LINKS TO OTHER POLICIES:**

- Providing a child safe environment
- Governance and management of the service
- Monitoring, support and supervision of FDC educators
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residence
- Assessment and reassessment of residences and venues for FDC

**INDUCTION AND ONGOING TRAINING**

Before commencing care, educator, students and volunteers are required to have all requested documentation listed in the induction checklist.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure.

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

Revised: October 2023

### 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.

### BACKGROUND

- 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.

### LEGISLATIVE REQUIREMENTS

THIS POLICY RELATES TO THE FOLLOWING NATIONAL LAW AND NATIONAL REGULATIONS:

Section/ Regulation	Description
Regulation 119	Family Day Care Educator and Family Day Care Educator Assistant to be at least 18
Regulation 136	First Aid Qualifications
Regulation 144	Family day care educator assistant
Regulation 168 (2) (i)	Policies and Procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)

**FDC educator assistant** A person engaged by or registered with a FDC service to assist FDC educators. (Definitions)

National Law

### Foundations FDCS Policy and Procedure Manual

<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>Working with Children Check (Blue Card)</b>	Is conducted by the Department of Justice to determine if a person poses an unjustifiable risk to the safety of children. The WWC Check screens a person's criminal record and in some cases their professional conduct. The WWC Check focuses on serious sexual, violent and drug offences	Australian National Character Check
<b>Criminal History Record Check</b>	a full disclosure Australia-wide criminal history record check, issued by a police force or other authority of a State or Territory or the Commonwealth	

## SUPPORTING DOCUMENTS

Educator Assistant Application Form Educator Register

EDUCATOR ASSISTANT APPLICANT DETAILS			
<b>BACKGROUND DETAILS</b>			
Full Name			
Date of Birth	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	
Address (Street, Suburb, State, Postcode)			
Mobile Phone	Home Phone		
Email			
Country of Birth	Country of Citizenship		
Language Spoken			
DOB			
Medicare Number			
<b>Current Children In Care</b>			
Current children qualification	Card Number	Category	Expiry
Blue Card	<input type="checkbox"/> Full <input type="checkbox"/> Volunteer		
Public Liability Insurance	Certificate Code and Name	Date Issued	Expiry
First Aid Training (includes all relevant areas)	Certificate Code and Name	Date Issued	Expiry
CPR Certificate	Certificate Code and Name	Date Issued	Expiry
National Police Check	Issue Date	Issued By	
Other Qualifications			

Educator Assistant					
Full Name	None	DOB	Age	Blue Card Num.	
Email		Phone		Expiry	
Address				Date Sighted	
First Aid (inc. Resuscitation & Asthma) - HLTAID004		Date Approved		Date Ceased	
CPR Expiry - HLTAID001/002		Reason for use			
Current Children In Care					
Name	DOB	Age	Care Type	Regular Care Hours	Holiday Care Hours
		121y 9m			
		121y 9m			
		121y 9m			
		121y 9m			
		121y 9m			
		121y 9m			
		121y 9m			
		121y 9m			

## 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 educator's 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.

An Assistant Educator will not be approved by FFDCS unless the primary Educator provides the written consent of the parent of all children who will be in care of the proposed Assistant Educator and that a FDC Assistant Educator may only be used in the circumstances as listed in the Education and Care Services National Regulations 2021, regulation 144.

## ENGAGEMENT PROCEDURE

In order to apply to be an Educator Assistant with Foundations FDCS the applicant must:

- Be over 18 years of age
- Successfully complete interview
- Must independently complete, and pass, the Educator Literacy and Numeracy Assessment
- Hold a Positive Notice Blue Card
- 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:
- Provide Police Check and Working with Child Check
- 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

**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.**

## **ROLES AND RESPONSIBILITIES**

**Approved Provider is to:**

- Ensure FDC Educator assistants are at least 18 years old
- Ensure assistant either have an Approved Certificate III Level Education and Care qualification, or are actively working towards one
- Ensure educator assistants hold a current approved first aid qualification and have undertaken current approved anaphylaxis and emergency asthma management training
- Ensure the Educator assistant has adequate knowledge and understanding of the provision of education and care to children
- Ensure written consent from parents that their child can be educated and cared for by the Educator Assistant
- Ensure assistants are 'fit and proper' to be in the company of children
- Take reasonable steps to ensure that nominated supervisors, co-ordinators, FDC educators, FDC educator assistants, staff and volunteers follow the policy and procedure
- Ensure that the nominated supervisor/responsible person, co-ordinators and FDC educators are aware of their responsibilities for child protection law

- Ensure that FDC educators and FDC educator assistants are not registered until assessed as fit and proper through service procedures

**Foundations FDCS Nominated Supervisor/Educational Leader/Coordination staff are to:**

- To ensure that FDCS educator assistant is fit to work, assessments of the following will occur prior to any education and care being provided as part of a Family Day Care Service:
- The Nominated Supervisor will be responsible for recruiting new Educator Assistants to the service
- To assess whether a new Educator Assistant is suitable for a position in the Family Day Care Service have them fill in an Educator Assistant Application Form
- Complete an induction with each new Educator Assistant prior to them starting work using the Educators Induction Checklist
- Maintain a register of Family Day Care Educators to ensure that is clear at any given time who is currently registered as a Family Day Care Educator Assistant and ensure that the register is updated as changes occur and includes the following information in accordance with the current Education and Care Regulations.
- The Nominated Supervisor will be responsible for recording and updating the register of Family Day Care Educators
- Ensure that Educator Assistant has the following:
  - 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

**Educator Assistants are to:**

- Provide FFDCS with all the requested documentation in the Educator Assistants Induction Checklist
- Have, or actively working towards a approved Certificate III Level Education and Care qualification
- Participate in all training sessions, as deemed compulsory by FFDCS
- Ensure that the parents complete the claim form/attendance records
- Hold a current Working with Children Check and Police Check
- Be aware of and follow service policies and procedures and fully complete any service forms to meet regulatory requirements
- Contribute to the service Quality Improvement Plan, Philosophy and Policy reviews
- Be familiar with the whereabouts in the Family Day Care Educator's Residence or Venue of:
  - Fire Extinguisher and Evacuation Plan,
  - First Aid Kits,
  - Children's Details
  - Children's Belongings
  - Parent Contact Numbers
  - Emergency Contact Numbers
- Where possible the normal routine of the children's day should be followed
- Maintain confidentiality
- Ensure that the dignity and rights of every child is respected at all times
- Support children to regulate each other's behaviour in a respectful manner.

**Educators are to:**

- Obtain written consent from parents that their child can be educated and cared for by the Educator Assistant
- If possible, confirm with the Educator Assistant one week before relief care commences, days needed, hours of care and number of children. Discuss any additional needs of the children in care, discuss the day's program with the Educator Assistant and ensure Educator Assistant is familiar with the whereabouts of: - Fire Extinguisher and Evacuation Plan,
- First Aid Kits,
- Children's Details
- Children's Belongings
- Parent Contact Numbers
- Emergency Contact Numbers

**LINKS TO OTHER POLICIES:**

- Providing a child safe environment
- Governance and management of the service
- Monitoring, support and supervision of FDC educators
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residence
- Assessment and reassessment of residences and venues for FDC
- Keeping a register of FDC educators, co-ordinators and educator assistants

**INDUCTION AND ONGOING TRAINING**

Prior to commencement the induction process will be carried out by the Approved Provider/Nominated supervisor

In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS, or an external Professional Development training coordinated by Foundations FDCS. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure.



# 5. RELATIONSHIPS WITH CHILDREN

Revised: October 2023

## POLICY STATEMENT

At Foundations FDCS our fundamental belief is that children's learning, development, and wellbeing are firmly anchored in reciprocal, responsive, and respectful relationships that are adapted to the context of children's lives within their families and community.

"Children thrive when families and educators work together in partnership to support young children's learning." EYLF (DEEWR 2009 p.9)

Young children thrive in early childhood settings when they have positive and secure relationships with educators who know how to nurture and stimulate their early learning, development, and wellbeing.

Our educators create warm, trusting, secure, respectful and equitable relationships with individual children. These relationships are 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.

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place which: ○ ensure respectful and equitable relationships are developed and maintained with each child, ○ ensure each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

We strive to provide quality developmental care in the security and warmth of a family environment. We ensure our educators and parents are aware of children’s social, emotional, intellectual, and physical growth so they can be actively involved in the provision of such care. We believe the development and growth of the whole child should be encouraged and stimulated in a variety of ways.

## LEGISLATIVE REQUIREMENTS

THIS POLICY RELATES TO THE FOLLOWING NATIONAL LAW AND NATIONAL REGULATIONS:

Section/ Regulation	Description
Section 166	Offence to use inappropriate discipline
Regulation 155	Interactions with children
Regulation 156	Relationships in Groups
Regulation 73	Educational Program

Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 168 (2) (i)	Policies and Procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://aacecqa.gov.au">aacecqa.gov.au</a>
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Agency</b>	Being able to make choices and decisions, to influence events and to have impact on one's world	Early Years Learning Framework (EYLF), 2009 p.45

## Child Observation Journal

# All About Me

(Glue photo of child here)

Full! My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

I live with \_\_\_\_\_

My mother's background is \_\_\_\_\_

At home I speak \_\_\_\_\_

I know \_\_\_\_\_

Someone I need help with \_\_\_\_\_

When I am upset, you can comfort me by \_\_\_\_\_

You should also know \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Developmental Milestone Checklist

[illegible]

## Programming and Reflection

Children's Feedback for this Week		Send Out Message									
<p><u>Did you see:</u></p> <table border="0"> <tr> <td><input type="checkbox"/> Fair</td> <td><input type="checkbox"/> Too bad</td> <td><input type="checkbox"/> Always the same</td> </tr> <tr> <td><input type="checkbox"/> Nice and exciting</td> <td><input type="checkbox"/> Too easy</td> <td><input type="checkbox"/> Other: _____</td> </tr> <tr> <td><input type="checkbox"/> Interesting</td> <td><input type="checkbox"/> Boring</td> <td></td> </tr> </table>			<input type="checkbox"/> Fair	<input type="checkbox"/> Too bad	<input type="checkbox"/> Always the same	<input type="checkbox"/> Nice and exciting	<input type="checkbox"/> Too easy	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Interesting	<input type="checkbox"/> Boring	
<input type="checkbox"/> Fair	<input type="checkbox"/> Too bad	<input type="checkbox"/> Always the same									
<input type="checkbox"/> Nice and exciting	<input type="checkbox"/> Too easy	<input type="checkbox"/> Other: _____									
<input type="checkbox"/> Interesting	<input type="checkbox"/> Boring										
<p><u>Did you use your:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> To say (activities)</p> <p><input type="checkbox"/> To tell (go to)</p>											
<p><b><u>Family Feedback for this Week</u></b></p> <p><input type="checkbox"/> The activities are exciting and different each week.</p> <p><input type="checkbox"/> The program is fun and educational.</p> <p><input type="checkbox"/> There is good communication between the educator and families.</p> <p><input type="checkbox"/> The activities are boring or repeat the same each week.</p> <p><input type="checkbox"/> Their child is struggling to learn from the educational program.</p> <p><input type="checkbox"/> There is poor communication between the educator and families.</p> <p><input type="checkbox"/> Other _____</p>											
<p><b><u> Ideas to Expand the Children's Learning for Next Week</u></b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>											
<p>About the photo _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>											

## RELATIONSHIPS WITH CHILDREN PROCEDURES

Positive relationships between children and educators occur when educators take the time to get to know each child. Educators then use this information during interactions or planned experiences to connect with each child, which in turn promotes the child's sense of belonging. Strong educator relationships with children are fundamental to ensure children's learning, development and well-being. These relationships will continue to grow through responsive one-to-one interactions and conversations.

## ROLES AND RESPONSIBILITIES

Building positive relationships with children is not solely the educators responsibility. The approved provider, Foundations staff, educators and families all play a role. This will be different depending on the type of contact a role has with the child.

**Approved Provider is to:**

- Register with the service educators and educator assistants who are able to build meaningful relationships with children and their families.
- Ensure the dignity and rights of every child is maintained at all times.
- Ensure Foundations FDCS staff members, students, volunteers and educator interactions are respectful and positive with children.
- 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.

**Foundations FDCS Nominated Supervisor/Educational Leader/coordination staff are to:**

- Ensure the dignity and rights of every child is maintained at all times.
- Ensure Foundations FDCS staff members, students, volunteers and educator interactions are respectful and positive with children.
- Support educators to create an educational environment that is relaxed, unhurried and supports the physical, emotional, social and spiritual needs of the child.
- Support educators with behaviour guidance and establishing daily routines when needed.

- Encourage good communication between the educator and the child's families and lending assistance when and where needed.
- Provide opportunities to interact and develop respectful and positive relationships with other children and with staff members from Foundations FDCS by coordinating school holiday excursions.

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

- Set up their environment in a way that is relaxed and reflects every child, their family and community.
- Ensure every child feels included and secure.
- Make themselves available to children for social interactions that are meaningful. Through both planned and spontaneous social interactions educators can promote children's learning, development and well-being. It's these social interactions that ensure children develop self-confidence, communication skills and social skills that support the accommodation of new ideas.
- Acknowledge that each child has their own individual abilities and needs.
- 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 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.
- Ensure each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
- 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.
- Support opportunities to interact and develop respectful and positive relationships with other children and with staff members, and student or volunteers from Foundations FDCS by attending school holiday excursions coordinated by Foundations FDCS.

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

- 1. Educational program and practice
- 3. Educators physical environment standards
- 5.A Behaviour guidance
- 6. Partnerships with families & communities
- 6.B Communication with families
- 7.E Monitoring, support & supervision of educators
- 7.F Training and development
- 7.H Policy review

## INDUCTION AND ONGOING TRAINING

The Relationships with children policy and procedure forms part of the educator induction process. Annually Foundations FDCS will provide in-service training or professional development which supports to relationships with children. For example: behaviour guidance training or 'circle of security' training.

## MONITORING, EVALUATION AND REVIEW

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's interactions with children in their monthly visits to ensure appropriate practice as per policy and procedure.

THIS POLICY AND PROCEDURE RELATES TO THE NATIONAL QUALITY STANDARD'S. QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Quality Area	Description
<b>QA: 5.1</b>	Respectful and equitable relationships are developed and maintained with each child
<b>QA: 5.1.1</b>	Interactions with each child are warm, responsive and build trusting relationships.
<b>QA: 5.1.2</b>	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
<b>QA: 5.1.3</b>	Each child is supported to feel secure, confident, and included.
<b>QA: 5.2</b>	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
<b>QA: 5.2.1</b>	Each child is supported to work with, learn from and help others through collaborative learning opportunities.

## 5-A. BEHAVIOUR GUIDANCE

Revised: October 2023

### POLICY STATEMENT

At Foundations FDCS, children are provided with support, guidance and opportunities to regulate their own behaviour. Where challenging behaviours exist or develop, we promote proactive partnerships with families to positively support children's behaviour. Behaviour guidance strategies will not under any circumstances involve the use of any physical punishment, isolation, humiliation, intimidation or negative labelling by Foundations FDCS staff or educators. Our service seeks to promote a positive approach to guiding 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.

### BACKGROUND

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), The Education and Care Services National Regulations and the National Quality Standards (NQS).

### LEGISLATIVE REQUIREMENTS

THIS POLICY RELATES TO THE FOLLOWING NATIONAL LAW AND NATIONAL REGULATIONS:

Section/ Regulation	Description
Regulation 155	Interactions with children
Regulation 156 (1)	Relationships in groups
Regulation 73	Educational Program
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 168 (2) (i)	Policies and Procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Agency</b>	Being able to make choices and decisions, to influence events and to have impact on one's world	Early Years Learning Framework (EYLF), 2009 p.45
<b>ECA Code of ethics</b>	A set of statements about appropriate and expected behaviour of early childhood professionals	Early Childhood Australia Code of Ethics

## SUPPORTING DOCUMENTS

### Code of Ethics

In the 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.

- In relation to children, I will:**
  - Act in the best interests of all children.
  - Respect the rights of children as outlined in the United Nations Convention on the Rights of the Child (1989) and ensure that all children have equal access to services and resources.
  - Recognise children as active citizens participating in different communities such as family, children's services and schools.
  - Work with children to help them understand that they are good citizens with shared responsibilities to the environment and community.
  - Recognise the special relationship between children and their families and encourage the participation of all the children with children.
  - Create and maintain safe, healthy environments based on policies which protect children's learning, development, engagement, children and family rights and ensure respect for their communities.
  - Work to ensure children and families with additional needs can exercise their rights.
  - Acknowledge the importance and potential of all children, in recognition that every child should be valued and their potential supported.
  - Acknowledge the unique nature of children's learning and the importance of children's social and play experiences.
  - Share to ensure children are not disadvantaged by the loss of their parents or family members and that they are able to maintain their connections with their families and communities.
  - Acknowledge children as competent learners and their ability to learn from their experiences and their environment.
  - Communicate with children to ensure they are able to express their views and opinions.
- In relation to families, I will:**
  - Listen and work with families to ensure to acknowledge and build upon their strengths and experiences and support them in their role of raising children.
  - Ensure that families have a say in their child's education and care.
  - Recognise the importance of families and ensure that they are able to participate in their child's education and care.
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- In relation to colleagues, I will:**
  - Recognise the importance of colleagues and ensure that they are able to participate in their child's education and care.
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- In relation to communities, I will:**
  - Recognise the importance of communities and ensure that they are able to participate in their child's education and care.
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  - Recognise the importance of communities and ensure that they are able to participate in their child's education and care.

Code of Ethics (1990) (ECA, 2006)

## behaviour incident report

### Behaviour Incident Record

In many cases behaviour incidents involve more than one child. If more than one child is involved please DO NOT use the other child's names. Instead refer to them as "the other child" or "another child".

**Child involved in the behavioural incident:**

1. Child's Name John Smith Date of Incident 01/10/2022

Please tick the nature of the behaviour incident (tick any appropriate boxes)

☒ Hitting  
☐ Pushing  
☐ Biting  
☒ Refusing to follow directives from educator  
☐ Intentionally hurting self  
☐ Intentionally hurting others  
☐ Pulling Hair  
☐ Scratching

☐ Throwing items  
☒ Using inappropriate language  
☐ Using physical aggression  
☐ Destroying property  
☐ Refusing to stay seated and belted in car  
☐ Stealing  
☐ Teasing or bullying behaviour  
☐ Other

**Details of behaviour incident:** *John Smith wanted to have the first turn using the road this afternoon. I explained to him that I had already explained to him that he has been doing this at home as well. We decided to have the same approach to manage his behaviour. We discussed consequences and how we can ensure John feels supported and fairly treated.*

**Action Taken:** *I spoke with John and suggested he take a break and sit in the safe space to help him calm down and think about why his behaviour and reactions were not okay.*

**Outcome:** *I have shared the incident with John's mum and she explained that he has been doing this at home as well. We decided to have the same approach to manage his behaviour. We discussed consequences and how we can ensure John feels supported and fairly treated.*

Educator Signature: [Signature] Date: 01/10/2022 Parent Signature: [Signature] Date: 01/10/2022

## 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.

Guiding children's behaviour is not solely the educator's responsibility. The approved provider, Foundations staff, educators and families all play a role. This will be different depending on the type of contact a role has with the child.

**Approved Provider is 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.
- Register educators and educator assistants who are capable in supporting each child to feel safe, secure and supported within our service.

**Nominated supervisor/ Educational leader/Coordination staff are to:**

- develop partnerships with local schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in individual children's files.
- support educators in developing and implementing appropriate positive guidance techniques for children in their education and care service.
- ensure educators will treat children with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.
- 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.
- support educators enhance their skills and knowledge in guiding children's behaviour
- implement positive strategies to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour. - excessive behaviour is managed and communicated with families

**Educators are to:**

- gather information from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision-making skills.
- 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).
- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on inappropriate behaviour, triggers and sources.
- Consider the cause of the behaviour (e.g. changes at home, tiredness, teething, becoming unwell). Take into consideration the child's past experiences as their behaviour could be a result from past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.



- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour. - Ensure all strategies being implemented are appropriate to the child's age and developmental - capacity. 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 positively assertive and active decision makers.
- Consult with industry professionals to support the child within the Service and implement techniques within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour guidance.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Complete a '[Behaviour Incident Report](#)' with each incident that occurs. Families are to be notified - where they will be required to read and sign in an instance where a child or children's safety has - been jeopardised.
- Continue observing the child, where a similar incidence occurs three times the child's parents, nominated supervisor/educational leader and educator will meet to discuss the issue and create a specific behaviour guidance plan of action to support the child in the environment.
- Exchange information with families on the subject of behaviour management which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- 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.

#### **Families are to:**

- Be informed of behaviour management concerns we may have with their child, this includes: the positive and negative aspects of the day.
- Collaborate with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach and any recent events which may be influencing the child's behaviour.

#### **Children will:**

- learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.
- be given positive guidance towards acceptable behaviour so they learn what acceptable and - unacceptable behaviour is.
- need to learn to be responsible for their actions and how their behaviour impacts on others.
- be encouraged to use their words rather than actions to resolve conflicts.
- build on strengthening their communication through intentional teaching moments which will include:
  - Greeting others when they arrive and depart from the FDC residence ○ Sharing resources
  - Assisting when it is time to pack away the indoor and outdoor environment ○ Using manners such as please and thank-you

- learn to wait for their turn for an appropriate period of time. This will depend on age and development.
- learn about the feeling of others throughout the program in order to assist children to understand the consequences of their actions.
- be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

### **POSITIVE BEHAVIOUR STRATEGIES**

Guiding children's behaviour is an important aspect of caring for and educating children. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. Positive strategies need to be developed to assist children learn appropriate ways of behaving including:

- Establishing positive relationships with children.
- Empowering children to use language and other forms of non-hurtful communication to communicate their emotions
- Promoting positive, empathetic relationships between children assisting them to develop respectful relationship
- Encouraging and assisting children to make decisions for themselves and provide opportunities for independence and self- regulation.
- Providing clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.
- Modelling appropriate behaviours.
- Providing positive feedback and focus on children's strengths and achievements and build on their abilities
- Being understanding and supportive by acknowledging children's emotions.
- Helping children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promoting children's initiative and agency.
- Discussing guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Providing age appropriate and interesting activities, experiences and equipment for children to use and become engaged in as they challenge their development.
- Providing opportunities for children to explore both in the indoor and outdoor environment.
- Setting up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- Ensuring there is sufficient materials and equipment.
- Implementing a regular routine in order to support children's positive behaviour. Routines help to provide a sense of security, so children feel settled.

### **LINKS TO OTHER POLICIES**

- 1. Educational program and practice
- 3. Educators physical environment standards
- 5. Relationships with children
- 6. Partnerships with families & communities
- 6.B Communication with families
- 7.E Monitoring, support & supervision of educators
- 7.F Training and development
- 7.H Policy review

## **INDUCTION AND ONGOING TRAINING**

The 'Behaviour guidance' policy and procedure forms part of the educator induction process. Foundations FDCS will provide in-service training or professional development which supports to relationships with children. For example: behaviour guidance training or 'circle of security' training.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually. Coordination staff are to monitor educator's interactions with children and children behaviour in their monthly visits to ensure appropriate practice as per policy and procedure.

## 6. PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for communication with families.

- 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

#### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 155	Interaction with Children
Regulation 156	Relationships in groups
Regulation 157	Access for Parents
Regulation 166	Children not to be alone with visitors

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)

<b>FDC educator</b>	A person engaged by or registered with a FDC service to	National Law
<b>assistant</b>	assist FDC educators.	(Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: -Current working with children check or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS



## PROCEDURES:

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.

### Approved provider and Nominated Supervisor will:

- Provide information, which is translated into the main community languages, where possible, and utilize 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 playgroups, library program, 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 playgroups, library programs, church-run programs, or local school programs and incursion program (safety railway)

## LINKS TO OTHER POLICIES

- 1. (Educational Programming and Practice Policy)
- 2. Children's health and Safety Policy
- 5. (Relationships with children)
- 6.B (Communication with Families)

## INDUCTION AND ONGOING TRAINING

The Partnerships with Families and Communities Policy and Procedure forms part of the educator induction process.

## MONITORING, EVALUATION AND REVIEW

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

Quality Area	Description
<b>QA#: 1.1.1</b>	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as a learners and effectiveness as communicators
<b>QA#: 1.1.2</b>	Each child's current knowledge, ideas, culture, abilities and abilities and interests are the foundation of the program.

<b>QA#: 2.3.4</b>	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
<b>QA#: 5.1.1</b>	Interactions with each child are warm and responsive and build trusting relationships.

<b>QA#: 5.1.2</b>	Every child is able to able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning
<b>QA#: 6.1.2</b>	Families have opportunities to be involved in the service and contribute to service decisions.
<b>QA#: 6.1.3</b>	Current information about the service is available to families
<b>QA#: 6.2.1</b>	The expertise of families is recognised, and they share in decision making about their child's learning and wellbeing.
<b>QA#: 6.2.2</b>	Current information is available to families about community service and resources to support parenting and family wellbeing
<b>QA#: 6.3.1</b>	Links with relevant community and support agencies are established and maintained.
<b>QA#: 6.3.3</b>	Access to inclusion and support assistance is facilitated
<b>QA#: 6.3.4</b>	The service builds relationships and engages with the local community

## 6-A. FAMILY ENROLMENT AND ORIENTATION POLICY

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for family enrolment and orientation policy.

- 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.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 73	Educational Programs
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	Information about the educational program to be kept available
Regulation 76	Information about educational program to be given to parents
Regulation 81	Sleep and rest
Regulation 86	Notification to parents of incident, injury, trauma and illness
Regulation 91	Medical conditions policy to be provided to parents
Regulation 99	Children leaving the education and care services premises
Regulation 102	Authorisation for excursions
Regulation 157	Access for Parents
Regulation 160	Children enrolment records to be kept by approved provider and family day Care educator
Regulation 168	Education and Care Services must have policies and procedures
Regulation 171	Policies and Procedures to be kept available
Regulation 172	Notification of change to policies and procedures
Regulation 173	Prescribed information to be display



Regulation 181	Confidentiality of record kept by approved provider
Regulation 182	Confidentiality of record kept by family Day Care educator

## KEY TERMS

Term	Meaning	Source
<b>Religious</b>	Religious Education (RE) is a subject taught at primary and secondary levels that aims to develop children's understanding of the world's religions. Through religious education, children will learn about different religions and their traditions, practices and beliefs.	What is Religious Education?   Guidance & Teaching Resources (twinkl.com.au)
<b>HubWorks</b>	Web-based childcare management software for Australian services. User friendly and tailored for all types of care	Hubworks.com.au

## SUPPORTING DOCUMENTS



Family contract and handbook

Family Enrolment Form

Child Enrolment Form

Updated family details form



Family contract and handbook



Family contract and handbook

## ROLES AND RESPONSIBILITIES

### Approved Provider/ Nominated Supervisors are to:

- Ensuring an enrolment form is fully completed for child prior to their attendance at the service.

- It will take 2 weeks to finalize all documentation.
- Determining access needs and requirements for children with special needs in consultation with the parents/guardians and inform Foundation FDC educator.
- Provide assistance when required for families to access information and eligibility requirements for childcare benefits
- Inform and provide parent with a handbook which included relating Foundation FDC policy and procedures
- Inform and provide educator with a handbook which included relating Foundation FDC policy and procedures
- Ensuring families are aware of the scheme fees and payment requirements in accordance with Payments and collection of fees.
- Ensuring that an orientation program is comprehensive, and families are fully informed of the services operations and the family's expectations are discussed, negotiated and agreed upon
- Checking enrolment record needs to contain all the details as outlined in Education and Care Services National Regulations 2021 r.160-162 Monitoring, maintaining and storing all legislated and required records confidentiality
- Complying with 'No Jab No Play'. Education and Care Services cannot confirm enrolment of a child unless the parent/guardian has provided documentation that shows the child: is fully vaccinated for their age, or is on a recognised catch-up schedule if their child has fallen behind with their vaccinations; or has a medical reason not to be vaccinated?
- Ensuring that enrolment records are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service • Set up family data in Hub works – Childcare Management Software
- Assist the family to set up child sign in/out electronically.
- Ensure all risk assessment and permission form all current and update prior child commence care.

### **Step for Child enrolment process:**

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, expectation 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.

**Educators and assistants Educators are to:**

- Ensuring that enrolment forms are completed prior to the child's commencement at the service
- Ensure that child can't commence care until giving permission by Foundation FDC office
- Encourage family to visit prior to commencing care to assist them in settling into the environment
- Discussing the individual child's needs with families and develop an orientation program to assist them to settle into the program
- Sharing information with the family about the service including, curriculum programming, nutritious food requirement, regular outings and excursions, policies and procedures, routines, educator qualifications, what to pack for child, signing children in and out of care
- Showing the family, the service areas including children's play area, sleeping area, outdoor play area, toileting/nappy changing area and any other areas that children will have access
- Ensuring that parents/guardians of a child attending the service understand that they can enter the service premises at any time
- Encouraging a transition routine in collaboration with the family, for example will the child need to wave goodbye at the window, become involved in a favourite activity or cuddle their comfort item or educator
- Providing comfort and reassurance to children who are showing signs of distress when separating from family members
- Ensuring they are available to the family to answer any questions they may have, whilst ensuring they are not compromising the supervision of other children or required ratios
- Gather information from parents in relation to children's choices, interests and strengths – to implement an initial program to engage the child
- Sharing with the family the child's prominent interests and/or activities throughout the day and monitoring how the child is settling
- Encouraging the family to ring and check on their child's progress and provide honest feedback

**Families are required to:**

- Ensuring documentation/authorisations are completed and signed
- Ensuring all records are completed (sign in and out register, medication etc)
- Engaging with your child's educator daily to discuss your child's health and wellbeing
- Engaging with your child's educator daily to inform the educational program
- Ensuring the educator is fully informed of your child's needs, and preferences
- Collaborating with educator to support child's entry into the service through an orientation program
- Understanding that the child cannot be left at the educator's service until they have formally commenced at the service
- Providing a fully stocked bag for your child which may include (according to child's age); spare change of clothing, sun hat, comfort items, bottles, lunch and snack (if requested by service)
- Ensure to inform the educator about if going to be absent or changing booking hours through communication book.
- Sign the child in and out of care (do not share HubWorks pin with anyone including educator)

**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 medial 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.

## **LINKS TO OTHER POLICIES**

- 1. (Educational Programming and Practice Policy)
- 2-B . (Rest Periods and 24-Hour Overnight Care)
- 2-D. (Sun Protection)
- 2-H. ( First Aid (Accidents, Injury, Incidents and Trauma))
- 2-L. ( Toileting and Nappy Changing)
- 2-M. ( Transport of children)
- 2-N.( Authorised Persons and Duty of Care)
- 2.Q. (Excursions)
- 5-A. ( Behaviour Guidances)
- 7.B ( Payment and Collection of Fees)
- 7-K ( Hours of Operation)

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

## 6-B. COMMUNICATION WITH FAMILIES

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for communication with families.

- To provide opportunities for families to be involved in the service and contribute to service decisions.
- To recognize 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.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 155	Interaction with Children
Regulation 156	Relationships in groups
Regulation 157	Access for Parents

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)

<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Fit and proper person</b>	In assessing whether a person is fit and proper in the context of regulation 163, the approved provider must consider the person's history in the following ways: For Queensland: -Current working with children checks or card.	National Regulations (regulation 163)
<b>FDC resident</b>	Any person aged 18 years or over who resides, or intends to reside, at the educator's FDC residence.	National Regulations (regulation 164)
<b>Working with children check (WWCC)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

## SUPPORTING DOCUMENTS



## PROCEDURES:

### 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.

### Approved provider and Nominated Supervisor 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.
- Record about sleeping time, food eating, toileting and nappy change 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 communication book to exchange information).

**Families 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).

**LINKS TO OTHER POLICIES**

- 1. (Educational Programming and Practice Policy)
- 2-H. (First Aid (Accidents, Injury, Incidents and Trauma))
- 2-L. (Toileting and Nappy Changing)
- 2-M. (Transport of children)
- 2-N. (Authorised Persons and Duty of Care)
- 2.Q. (Excursions)
- 7.B (Payment and Collection of Fees)
- 7-K (Hours of Operation)

**INDUCTION AND ONGOING TRAINING**

The Communication with families Policy and Procedure forms part of the educator induction process and Parent enrolment process.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 7. GOVERNANCE AND MANAGEMENT

Revised: October 2023

### **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.

### **BACKGROUNDS**

We are committed to robust governance and management systems, ensuring the effective, transparent and competent operation of service



## LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Section 13	Matters to be taken into account in assessing whether fit and proper person
Section 14	Regulatory Authority may seek further information
Section 21	Reassessment of fitness and propriety
Section 51	Condition on service approval
Section 162	Offence to operate education and care service unless responsible person is present
Section 172	Offence to fail to display prescribed information
Section 173	Offence to fail to notify certain circumstances to Regulatory Authority
Section 174	Offence to fail to notify certain information to Regulatory Authority
Section 175	Offence relating to requirement to keep enrolment and other documents
Section 188	Offence to engage person to whom prohibition notice applies
Section 269	Register of family day care educators, co-ordinators and assistants
Regulation 29	Condition on service approval – insurance
Regulation 30	Condition on service approval – family day care educator insurance
Regulation 31	Condition on service approval – quality improvement plan
Regulation 55	Quality Improvement Plans
Regulation 56	Review and revision of quality improvement plans
Regulation 84	Awareness of child protection law
Regulation 104	Fencing
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirements – indoor space
Regulation 108	Space requirements – outdoor space
Regulation 109	Toilet and hygiene facilities
Regulation 110	Ventilation and natural light
Regulation 116	Assessments of family day care residences and approved family day care venues
Regulation 117	Glass
Regulation 117B	Minimum requirements for a person in day-to-day charge
Regulation 153	Register of family day care educators, co-ordinators and educator assistants
Regulation 154	Record of staff engaged or employed by family day care service
Regulation 157	Access for parents

Regulation 158	Children's attendance record to be kept by approved provider
Regulation 159	Children's attendance record to be kept by family day care educator
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator
Regulation 161	Authorisations to be kept in enrolment record
Regulation 162	Health information to be kept in enrolment record
Regulation 165	Record of visitors
Regulation 167	Record of service's compliance
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 173	Prescribed information to be displayed
Regulation 174	Time to notify certain circumstances to Regulatory Authority
Regulation 174A	Prescribed information to accompany notice
Regulation 175	Prescribed information to be notified to Regulatory Authority
Regulation 176	Time to notify certain information to Regulatory Authority
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
Regulation 179	Family day care educator to provide documents on leaving service
Regulation 180	Evidence of prescribed insurance
Regulation 181	Confidentiality of records kept by approved provider
Regulation 182	Confidentiality of records kept by family day care educator
Regulation 183	Storage of records and other documents
Regulation 184	Storage of records after service approval transferred
Regulation 185	Law and regulation to be available

## KEY TERMS

Term	Meaning	Source
Authorised person	Means: <ul style="list-style-type: none"> <li>- a person who holds a current working with children check (WWCC), or equivalent; or -</li> <li>- a family member of a child who is being educated and cared for by the service or the family day care (FDC) educator; or</li> <li>- an authorised nominee of a family member of a child who is being educated and cared for by the service or the FDC educator; or</li> <li>- in the case of an emergency, medical personnel or emergency service personnel; or -</li> <li>- a person who is permitted under the jurisdictional working with children law to remain at the service without holding a working with children check (WWCC), or equivalent</li> </ul>	National Law (Section 170)
Continuous improvement	Ongoing improvement in the provision of quality education and care services.	Guide to the NQF (Glossary)
<b>Development of professionals</b>	A system of regular performance review, individual learning and development plans for educators, staff and co-ordinators. Performance planning and review ensures that the knowledge, skills and practices of educators and other staff members are current, and that areas requiring further development are addressed	Guide to the NQF (Element 7.2.3 – Development of professionals)
Educational leader	The educational leader is an appropriately qualified and experienced educator, co-ordinator or other individual designated in writing by the approved provider under regulation 118 to lead the development and implementation of educational programs in the service.	Guide to the NQF (Glossary)
Educational program	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.	Guide to the National Quality Standard, 2011
Fit and proper person (to be an approved provider)	The regulatory authority assesses whether an approved provider or a person with management or control of a service is a fit and proper person to be involved in the provision of an education and care service. the child's name.  In determining whether they are a fit and proper person, the regulatory authority will consider:	National Law (Section 12) Guide to the NQF (Provider and service approvals – Considering an application for fitness and propriety)

	<ul style="list-style-type: none"> <li>- the person's history of compliance with any education and care services, children's services or education law, and any decision under one of those laws to refuse, refuse to renew, suspend or cancel a licence, approval, registration or certification issued to the person under that law</li> <li>- their criminal history, to the extent that it may affect their suitability for the role of provider (including working with children clearance, such as a WWCC, or teacher registration details, jurisdiction dependant)</li> <li>- whether they are bankrupt or insolvent</li> <li>- whether they have the financial circumstances to enable them to sustain ongoing operation of a service</li> <li>- whether they have a medical condition that may cause them to be incapable of being responsible for the service</li> <li>- whether they have the management capability to operate a service</li> <li>- actions taken under Commonwealth Family Assistance Law, including sanctions and suspensions.</li> </ul>	
Governance	Refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy. Good governance requires effective management systems and clearly delineated roles and responsibilities to support the effective operation of a quality service	Guide to the NQF (Quality Area 7 – Governance and leadership)
Inappropriate person	<p>Means a person:</p> <ul style="list-style-type: none"> <li>- who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service; or</li> <li>- whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for him or her to be on the education and care service premises while children are being educated and cared for by the education and care service.</li> </ul>	National Law (Section 171)
Management system	A system to manage organisational risks and enable the effective management and operation of a quality service	Guide to the NQF (Element 7.1.2 – Management systems)

## ROLES AND RESPONSIBILITIES

### Approved Provider is to:

- Ensure that obligations under the education and care services national law and national regulations are met, as well as all other laws relevant to governance and management of the service
- Display the prescribed information in section 172 (regulation 173)
- Provide information to the regulatory authority upon request in relation to being a fit and proper person (sections 13, 14, 21)
- Ensure that the service is insured and keep evidence of this (section 51; regulations 29, 180)
- Ensure that the number of children at the service does not exceed the maximum in the service approval (section 51)
- Ensure that the family of a child at the service is allowed to enter the premises (regulation 157)
- Adopt quality governance and management processes, procedures and practices, in line with the National quality standard, especially quality area 7 – governance and leadership
- Establish systems of risk management, financial and internal control, and performance reporting.
- Monitor management and financial performance to ensure the solvency, financial strength and good - Performance of the service
- Develop, review and approve the service philosophy and purpose, strategic direction and initiatives (element 7.1.1)

### Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the **Governance and management policy and procedures**

- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and families, and available for inspection
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - Affect the fees charged or the way they are collected or
  - Significantly impact the service's education and care of children or - Significantly impact the family's ability to utilise the service. **Notifications and reporting**
- Ensure that all reporting and reporting requirements are met regarding the national quality framework, family assistance, taxation, child protection, and other relevant laws
- Notify the regulatory authority about the approved provider and operational changes, and changes in relation to the nominated supervisor, as detailed in section 173 (regulations 174, 174a)
- Notify the regulatory authority about changes to the 'fit and proper' status of the approved provider, any serious incidents, and complaints relating to a serious incident or that the law has been contravened (section 174; regulations 175, 176, 176a).

### **Health, safety and wellbeing**

- Ensure the health, safety and wellbeing of children in the service and take every reasonable precaution to protect children from harm and hazard (section 51; quality area 2).

### **Quality improvement plan (qip)**

- Ensure there is an effective self-assessment and quality improvement process in place, including a qip that is kept at the premises or fdc principal office and is made available for inspection and to families (regulations 31, 55; element 7.2.1)

### Ensure that the qip is reviewed at least annually (regulation 56) **Space, equipment, facilities**

- ensure that requirements relating to the physical environment, space, equipment and facilities are met, including regulations 104, 106, 107, 108, 109, 110, 116, 117 (Quality Area 3). **Educational needs and program**

- ensure that children's educational and developmental needs are met (section 51; Quality Area 1).

#### **Educators and staff**

- Ensure that requirements relating to staffing are met, including implementing the Staffing policy and procedures (including regulation 84)
- Ensure that roles and responsibilities are clearly defined, understood, and support effective decision making and operation of the service (Element 7.1.3)
- Ensure that the performance of educators, staff and co-ordinators is regularly evaluated, and individual plans are in place to support learning and development (Element 7.2.3)
- Ensure that a nominated supervisor, educators, staff, volunteers and contractors to whom a prohibition notice applies are not engaged by the service (section 188)
- Ensure the educational leader is supported to lead the development and implementation of the educational program and assessment and planning cycle (Element 7.2.2). **Nominated supervisors and responsible person**

- Ensure that requirements relating to the nominated supervisor and responsible person are met, including implementing the Staffing policy and procedures (including section 162, section 162A; regulation 117B).

#### **Records and confidentiality**

- Keep a record of the service's compliance with the information listed in regulation 167
- Keep a record of enrolment and other documents listed in section 175 at the service or FDC residence or venue and be available for inspection by an authorised officer
- Ensure that records are kept confidential and not divulged except as permitted under regulations 181 and 182 • ensure that records are stored safely and securely for the period set out in regulation 183
- Keep enrolment and attendance records (regulations 158, 159, 160, 161, 162) and other documents listed in regulations 160, 177 and 178, ensure they are accurate and available to families on request (section 175). If a service approval is transferred, the documents must be transferred to the receiving approved provider (regulation 184).

#### **Family Day Care**

- Ensure requirements relating to monitoring, support and supervision of FDC educators are met, including implementing the Monitoring, support and supervision of FDC educators' policy and procedures (section 51)
- Ensure that requirements relating to assessments of FDC residences and approved FDC venues are met, including implementing the Assessment and reassessment of residences and venues for FDC policy and procedures (regulation 116)
- Ensure that a record is kept of visitors (regulation 165)
- Ensure that requirements relating to FDC educators meeting minimum requirements are met, including implementing the Engagement or registration of FDC educators' policy and procedures (section 269, regulations 30, 153)
- Ensure that requirements relating to staff records are met (regulations 153, 154)
- Ensure that FDC educator documents are provided to the approved provider when the educator ceases to be engaged or registered with the service (regulation 179)
- Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Governance and management policy and procedures
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators and staff, and available for inspection
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - Affect the fees charged or the way they are collected or
  - Significantly impact the service's education and care of children or
  - Significantly impact the family's ability to utilise the service

### **Nominated Supervisor/FDC Coordinators Are To:**

- Ensure that regulatory obligations are met in relation to governance and management
- Adopt quality governance and management processes, procedures and practices, in line with the National Quality Standard, especially Quality Area 7 – Governance and leadership
- Implement systems of risk management, financial and internal control, and performance reporting. Monitor management and financial performance to ensure the solvency, financial strength and good performance of the service
- Develop and review the service philosophy and purpose, strategic direction and initiatives (Element 7.1.1)
- Ensure that the family of a child at the service is allowed to enter the premises when the child is being educated and cared for (regulation 157).

### **Notifications and reporting**

- Ensure that all notification and reporting requirements are met regarding the National Quality Framework and other relevant laws

### **Health, safety and wellbeing**

- Ensure the health, safety and wellbeing of children in the service and take every reasonable precaution to protect children from harm and hazard (Quality Area 2).

### **Quality Improvement Plan (QIP)**

- Ensure there is an effective self-assessment and quality improvement process in place (Element 7.2.1)

### **Educational needs and program**

- Ensure that children's educational and developmental needs are met (Quality Area 1).

### **Educators and staff**

- Ensure that roles and responsibilities are clearly defined, understood, and support effective decision making and operation of the service (Element 7.1.2)
- Ensure that the performance of educators, staff and co-ordinators is regularly evaluated and individual plans are in place to support learning and development (Element 7.2.3)
- Ensure that requirements relating to staffing are met, including implementing the Staffing policy and procedures (Quality Area 4)
- Ensure that the educational leader is supported to lead the development and implementation of the educational program and assessment and planning cycle (Element 7.2.2.).

### **Records and confidentiality**

- Ensure that requirements relating to records and confidentiality are met **Family Day Care**
- Ensure that requirements relating to monitoring, support and supervision of FDC educators are met, including implementing the Monitoring, support and supervision of FDC educators' policy and procedures
- Ensure that requirements relating to assessments of FDC residences and approved FDC venues are met, including implementing the Assessment and reassessment of residences and venues for FDC policy and procedures
- Ensure that requirements relating to FDC educators meeting minimum requirements are met, including implementing the Engagement or registration of FDC educators' policy and procedures

**Educators are to:**

- Must be aware of and follow the Governance and management policy and procedures
- Must be familiar with and implement the service's policies and procedures, philosophy, QIP and code of conduct
- Ensure that requirements relating to records and confidentiality are met **Families are to:**
- Be aware of the Governance and management policy and procedures and address any questions to the approved provider or nominated supervisor/responsible person

**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 Regulations159 - 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.

## **LINKS TO OTHER POLICIES**

- Grievance and Complaint Policy
- Enrolment and Orientation Policy
- Privacy and Confidentiality Policy
- Staffing Policy
- Policy and Procedure Review Policy
- Monitoring, support and supervision of FDC educators
- Assessment and reassessment of residences and venues for FDC
- Dealing with medical conditions in children
- Acceptance and refusal of authorisations

## **INDUCTION AND ONGOING TRAINING**

This Governance and management Policy and Procedure forms part of the educator induction process. In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS or an external Professional Development training coordinated by Foundations FDCS. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's documents, program and practice in their monthly visits to ensure consistent practice as per policy and procedure.

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

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to the acceptance and refusal of authorisations. Written authorisations from parents or authorised nominees help to ensure that the health, safety, wellbeing and best interests of all children are met. Through the authorisation process, parents are informed of risks associated with a matter, and can make an informed choice whether or not to proceed.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 92	Medication record
Regulation 93	Administration of medication
Regulation 94	Exception to authorisation requirement – anaphylaxis or asthma emergency
Regulation 96	Self-administration of medication
Regulation 99	Children leaving the education and care service premises
Regulation 102	Authorisation for excursions
Regulation 102(D)	Authorisation for service to transport children
Regulation 160	Regulation 160 Child enrolment records to be kept by approved provider and family day care educator
Regulation 161	Authorisations to be kept in enrolment record
Regulation 168	Education and care service must have policies and Policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	procedures to be kept available
Regulation 172	Notification of change to policies or procedures

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>Authorised nominee</b>	A person who has been given permission by a parent or family member to collect the child from the service or the family day care (FDC) educator	National Law (Section 170)
<b>Enrolment record</b>	The approved provider must ensure that an enrolment record is kept for each child enrolled at the service, and the FDC educator must keep an enrolment record for each child they educate and care for. The record must include:	National Regulations (Regulations 102, 102D, 160–162) Guide to the NQF (Management of records – Children's enrolment record)

	<ul style="list-style-type: none"> <li>- Full name, date of birth and address of the child.</li> <li>- The name, address and contact details of:</li> <li>- each known parent of the child</li> <li>- any emergency contacts</li> <li>- any authorised nominee</li> <li>- any person authorised to consent to medical treatment or administration of medication</li> <li>- any person authorised to give permission to the educator to take the child off the premises</li> <li>- any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child.</li> <li>- Details of any court orders, parenting orders or parenting plan.</li> <li>- Gender of the child.</li> <li>- Language used in the child's home.</li> <li>- Cultural background of the child and their parents.</li> <li>- Any special considerations for the child, such as cultural, dietary or religious requirements or additional needs.</li> <li>- Authorisations for:</li> <li>- the approved provider, nominated supervisor or an educator to seek medical treatment and/or ambulance transportation for the child</li> <li>- the service to take the child on regular outings</li> <li>- regular transportation of the child.</li> <li>- Name, address and telephone number of the child's registered medical practitioner or medical service.</li> <li>- Medicare number (if available).</li> <li>- Details of any specific healthcare needs of the child, including any medical conditions, allergies, or diagnosis that the child is at risk of anaphylaxis.</li> <li>- Any medical management plan, anaphylaxis medical management plan or risk minimisation plan.</li> <li>- Dietary restrictions.</li> <li>- Immunisation status.</li> <li>- If the approved provider or a staff member has sighted a child's health record, a notation to that effect.</li> </ul>	
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<b>Excursion</b>	An outing organised by an education and care service, but does not include an outing organised by an education and care service provided on a school site if: (a) the child or children leave the education and care service premises in the company of an educator; and (b) the child or children do not leave the school site	National Regulations (Definitions)
<b>Medication</b>	Medicine within the meaning of the Therapeutic Goods Act 1989 (Cth). Medicine includes prescription, over-the-counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website (tga.gov.au)	National Law (Definitions)
<b>Medical attention</b>	Includes a visit to a registered medical practitioner or attendance at a hospital.	<a href="https://www.acecqa.gov.au/">https://www.acecqa.gov.au/</a>
<b>Medical emergency</b>	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.	Guide to the National Quality Standard, 2011
<b>Medication record</b>	The approved provider and FDC educator must keep a medication record for each child to whom medication is administered by the service. This record must include: <ul style="list-style-type: none"> <li>- the child's name</li> <li>- signed authorisation to administer medication</li> <li>- a record of the medication administered, including time, date, dosage, manner of administration, name and signature of person administering the medication and of the person checking the medication, if required.</li> </ul> A medication record template is available on the ACECQA website: <a href="https://www.acecqa.gov.au/media/22731">acecqa.gov.au/media/22731</a>	National Regulations (Regulation 92)
<b>Regular outing</b>	In relation to an education and care service, means a walk, drive or trip to and from a destination: <ul style="list-style-type: none"> <li>(a) that the service visits regularly as part of its educational program; and</li> <li>(b) where the circumstances relevant to the risk assessment are the same on each outing</li> </ul>	National Regulations (Definitions)
<b>Regular transportation</b>	In relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are the same for each occasion on which the child is transported.	Guide to the NQF (Glossary)

<b>Transportation</b>	<p>Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applies in scenarios where services are transporting children, or have arranged for the transportation of children, between an education and care service premises and another location, for example their home, school, or a place of excursion.</p> <p>Examples of transport not forming part of a service include:</p>	Guide to the NQF (Transportation)
	<ul style="list-style-type: none"> <li>- private transport provided by families and carers (i.e. carers not engaged by/registered with a service)</li> <li>- transport provided and/or arranged by an entity other than the approved provider, e.g. a school bus, and the children are not under the care of the approved provider</li> <li>- transport where the approved provider is providing the transport service in a capacity other than as the approved provider, e.g. a government department that provides an education and care service, provides school education, and provides a school bus to school students, on which the children who attend the service also travel for practical reasons (such as in a remote or rural location)</li> <li>- when a disability service picks up children and transports them to school or an activity</li> </ul>	

### 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.

### ROLES AND RESPONSIBILITIES

#### Approved Provider is to:

- Ensure that obligations under the Education and Care Services National Law and National Regulations are met
- Ensure that an enrolment record is kept for each child that includes authorisations signed by a parent or a person authorised to consent to the medical treatment of the child if relevant, in relation to:
  - Seeking medical treatment from a registered medical practitioner, hospital or ambulance service
  - Transportation by an ambulance service
  - Regular outings and transportation (regulations 160, 161)

- Ensure that a medication record is kept that includes the authorisation to administer medication signed by a parent or a person named in the enrolment record (regulation 92)
- Ensure that medication is only administered or self-administered if authorised or, in an emergency, authorisation is provided verbally by:
  - A parent or a person named in the enrolment record
  - A registered medical practitioner or an emergency service if the parent or person named in the enrolment record cannot be contacted (regulations 93, 96)

**In the case of an anaphylaxis or asthma emergency, medication may be administered without authorisation (regulation 94)**

- Ensure that children only leave the service premises, FDC residence or approved FDC venue with a parent, an authorised nominee named in the enrolment record, or a person named in the enrolment record to collect the child (regulation 99)
- Ensure all children have appropriate authorisation to leave the service on an excursion or regular outing (regulation 102)
- Ensure no child is transported by the service without authorisation from a parent or other person named in the enrolment record (regulation 102D)
- Ensure systems requiring authorisations are in place for other legal requirements or quality practices, e.g., Photos of children and privacy
- Ensure authorisations are kept up to date
- Put in place processes for circumstances where authorisations are refused/not applicable. For example:
  - Where the service is asked to administer medication that is not in its original container (see regulation 95) A parent, or a person named in the enrolment record
- When leaving the service, the parent, authorised nominee or person as listed in regulation 99 does not appear to be fit to take the child
- The child has been given authorisation to leave the service alone, however the environment they would be in is unsafe
- Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Acceptance and refusal of authorisations policy and procedures
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators and staff, and available for inspection
- Notify families at least 14 days before changing the policy or procedures if the changes will:
  - Affect the fees charged or the way they are collected or
  - Significantly impact the service's education and care of children or
  - Significantly impact the family's ability to utilise the service

**Nominated Supervisor/ FDC coordinators are to:**

- Implement the Acceptance and refusal of authorisations policy and procedures
- Ensure that the child's family completes and signs authorisations in the enrolment record and medication record (if relevant) before the child commences at the service
- Ensure no child is transported by the service without an authorisation from their parent or other person named in the enrolment record
- Ensure that medication is only administered or self-administered if authorised or, in an emergency, authorisation is provided verbally by
  - A parent or a person named in the enrolment record
  - A registered medical practitioner or an emergency service if the parent or person named in the enrolment record cannot be contacted
- In the case of an anaphylaxis or asthma emergency, medication may be administered without authorisation



- Ensure that children only leave the service premises, FDC residence or approved FDC venue with a parent, an authorised nominee named in the enrolment record, or a person named in the enrolment record to collect the child
- Ensure all children have appropriate authorisation to leave the service on an excursion or regular outing
- Ensure no child is transported by the service without authorisation from a parent or other person named in the enrolment record
- Implement and oversee authorisation systems for other legal requirements or quality practices, e.g., Photos of children and privacy
- Ensure authorisations are kept up to date
  - Implement processes for circumstances where authorisations may be refused/not applicable

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

- Ensure all action plans are carried out in line with the Acceptance and refusal of authorisations policy and procedures
- Ensure that the child's family completes and signs authorisations in the enrolment record and medication record (if relevant) before the child commences at the service
- Ensure no child is transported by the service without an authorisation from their parent or other person named in the enrolment record
- Ensure that medication is only administered or self-administered if authorised or, in an emergency, authorisation is provided verbally by:
  - A parent or a person named in the enrolment record
  - A registered medical practitioner or an emergency service if the parent or person named in the enrolment record cannot be contacted
- In the case of an anaphylaxis or asthma emergency, medication may be administered without authorisation
- Ensure that children only leave the service premises or FDC residence or approved FDC venue with a parent, an authorised nominee named in the enrolment record, or a person named in the enrolment record to collect the child
- Ensure all children have appropriate authorisation to leave the service on an excursion or regular outing
- Ensure no child is transported by the service without authorisation from a parent or other person named in the enrolment record
- Implement authorisation systems for other legal requirements or quality practices, e.g., Photos of children and privacy
- Ensure authorisations are kept up to date
- Implement processes for circumstances where authorisations may be refused/not applicable **Families are to:**
  - Complete and sign authorisations in the enrolment record and medication record (if relevant) before their child commences at the service
  - Complete and sign the authorisation for their child to attend excursions and/or to be transported by the service
  - Ensure any changes to authorisations or contact details are kept up to date
  - Be familiar with circumstances where authorisations may be refused/not applicable.

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

- Incident, Injury, Trauma and Illness
- Program
- Family Enrolment
- Governance and Management
- Nutrition, Safe Food Handling & Oral Health

- Children's Health and Safety Policy
- Excursions

### **INDUCTION AND ONGOING TRAINING**

This Acceptance and Refusal of Authorisations Policy and Procedure forms part of the educator induction process. In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS, or an external Professional Development training coordinated by Foundations FDCS. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure.



## 7-B. PAYMENT AND COLLECTION OF FEES

Revised: October 2023

### 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.

### BACKGROUND

- 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 paid invoices and receive fortnightly payment summaries.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 159	Children's attendance record to be kept by family day care educator
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator
Regulation 168	Education and care service must have policies and procedures
Regulation 172	Notification of change to policies or procedures
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)

<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Child Care Subsidy (CCS)</b>	The Child Care Subsidy (CCS) is the main way the Australian Government helps families with childcare fees. Providers must be approved by the department to receive CCS on behalf of families. If you require CCS and need more information on how to apply and receive you are able to contact Foundations FDCS for help.	Department of Education, Skills and Employment (Definitions)
<b>Volunteer</b>	A person who willingly undertakes defined activities to support the education and care programs at a children's service in an unpaid or honorary capacity. These activities may include direct contact with children, administrative tasks, or preparing materials or food.	Guide to the National Quality Standard, 2011
<b>Educator Premises Contract</b>	Educator Premises Contract contains a detailed overview of the responsibilities of educators to maintain a safe, clean, sustainable environment for children in care	Foundations Family Day Care Service Document
<b>Comprehensive Home Safety Check</b>	Comprehensive Home Safety Check comprises of a detailed checklist for the educators FDC residence/venue both indoor, outdoor and vehicle and supporting photos	Foundations Family Day Care Service Document
<b>Home Risk Assessment and Emergency Evacuation Risk Assessment</b>	Home Risk Assessment and Emergency Evacuation Risk Assessment comprises of <ul style="list-style-type: none"> <li>• a completed document identifying and risks and include risk elimination measures</li> <li>• a floor plan of venue with emergency escape and evacuation assembly location</li> <li>• supporting photographs</li> </ul>	Foundations Family Day Care Service Document

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

### **Approved Provider/Nominated Supervisor/FDC Coordinators Are To:**

- 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 Childcare Service Handbooks.
- Provide written information regarding fee structures and scheduling at the parent interview, and when any other approved fee changes occur.
- Ensure a gap fee billing is electronically issued to all parents, which is to be paid to Foundations Family Day Care Service account.

- Issue payment received from parents to educators.
- Issue receipts to parents and educators when fees are paid.

## SUBSITY AND PAYMENT PROCESS

Educators are self-employed business operators who are contracted by Foundations FDCS and assessed throughout the year. They are required to ensure their obligations are met 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 via Pinch App for the money owing to the educators to be paid with seven days from date of invoice issue.
5. Fees to be paid to the Foundations Family Day Care using electronic Pinch payment method as shown in the family enrolment package.
6. 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.

Hourly Fees (September 2020)	
Standard Hours (8am – 6pm)	\$ 12 including service hourly levy fee
Non-Standard Hours (before 8am and after 6pm)	\$ 12 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 2024	
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.

## **ROLES AND RESPONSIBILITIES**

### **Approved Provider/Nominated Supervisor/ FDC Coordinators:**

- Check the accuracy of attendance records received from educators before submitting data to the CCS
- Ensure that the parents/guardians are notified at least 14 days prior to any change that will affect the fees charged or the way fees are collected
- Inform parents about the available subsidies on enrolment
- Setting the same amount of administration levy for all the educators
- Review fees and fees policy annually
- Accurate attendance Records will only be processed if they are completed fully and contain:
  - The child's full name
  - The name of the family member whose Customer Reference Number (CRN) is being used for CCS
  - The time the child entered and left care, along with parent and educator electric sign in and sign out completed at collection and drop off
- Any changes to booking hours to be signed and authorised by parent/guardian
- Ensuring families receive a statement, session times, any absences charged, CCS allocated, and monies paid
- In the event of non-payment of fees, the service will attempt to arrange payment with parent/guardian. If those attempts are not successful, the approved provider or nominated supervisor can direct the Educator to cease provision of care until payment has been made. Care will no longer be available if fees are even 1 week in arrears
- Any fees charged by the Coordination Unit, including training, administration or other fees and levies, will be deducted from the amount of CCB, etc., paid to the Educator. These amounts will be shown on the Educator's statement, or if paid by the family, on the family's statement.
- Notifying families of any pending fee increased 4 weeks prior

### **Educators are to:**

- Record care session accurately
- Record absences for scheduled sessions
- Notify families of any pending fee increased 4 weeks prior
- Advise the scheme of under-payment, non-payment, or late-payment of fees by families within 7 days of the fee being due



- Accept fees on behalf of the scheme (gap fee) which will be receipted with the dates, session and any other related costs documented.

**Families are to:**

- Ensure the fee due is paid on the last day of the week that care is provided
- If having difficulty with payment, discuss with the educator to make arrangements that are suitable to pay outstanding amounts
- Ensuring all records are completed accurately
- Give written authorization for any changes of hours
- 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.

**LINKS TO OTHER POLICIES:**

- Providing a child safe environment
- Code of Conduct
- Complaints and Grievances
- Confidentiality
- Delivery and Collection of Children
- Mentor, Support and Supervise Educators and Assistants
- Provision of Information Training and Assistance
- Governance and management of the service
- Monitoring, support and supervision of Foundations FDCS educators

**INDUCTION AND ONGOING TRAINING**

This Payment and Collection of Fees Policy and Procedure forms part of the educator induction process. In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS, or an external Professional Development training coordinated by Foundations FDCS. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure.

## 7-C. DEALING WITH COMPLAINTS

Revised: October 2023

### POLICY STATEMENT

Foundations FDCS is committed to being responsive to comments, compliments, concerns, suggestions, and complaints in order to continually improve the quality of the service. This policy has been designed to provide guidance to both our customers and staff on the manner in which Foundations FDCS receives and manages your complaint. We are committed to being consistent, fair and impartial when handling your complaint.

### BACKGROUND

- 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.

### LEGISLATIVE REQUIREMENTS

Regulation 158	- Children's attendance record to be kept by approved provider
Regulation 159	- Children's attendance record to be kept by family day care educator
Regulation 160	- Child enrolment records to be kept by approved provider and family day care educator
Regulation 168	- Education and care service must have policies and procedures
Regulation 172	- Notification of change to policies or procedures
Regulation 177	- Prescribed enrolment and other documents to be kept by approved provider
Regulation 178	- Prescribed enrolment and other documents to be kept by family day care educator

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>

<b>Complaints</b>	A complaint is defined as an issue of a minor nature that can be resolved promptly or within 24 hours, and does not require a detailed investigation. Complaints include an expression of displeasure, such as poor service, and any verbal or written complaint directly related to the service (including general and notifiable complaints).	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Child Care Subsidy (CCS)</b>	The Child Care Subsidy (CCS) is the main way the Australian Government helps families with childcare fees. Providers must be approved by the department to receive CCS on behalf of families. If you require CCS and need more information on how to apply and receive you are able to contact Foundations FDCS for help.	Department of Education, Skills and Employment (Definitions)
<b>Volunteer</b>	A person who willingly undertakes defined activities to support the education and care programs at a children's service in an unpaid or honorary capacity. These activities may include direct contact with children, administrative tasks, or preparing materials or food.	Guide to the National Quality Standard, 2011
<b>Educator Premises Contract</b>	Educator Premises Contract contains a detailed overview of the responsibilities of educators to maintain a safe, clean, sustainable environment for children in care	Foundations Family Day Care Service Document
<b>Comprehensive Home Safety Check</b>	Comprehensive Home Safety Check comprises of a detailed checklist for the educators FDC residence/venue both indoor, outdoor and vehicle and supporting photos	Foundations Family Day Care Service Document
<b>Home Risk Assessment and Emergency Evacuation Risk Assessment</b>	Home Risk Assessment and Emergency Evacuation Risk Assessment comprises of <ul style="list-style-type: none"> <li>• a completed document identifying and risks and include risk elimination measures</li> <li>• a floor plan of venue with emergency escape and evacuation assembly location</li> <li>• supporting photographs</li> </ul>	Foundations Family Day Care Service Document

## 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.

## **ROLES AND RESPONSIBILITIES**

### **Approved Provider is to:**

- Being familiar with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011, service policies and constitution, and complaints and grievances policy and procedures
- Identifying, preventing and addressing potential concerns before they become formal complaints/grievances
- Ensuring that the name and telephone number of the Responsible Person to whom complaints and grievances may be addressed are displayed prominently at the main entrance of the service (Regulation 173(2)(b))
- Ensuring that the address and telephone number of the Authorised Officer at the DEECD regional office are displayed prominently at the main entrance of the service (Regulation 173(2)(e))
- Advising parents/guardians and any other new members of the complaints and grievances policy and procedures upon enrolment or employment
- Ensuring that this policy is available for inspection at the service at all times (Regulation 171)
- Being aware of, and committed to, the principles of communicating and sharing information with service employees, members and volunteers
- Responding to all complaints and grievances in the most appropriate manner and at the earliest opportunity
  - Treating all complainants fairly and equitably
- Providing a Complaints and Grievances Register (refer to Definitions) and ensuring that complaints and grievances are recorded along with outcomes - Maintaining confidentiality at all times
- Referring notifiable complaints (refer to Definitions), grievances (refer to Definitions) or complaints that are unable to be resolved appropriately and in a timely manner to the Management Team
- Informing DEECD in writing within 24 hours of receiving a notifiable complaint (refer to Definitions) (Act 174(4), Regulation 176(2)(b))
- Receiving recommendations from the Management Team and taking appropriate action.

**Educators are to:**

- Record care session accurately
- Record absences for scheduled sessions
- Notify families of any pending fee increased 4 weeks prior
- Advise the scheme of under-payment, non-payment, or late-payment of fees by families within 7 days of the fee being due
- Accept fees on behalf of the scheme (gap fee) which will be receipted with the dates, session and any other related costs documented.

**Families are to:**

- Raising a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievances procedures
- Communicating verbally or written any concerns relating to the management or operation of the service as soon as is practicable
- Raising any unresolved issues or serious concerns directly with the centre co-ordinator, director or general manager
- Maintaining complete confidentiality at all times
- Co-operating with requests to meet with the relevant manager and/or provide relevant information when requested in relation to complaints and grievances.

**LINKS TO OTHER POLICIES:**

- Providing a child safe environment
- Code of Conduct
- Complaints and Grievances
- Confidentiality
- Delivery and Collection of Children
- Mentor, Support and Supervise Educators and Assistants
- Provision of Information Training and Assistance
- Governance and management of the service
- Monitoring, support and supervision of Foundations FDCS educators

**INDUCTION AND ONGOING TRAINING**

This Payment and Collection of Fees Policy and Procedure forms part of the educator induction process. In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS or an external Professional Development training coordinated by Foundations FDCS. Regular attendance of PD or in-service training will assist educators in their professional development and daily practice of the educational program.

**MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's program and practice in their monthly visits to ensure consistent practice as per policy and procedure.

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

Revised: October 2023

### POLICY STATEMENT

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

### BACKGROUND

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

### LEGISLATIVE REQUIREMENTS

Section 56A	- Notice of change of a nominated supervisor's name or contact details
Section 175	- Offence relating to requirement to keep enrolment and other documents
Regulation 35	- Notice of addition of new nominated supervisor
Regulation 102B	- Transport risk assessment must be conducted before service transports child
Regulation 119	- Family Day Care Educator and Family Day Care Educator Assistant to be at least 18 years old
Regulation 158	- Children's attendance record to be kept by approved provider
Regulation 159	- Children's attendance record to be kept by family day care educator
Regulation 160	- Child enrolment records to be kept by approved provider and family day care educator
Regulation 168	- Education and care service must have policies and procedures
Regulation 172	- Notification of change to policies or procedures
Regulation 177	- Prescribed enrolment and other documents to be kept by approved provider
Regulation 178	- Prescribed enrolment and other documents to be kept by family day care educator

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)

<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
<b>Volunteer</b>	A person who willingly undertakes defined activities to support the education and care programs at a children's service in an unpaid or honorary capacity. These activities may include direct contact with children, administrative tasks, or preparing materials or food.	Guide to the National Quality Standard, 2011
<b>Registration of Family Day Care Educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue	National Law (Definitions)

## SUPPORTING DOCUMENTS

### Educator Register

The Educator Register form is a comprehensive document for recording educator information and their interactions with children. It includes sections for:

- General Information:** Fields for Name, DOB, Gender, and Address.
- Registration Details:** Fields for Registration Number, Expiry Date, and Status.
- Education Qualifications:** A table to record various qualifications, including the provider, course, and completion date.
- First Aid Qualifications:** A table to record first aid training, including the provider, course, and completion date.
- Children in Care:** A table to record the names and dates of birth of children in the educator's care.
- Professional Development:** A table to record ongoing professional development activities.
- Performance Management, Monitoring & Support:** A table for recording feedback and support for educators.

## REGISTER PROCEDURE

- Foundations FDCS must maintain at its office, a register of each educator containing:
  - 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.

## **ROLES AND RESPONSIBILITIES**

### **Approved Provider is to:**

- Ensure that all educators, staff, volunteers and students' details are up to date on the register at all times
- Ensure the register includes all required information of both educator and others who normally live at the residence

### **Nominated Supervisor/FDC Coordinators are to:**

- Ensure that educator information is kept for a period of 3 years from the last date on which the Educator provides their service
- Ensure the register of FDC educators, Co-ordinators and assistants is kept in the principal office - Maintain the data base with current information

### **Educators are to:**

- To ensure to give the required information and documents
- To provide accurate and true and current information
- Inform the Co-ordination Unit of any relevant changes in their circumstances or that of their household

## **LINKS TO OTHER POLICIES**

- Engagement or registration of family day care educator assistants
- Governance and management
- Confidentiality of Records
- Monitoring, support, and supervision of Foundations FDCS educators
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residences
- Assessment and reassessment of residences and venues for FDC

## **INDUCTION AND ONGOING TRAINING**

The Register of Educators, Staff and Volunteers Policy and Procedure form a part of the educator induction process. In addition, each month, coordination staff conduct visits to ensure all information is up to date on the register and all appropriate changes are made regularly.

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor the educator's documents and expiration dates in their monthly visits and to check information about household residences to ensure everything is up to date and if they are nearing 18 to make sure they are applying/eligible for a BlueCard to ensure consistent information as per policy and procedure.

## 7-E. Monitoring, Supporting, and Supervision of Educator

Revised: October 2023

### 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.

### BACKGROUND

The Education and Care Services National Regulations require policies and procedures to be in place to monitor, support and supervise FDC educators, including those located in remote areas. To ensure the delivery a quality educational program to all children by educators.

### LEGISLATIVE REQUIREMENTS

Regulation 10	- Meaning of actively working towards a qualification
Regulation 55	- Quality improvement plans
Regulation 56	- Review and revision of quality improvement plans
Regulation 73	- Educational program
Regulation 74	- Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	- Information about educational program to be kept available
Regulation 76	- Information about educational program to be given to parents
Regulation 81	- Sleep and rest
Regulation 82	- Tobacco, drug and alcohol-free environment
Regulation 83	- Staff members and family day care educators not to be affected by alcohol or drugs
Regulation 84	- Awareness of child protection law
Regulation 116	- Assessments of family day care residences and approved family day care venues
Regulation 118	- Educational leader
Regulation 123A	- Family day care co-ordinator to educator ratios – family day care service
Regulation 124	- Number of children who can be educated and cared for – family day care educator
Regulation 127	- Family day care educator qualifications
Regulation 128	- Family day care co-ordinator qualifications
Regulation 143B	- Ongoing management of family day care educators
Regulation 144	- Family day care educator assistant
Regulation 153	- Register of family day care educators, co-ordinators and educator assistants
Regulation 154	- Record of staff engaged or employed by family day care service

Regulation 163	- Residents at family day care residence and family day care educator assistants to be fit and proper persons
Regulation 164	- Requirement for notice of new persons at residence
Regulation 168	- Education and care service must have policies and procedures
Regulation 169	- Additional policies and procedures – family day care service
Regulation 170	- Policies and procedures to be followed

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children’s Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC co-ordinator</b>	A person employed or engaged by the approved provider of a FDC service to monitor and support the FDC educators who are part of the service	National Law (Definitions)
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)

## SUPPORTING DOCUMENTS

### Monthly Home Safety Check

#### MONTHLY HOME SAFETY CHECK



EDUCATOR DETAILS				
Full Name				
Home Address				
Insurance Exp.	First Aid Exp.	CPR Exp.		
Age of Children	<input type="radio"/> Under School Age <input type="radio"/> School Age <input type="radio"/> Both			
OCCUPANT DETAILS				
Occupants Under 18 (Full Name and DOB)				
	Name	Blue Card No.	N/TV	Expiry Date
Occupants Over 18				
FRONT DOOR/ENTRANCE				
House number is clearly displayed	All gates are locked			
Entry of House & View from clutter (e.g. rubbish, shoes etc.)	Gates and fences are in good condition and are appropriate for providing a secure environment			
Comments				

### Annual Home Safety Check

#### ANNUAL COMPREHENSIVE HOME SAFETY CHECK



EDUCATOR DETAILS				
Full Name				
Home Address				
Insurance Expiry	First Aid Expiry	CPR Expiry		
Type of Check	<input type="radio"/> Initial Home Safety Check <input type="radio"/> Annual Home Safety Check Renewal			
OCCUPANT DETAILS				
Occupants Under 18 (Full Name and DOB)				
	Name	Blue Card No.	N/TV	Expiry Date
Occupants Over 18				
CARE DETAILS				
Age of Principal Children	<input type="radio"/> Under School Age <input type="radio"/> School Age <input type="radio"/> Both			

## **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.

## **ROLES AND RESPONSIBILITIES**

**Approved Provider is to:**

- Ensure the Monitoring, support and supervision of family day care educators' policy and procedures are in place
- Take reasonable steps to ensure that nominated supervisors, co-ordinators, FDC educators, FDC educator assistants, staff and volunteers follow the policy and procedures
- Ensure processes are in place to meet and monitor ratio requirements
- Ensure that co-ordinators and the educational leader are suitably qualified to provide monitoring, support, and supervision to the FDC educators
- Ensure that unauthorised people are not left alone with children
- Ensure that the register of family day care educators, co-ordinators and educator assistants is kept up-to-date and that information it contains is kept for three years after the FDC educator, co-ordinator or FDC educator assistant has left the service (regulation 153)

- Support continuous improvement of FDC educators
- Provide professional development opportunities
- Ensure copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educational leaders, FDC educators, FDC educator assistants, staff, volunteers and families, and available for inspection
- Notify families at least 14 days before changing the policy or procedures if the changes will:
- Affect the fees charged or the way they are collected or
- Significantly impact the service's education and care of children or significantly impact the family's ability to utilise the service.

### **Nominated Supervisor/ FDC Coordinators are to:**

- Devise methods to lead the development and implementation of educational programs across the service that are linked to the relevant Approved Learning Framework/s
- Oversee the development and implementation of the educational program with FDC educators and ensure that the required documentation is developed and kept that meets the requirements of regulation 74.
- Implement procedures to adequately monitor, support and supervise FDC educators
- Schedule regular contact times with FDC educators
- Ensure that documentation of monitoring, support and supervision meets regulation 153
- Support continuous improvement and provide opportunities for professional development
- Ensure that the areas within FDC premises from which the service is operating are safe and secure, and free from hazards to children.

### **Educators are to:**

- Ensure that access is given to co-ordinators to conduct monitoring, support, and supervision contact
- Sign any related documentation when required
- Take responsibility for driving continuous improvement at the service
- Ensure practices align with policies and procedures
- Provide information to the approved provider to be included in the register of family day care educators, coordinators and educator assistants
- ensure any requests from co-ordinators or the approved provider are actioned
- Undertake professional development.

### **LINKS TO OTHER POLICIES**

- Keeping a register of FDC educators, co-ordinators and educator assistants
- Provision of information, assistance and training to FDC educators
- Governance and management
- Visitors to FDC residences and venues while education and care is being provided to children
- Providing a child safe environment
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residences
- Engagement or registration of FDC educators
- Engagement or registration of FDC educator assistants

## **MONITORING, EVULATION AND REVIEW**

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:

## 7-F. TRAINING AND PROFESSIONAL DEVELOPMENT

Revised: October 2023

### POLICY STATEMENT

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

### BACKGROUND

Ongoing professional development, support and training is essential for professionals to remain current and effective in their practice. Facilitating meaningful opportunities for employees to participate in professional development activities is a critical way of enhancing performance. Professional development events provide employees with the opportunity to network with peers, reflect on issues of importance, gain new ideas and foster best practice.

### LEGISLATIVE REQUIREMENTS

Regulation 118	- Educational Leader
Regulation 136	- Approval of qualifications
Regulation 138	- Application for qualification to be assessed for inclusion on the list of approved qualifications

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC co-ordinator</b>	A person employed or engaged by the approved provider of a FDC service to monitor and support the FDC educators who are part of the service	National Law (Definitions)
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)

<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
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## 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.

## ROLES AND RESPONSIBILITIES Approved

### Provider is to:

- To record all professional development completed by Educators and staff
- Review Learning and Development plans for Educators and providing feedback
- • Reviewing and providing feedback to all employees in relation to their Annual Employee Appraisal and Learning & Development Plan
- Ensuring that all employees complete the annual Performance Evaluation and Development Plan process
- Providing access to current and approved First Aid, CPR, asthma management and anaphylaxis training to ongoing and contract employees

### Nominated Supervisor/FDC Coordinators are to:

- Complete an Annual Employee Appraisal and Learning and Development plan
- Submitting the Annual Employee Appraisal and Learning & Development Plan to the director
- Maintaining the appropriate level of training and qualification required by Foundations FDCS

### 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.
- Maintaining the appropriate level of training and qualification required by Foundations FDCS



## **LINKS TO OTHER POLICIES**

- Keeping a register of FDC educators, co-ordinators and educator assistants
- Provision of information, assistance and training to FDC educators
- Governance and management
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residences
- Engagement or registration of FDC educators
- Engagement or registration of FDC educator assistants

## **MONITORING, EVALUATION AND REVIEW**

Foundations FDCS will offer support to all educators by ensuring training and profession development sessions are available monthly to enhance their knowledge and understanding of different topics. Monitoring and supervision of all educators includes a monthly face-to-face visit at the educator's premises. The purpose of the monthly visits is to ensure ongoing compliance and quality of care, provide support and discuss further development in the area of development that was done for the month

## 7-G. PRIORITY OF ACCESS

Revised: October 2023

### 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.

### BACKGROUND

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

### LEGISLATIVE REQUIREMENTS

Regulation 10	- Meaning of actively working towards a qualification
Regulation 55	- Quality improvement plans
Regulation 56	- Review and revision of quality improvement plans
Regulation 73	- Educational program
Regulation 74	- Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	- Information about educational program to be kept available
Regulation 76	- Information about educational program to be given to parents
Regulation 81	- Sleep and rest
Regulation 82	- Tobacco, drug and alcohol-free environment
Regulation 83	- Staff members and family day care educators not to be affected by alcohol or drugs
Regulation 84	- Awareness of child protection law
Regulation 116	- Assessments of family day care residences and approved family day care venues
Regulation 118	- Educational leader
Regulation 123A	- Family day care co-ordinator to educator ratios – family day care service
Regulation 124	- Number of children who can be educated and cared for – family day care educator
Regulation 127	- Family day care educator qualifications
Regulation 128	- Family day care co-ordinator qualifications
Regulation 143B	- Ongoing management of family day care educators
Regulation 144	- Family day care educator assistant
Regulation 153	- Register of family day care educators, co-ordinators and educator assistants
Regulation 154	- Record of staff engaged or employed by family day care service

Regulation 163	- Residents at family day care residence and family day care educator assistants to be fit and proper persons
Regulation 164	- Requirement for notice of new persons at residence
Regulation 168	- Education and care service must have policies and procedures
Regulation 169	- Additional policies and procedures – family day care service
Regulation 170	- Policies and procedures to be followed

## KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children’s Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>FDC co-ordinator</b>	A person employed or engaged by the approved provider of a FDC service to monitor and support the FDC educators who are part of the service	National Law (Definitions)
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue	National Law (Definitions)
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	National Law (Definitions)
<b>FDC residence</b>	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
<b>FDC service</b>	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)

## ROLES AND RESPONSIBILITIES

### Approved Provider is to:

- Ensuring they are satisfied with this policy and that it follows the requirements of any funding agreements in force and in line with any requirements under Family Assistance Legislation and is updated as required and is known to the Nominated Supervisor or person in day-to-day responsibility of the service.

### Nominated Supervisors/FDC Coordinators Are To:

- Setting up systems so that a waiting list is maintain that clearly identifies children who received priority under this policy.
- Offering vacancies according to this policy
- Give families information about eligibility for CCS
- Provide information to families about childhood vulnerability, the length of our waiting list
- Keep updated with any new legislation to make amendments with this policy and forward to the Approved Provider

### Educators are to:

- Reading and complying with the Priority of Access Policy.

### Families are to:

- Reading and Complying with the Priory of Access Policy
- Apply to Centre link to ensure they meet the “activity test”

- Inform the Nominated Supervisor or Approved Provider that they are eligible for priority of access under this policy

### **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.

### **LINKS TO OTHER POLICIES**

- Communication with families
- Policy review
- Relationships with children
- Governance and management
- Partnerships with families & communities

### **MONITORING, EVALUATING AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes that may occur regarding this policy.

## 7-H. POLICY REVIEW

Revised: October 2023

### 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.

### BACKGROUND

To ensure compliance with the National Quality Framework, our Service will review our policies on an annual basis or when changes have occurred within the Service. We aim to work in collaboration with our children, families, Educators, staff, students, volunteers and visitors, gaining feedback when updating our policies to meet the needs of children being educated and cared for.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 31	Conditions on Service approval
Regulation 55-56	Quality Improvement Plan
Regulation 168	Education and Care Services must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
<b>Legislation</b>	The National Law and National Regulations outline the legal obligations of approved providers, nominated supervisors, and educators and explain the powers and functions of the state and territory regulatory authorities and ACECQA.	<a href="http://acecqa.gov.au">acecqa.gov.au</a>

<b>Policy Review</b>	To take an in depth look at existing administrative policies and associated documents such as procedures, FAQs, and appendices to determine whether a policy is still needed or if it should be combined with another administrative policy	Policy.umn.edu (Definitions)
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## ROLES AND RESPONSIBILITIES

### Approved Provider/Nominated Supervisor/ FDC Coordinators Are To:

- Ensure that a discussion of the policy is done annually
- Give 14 days' notice to both parents and educators if any changes will be made in the Policy and Procedure Manual
- Keep up to date with all legislations in case changes occur
- Supply all families and educators a copy of recent policy and procedure
- **Educators are to:**
  - Address any changes that you would like to be made to Foundations FDCS
  - Be knowledgeable with all policies in the Policy and Procedure Manual - Attend annual policy review
- **Families are to:**
  - Address any changes that you would like to be made to Foundations FDCS
  - Be knowledgeable with all policies in the Policy and Procedure Manual - Attend annual policy review

## 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.

## LINKS TO OTHER POLICIES

- Communication with families
- Governance and management
- Monitoring, support & supervision of educators

## **INDUCTION AND ONGOING TRAINING**

The Policy Review Policy and Procedure forms part of the educator's induction process as this document is given to both the parents and the educators for them to look over and review. Feedback from staff, educators and families will be discussed at educator meetings and reflected in policy reviews

## **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

## 7-I. Occupational Health and Safety

Revised: October 2023

### 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.

### BACKGROUND

Foundations FDCS staff protect the health, safety and welfare of children, families, Educators, staff, students, volunteers and visitors to the Service whilst being conscious of moral and legal obligations. We aim to go beyond compliance with all relevant legislation and work towards best practice to ensure a safe work environment. Our Service is committed to continuous improvement in all areas of workplace health, safety and wellbeing.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 73	Educational Program
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

### KEY TERMS

Term	Meaning	Source
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	acecqa.gov.au
<b>Occupation Health and Safety</b>	Concerned with protecting the safety, health and welfare of employees, visitors and clients. It encompasses the "whole person" - social, mental and physical well-being. WSH deals with both safety in the workplace, to reduce or minimise injury or disease, and with the health and wellbeing of employees, visitors and clients.	National Law (Definitions)



<b>Health</b>	Each child's health and physical activity is supported and promoted	acecqa.gov.au
<b>Safety</b>	concentrates on protecting young children from hazards and diseases in childcare settings	children's safety network (Definitions)
<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard	acecqa.gov.au
<b>Incident and emergency management</b>	the appropriate treatment of injuries and illnesses; the prompt reporting and investigation of incidents, injuries and illnesses; the implementation of corrective actions following incidents; and. the management of foreseeable emergencies and critical incidents.	policy.federation.edu.au

## SUPPORTING DOCUMENTS



## 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.

## ROLES AND RESPONSIBILITIES

### Approved Provider/Nominated Supervisor/ FDC Coordinators are to:

- 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.

#### **Families 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).

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

- Monitoring, support & supervision of educators
- Supervision policy
- Authorised persons and duty of care
- First Aid
- Water Safety
- Children's Health and Safety Policy
- First Aid (Accident, Injury, Incidents and Trauma)

#### **INDUCTION AND ONGOING TRAINING**

The Occupational Health and Safety Policy and Procedure forms part of the educator induction process. Educators and staff are to attend any PD or in-service training which relates to this policy and procedure. Feedback from staff, educators and families will be discussed at educator meetings and reflected in policy reviews.

#### **MONITORING, EVALUATION AND REVIEW**

Educators, staff and families are invited annually to review this policy and procedure and give feedback. Staff will review and update changes annually.

Coordination staff are to monitor educator's environment and practices in their monthly safety visits to ensure consistent practice as per policy and procedure.

## 7-J. MEDIA AND TECHNOLOGY POLICY

Revised: July 2024

### 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.

### BACKGROUND

To maximise learning opportunities staff and educators are in position to utilise technology and media. Educators need to be aware of the challenges and the opportunities that electronic media and devices present.

Digital technology such as the use of iPad, laptops, television are to be used for education, entertainment, recreational, organisational and work purposes.

Foundations Family Day Care Service encourages transparency and professionalism in all communication involving media organisations when promoting Family Day Care and any issues relevant to the interests of children and families

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 181	Confidentiality of records kept by approved provider
Regulation 183	Storage of records and other documents
Regulation 184	Storage of records after service approval transferred

### KEY TERMS

Term	Meaning	Source
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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.

### **ROLES AND RESPONSIBILITIES:**

#### **Approved Supervisor is to:**

- Ensure all staff and educators respect the wishes of all families who do not desire their child to be photographed
- Mobile phones should not be used for personal reasons while working directly with children
- Identify technology training needs of Educators for professional development

#### **Nominated Supervisor/ FDC Coordinators:**

- Not disclose personal details of children such as addresses and medical information in their documentation. Educators will also be sensitive to the privacy of the children and families, and will not document and share sensitive information
- Mobile phones should not be used for personal reasons while working directly with children

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

- Comply with current legislation and Service policies
- 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
- Cybersafety will also be addressed on a regular basis with children attending our services as well as their families.
- Only provide programs or apps that they have viewed and assessed prior to introducing to children
- Source approved resources to share with the children and their families
- provide learning opportunities for children to be creators of media rather than consumers of media. Some forms of media are passive, to be viewed with little to no interaction. Educators will provide interactive, creative and communication tools that are open ended and support children's creativity
- Inform parents what online tools, publications and social media outlets are used. This includes the purpose and benefits of the tool, if and how personal information is stored and who is able to access it
- Mobile phones should not be used for personal reasons while working directly with children
- Discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation.

**Families 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.

**Educators and assistant educators' relation to screen time:**

- Abide by their obligations under the current Education and Care Services National Regulations and the National Quality Standard in relation to the use of television and other media
- Limit children's screen time
- Current recommendations for children's screen time is:
  - ☐ 0 (Nil) hours for children under 2 years of age
  - ☐ No more than 2 hours per day for children over 2 years of age, taking into account that you only have the children for part of the day
- Television and other media should not be used as a form of babysitting, they should be used for a specified time and then turned off
- Television and other media are to be age appropriate •
  - ☐ Programs classified "C" for Children, "P" for Pre-School or "G" for General are appropriate
- Games for game consoles classified with a "G" rating are appropriate
- Ensure that other family members are aware of the requirements of this policy and support the implementation of it
- Be aware of the age differences of the children you have in care and ensure that within the program classifications that any show watched, or games played are appropriate for all age
- If the internet is used, this should only be done under close adult supervision and with the installation of a Child Safe Filter
- Television shows and DVD's may be shown based on children's interest and used as a tool to support the Educational program
- Provide other activities for those children who do not wish to participate in screen time
- Be respectful of parent's choices around what TV viewing their children are exposed to
- Be respectful of parent's choices around what other media their children are exposed to
- Encourage children and families to leave other media items at home

**LINKS TO OTHER POLICIES**

- Engaging with families
- Communication with families
- Monitoring, support & supervision of educators

**MONITORING, EVALUATION AND REVIEW**

All staff will receive an induction and appropriate training on how to use iPads and Televisions (where appropriate and possible) as well as mentoring by Nominated Supervisors. During induction and training, staff will be made

aware of their obligations and expectations when using digital technology, associated risks and how to use iPads appropriately according to this policy.

## 7-K. HOURS OF OPERATION

Revised: October 2023

### POLICY STATEMENT

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

### BACKGROUND

We seek 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' and provide educators with support inside and outside of standard office hours. FFDCS aims to support educators to manage working hours while offering a flexible service to families.

### LEGISLATIVE REQUIREMENTS

Section/ Regulation	Description	KEY
Regulation 168	Education and care service must have policies and procedures	
Regulation 169	Additional policies and procedures – family day care service	
Regulation 170	Policies and procedures to be followed	
Regulation 171	Policies and procedures to be kept available	
Regulation 172	Notification of change to policies or procedures	TERMS
Term	Meaning	
<b>ACECQA- Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children	
<b>FDC educator</b>	An educator engaged by or registered with a FDC service to provide education and care for children in a residence or at an approved FDC venue.	
<b>FDC educator assistant</b>	A person engaged by or registered with a FDC service to assist FDC educators.	



<b>Hours of Operation</b>	the times when a business, such as a bar, restaurant, shop, or bank, is open for people to use it	Dictionary Cambridge (Definitions)
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## SUPPORTING DOCUMENTS

### Front Door Welcome Sign



## 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 family 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.

## LINKS TO OTHER POLICIES

- Communication with families

- Monitoring, support & supervision of educators
- Training and development
- Governance and Management

## **INDUCTION AND ONGOING TRAINING**

This Hours of Operation policy is discussed as part of the educator induction process. In addition, each month, educators and coordination staff are to attend either an in-service training event conducted by Foundations FDCS in which operating hours are rediscussed and enforced.

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

- Firsthand 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*!

Condition	Person with the infection	Those in contact with the infected person <sup>2</sup>
Chickenpox (varicella)	<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.
Cold sores (herpes simplex)	<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>
Conjunctivitis	<b>EXCLUDE</b> until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	<b>NOT EXCLUDED</b>
COVID-19 <sup>4</sup>	<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>
Cytomegalovirus (CMV)	<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>
Enterovirus 71 (EV71 neurological disease)	<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>
Fungal infections of the skin and nails (ringworm/tinea)	<b>EXCLUDE</b> until the day after antifungal treatment has commenced. (No exclusion for thrush).	<b>NOT EXCLUDED</b>
Glandular fever (mononucleosis, Epstein-Barr virus)	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
German measles (rubella) <sup>4</sup>	<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>
<i>Haemophilus influenzae</i> type b (Hib)	<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>
Hand, foot and mouth disease (EV71)	<b>EXCLUDE</b> until all blisters have dried.	<b>NOT EXCLUDED</b>
Head lice	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>
Hepatitis A <sup>4</sup>	<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.



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Condition	Person with the infection	Those in contact with the infected person <sup>1</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>



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## 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 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 programming 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 programming 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 times.**

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 educator's 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.